

Global partnerships in the implementation of sustainable development

The results of academic exchanges within the Linnaeus-Palme Programme





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Foreword

The Swedish Council for Higher Education (UHR) has administered and developed the Linnaeus-Palme Partnership (LP) exchange programme since 2013. The LP programme receives funding from the aid framework via Sida, the Swedish International Development Cooperation Agency, providing opportunities to strengthen partnerships between Swedish higher education institutions and ones in low and middle-income countries. The intention is also to contribute to strategic work on internationalisation, capacity development and widening interest in development work among young people. One expected result is that teachers and students will develop their interest in, and ability to, contribute to the implementation of the 2030 Agenda for Sustainable Development.

UHR conducts continual follow-ups of activities undertaken as part of the programme. In the annual activity reporting to the financier, this is done by assessing the goal fulfilment of individual projects within the framework set by the programme. This study was tasked more specifically, with outcome harvesting in terms of outputs, outcomes and impacts at the Swedish higher education institutions and their partners.

The study shows that all LP projects lead to results. Often, multiyear strategies for deepening collaboration between research and teaching staff are described, as well as for developing the partnership between the Swedish higher education institution and the partner country. This corresponds with UHR's purpose and objectives for the programme, and the framework of the Swedish government's strategies for development cooperation. The driving forces behind the multiyear strategies primarily originate from the higher education institutions' mission, their work on internationalising higher education and in their global context. The research that is conducted is stated as being of vital importance in the outcome of participation in the LP programme. Cooperation within the programme contributes to strengthening the institutional and the individual resource base of both the Swedish partner and the foreign partner, which is a result develops over time and benefits from several years of funding.



Eino Örnfeldt,
Director General, UHR

Sammanfattning

Den här utredningen inventerar utfallet av ett utbytes- och mobilitetsprogram för studenter och lärare – Linnaeus-Palme (LP). Universitets- och högskolerådet (UHR) administrerar och utvecklar programmet, med finansiering av biståndsmedel från Sida. Det verkar i både ett utbildningssammanhang och biståndspolitiskt sammanhang, med Agenda 2030 och regeringens Resultatstrategi för kapacitetsutveckling, partnerskap och metod (KAPAME) som referensram.

Utredningen har uppdraget att inventera vilka typer av utfall – i termer av resultat, effekter och bestående förändringar –projekt som finansieras av LP-programmet ger. Det är mångfalden utfall som undersöks, snarare än de mest frekvent förekommande. Intresset är särskilt riktat mot utfall på institutionell/organisatorisk nivå, det vill säga utfall som uppkommer genom samarbete mellan institutioner på lärosäten i Sverige och i låg- och medelinkomstländer.

Med utgångspunkt i viktiga målområden i KAPAME-strategin och med ambitionen att så långt som möjligt försöka förstå hur lärosätenas aktörer tänker kring och förhåller sig till utfall besvaras tre frågeställningar:

- Vilka typer av utfall genererar LP-projekten?
- Om och på vilket sätt bidrar LP-projekten till målområden i KAPAME?
- Hur förhåller sig involverade aktörer till dessa målområden?

Inventeringen visar att samtliga institutioner/lärosäten i utredningen som bedriver LP-projekt genererar utfall. LP-projekten visar både resultat och effekter såväl som mer bestående förändringar, både i Sverige och samarbetsländerna. Institutionernas målbilder för samarbetet visar att projekten bedrivs i syfte att fördjupa samarbetet mellan undervisande och forskande personal som sträcker sig över flera år.

Vidare kan konstateras att institutionernas ömsesidiga samarbete samt de resultat, effekter och bestående förändringar som kommer ut av projekten ligger i linje med resultatstrategin för kapacitetsutveckling. Det sker i relation till LP-projektens målbilder, som i sin tur har sitt ursprung i lärosätenas grunduppdrag, dess arbete med internationalisering av den högre utbildningen och andra globala strukturer som lärosäten verkar inom. Dessa strukturer sätter även ramen för vilka utfall som kan komma att uppstå. De gör också att institutionernas utfall är mycket snarlika varandra. Därför är undervisande och forskande personal överens om vad grundvärdet och mervärdet av att delta i LP-samarbetet är, såväl i Sverige som i samarbetsländerna.

Utredningen har kommit fram till fyra slutsatser om utfall av LP-programmet:

1. Partnerskap mellan institutioner och utbytet mellan individer leder till internationalisering av högre utbildning och forskning, i både Sverige

och i samarbetsländerna. Utbytet sker på ett intellektuellt, kulturellt och mellanmänniskt plan som tillsammans utgör grunden för olika typer av utfall inom partnerskapet. För att partnerskapet ska uppnå bestående förändringar av utbytet är den gemensamma forskningen central.

2. Genom LP-samarbeten bidrar institutionerna till att stärka både den institutionella och den individuella resursbasen, både hos den svenska partnern och hos samarbetspartnern. Det sker genom utveckling och tillämpning av nytt kursinnehåll, nya metoder, internationell karriärvägledning och nya gemensamma utbildningsprogram som utgår från globala perspektiv.
3. Institutioners samarbeten stärker över tid även deras förmåga att samarbeta internationellt och etablera partnerskap. Framgångsfaktorer för starka partnerskap är upprepade utbyten, tid och ömsesidiga resultat. Ofta är drivkraften bakom LP-projekten att etablera eller bygga vidare på andra samarbeten och partnerskap. De är i sin tur förutsättningen eller metoden för att nå beständiga förändringar i verksamheten, oavsett om fokus är på utbildning eller forskning. Utredningen visar att LP-programmet bidrar till att vidareutveckla dessa relationer och nätverk men också utvecklingsprocesser och gemensamt lärande mellan individer och institutioner i Sverige och i samarbetsländerna. I sin tur leder det till institutionell kapacitetsutveckling, en förmåga att bedriva internationella samarbeten.
4. Utfallen av LP-samarbeten sker progressivt. Alla projekt i urvalet visar resultat, effekter eller bestående förändringar som ett utfall av LP-samarbetet. I de flesta målbilderna i projekten syns en strävan mot en högre grad av interaktion mellan institutionerna. Det kan leda till integrering av ny kunskap, nya metoder och lösningar samt till gemensam verksamhet i form av master- och doktorandprogram, praktik, läroböcker och forskning. Institutioner som har samarbetat en längre period har i större utsträckning nått sina mål och de kan redovisa både flera effekter och bestående förändringar av den typ som listats.

Sammantaget kan konstateras att de kollegiala partnerskap som LP-programmet finansierar bidrar både till internationalisering och till förverkligandet av Agenda 2030. LP-programmet har i och med det grundvärden som är värda att slå vakt om, men också att utveckla och förädla för att ytterligare stärka institutionernas bidrag till att genomföra Agenda 2030.¹

1. Utredningen genomfördes under september 2020 till maj 2021. Projektgruppen bestod av projektledare Conny Pettersson (UHR) och utredande konsult Therese Mithander Udovicic (Capdev Studio Sweden AB).

Summary

This report is an inventory of the results of an exchange and mobility programme for students and teachers: Linnaeus-Palme (LP). The Swedish Council for Higher Education (UHR) administrates and develops the programme, with funding via aid funding from Sida, the Swedish International Development Cooperation Agency. The programme is active in educational and aid policy contexts, with the 2030 Agenda for Sustainable Development and the Swedish Government's *Resultatstrategi för kapacitetsutveckling, partnerskap och metod* (KAPAME – results strategy for capacity development, partnership and method) as reference frameworks.

The study was tasked with harvesting which types of results – in terms of outputs, outcomes and impacts – are generated by projects funded by the LP programme. The diversity of results is investigated, rather than the most frequently occurring. There is particular interest in results at the departmental/organisational level, i.e. outcomes that arise due to cooperation between departments in Sweden and in low and middle-income countries.

Based on important target areas in the KAPAME strategy and with the ambition of trying to understand, as far as possible, how actors at the higher education institutions think about and relate to the results, three questions are answered:

- What types of results do LP projects generate?
- Whether, and in what way, do LP projects contribute to the target areas in KAPAME?
- How do the involved actors relate to these target areas?

The inventory shows that results are generated by all the departments/higher education institutions in this study that conduct LP projects. The LP projects display outputs and outcomes as well as impacts, both in Sweden and in the partner countries. The departments' objectives for their partnerships demonstrate that projects are conducted with the purpose of enhancing the partnership between teaching and research staff, which stretches over several years.

In addition, the departments' mutual cooperation and the outputs, outcomes and impacts that arise from the project can be shown to correspond to the result strategy for capacity development. This takes place in relation to the LP projects' objectives which, in turn, originate from the mission of the higher education institutions, their work on internationalising higher education and other global structures within which they work. These structures also establish the framework for which results can arise. They also lead to the departments' results being very similar. Teaching and research staff therefore agree on the fundamental value and added value of participation in the LP partnership, both in Sweden and in the partner countries.

The study has arrived at four conclusions about results from the LP programme:

1. Partnerships between departments lead to the internationalisation of higher education and research in Sweden and in the partner countries through cultural, interpersonal and intellectual exchanges. The importance of research in the LP programme is vital for the impacts that result from interdepartmental partnerships. The concept of an exchange also has several dimensions that combine to form a basis for different types of results.
2. Through their LP partnerships, the departments contribute to strengthening the institutional and individual resource bases of both the Swedish partner and the foreign partner. This is done in the development and application of new course content, new methods, international careers guidance and new joint study programmes using global perspectives.
3. Over time, the departments' partnerships also strengthen their ability to cooperate internationally and establish other partnerships. Success factors for strong partnerships are repeated exchanges, time and mutual results. The driving force behind LP projects is often to establish or build upon cooperation and partnerships. In turn, these are necessary – or the method for – achieving impact in activities, regardless of whether the focus is education or research. The study has shown that the LP programme helps develop these relationships and networks, as well as development processes and shared learning between individuals and departments in Sweden and in partner countries. In turn, this leads to institutional capacity development, an ability to conduct international cooperation.
4. Results from LP partnerships occur as a progression. All the selected projects display outputs, outcomes or impacts as a result of the LP partnerships. Most of the project objectives display a desire for a greater degree of interaction between the departments, which may lead to the integration of new knowledge, new methods and solutions, and to joint activities in the shapes of Master's and doctoral programmes, placements, textbooks and research. Departments that have cooperated for a longer period are more likely to have achieved their objectives and they can present more outcomes and impacts of the types listed.

Overall, the collegial partnerships funded by the LP programme contribute to both internationalisation and the implementation of the 2030 Agenda for Sustainable Development. The LP programme thus has basic values that are worth protecting, but also worth developing and refining to further strengthen the departments' contributions to implementing the 2030 Agenda for Sustainable Development.²

2. The study ran from September 2020 to May 2021. The project group consisted of project manager Conny Pettersson (UHR) and investigative consultant Therese Mithander Udovicic (Capdev Studio Sweden AB).

Introduction

Background

In 2020, UHR presented the results of an enquiry – *Relevanta program i en föränderlig värld* (UHR 2020c – Relevant programmes in a changing world). Its purpose was to investigate the relevance of the objectives and strategies for several of the aid-funded exchange and mobility programmes that UHR administers and develops. The study showed the way in which the design of UHR's programmes relate to UHR's and Sida's overarching strategic objectives and priorities. There was a particular focus on the programmes' relevance to the *Resultatstrategi för kapacitetsutveckling, partnerskap och metod* (KAPAME – results strategy for capacity development, partnership and method).³

The study showed that the exchange and mobility programmes are relatively well supported in UHR's education policy strategies and Sida's aid policy strategies, but also made general recommendations for the programmes' continued strategic and practical development. This included emphasising the challenge and development potential found in the existing strategic context of the programmes – the global implementation of the 2030 Agenda for Sustainable Development. Another challenge is how to better unite the efforts of education policy and aid policy – both practically and policy-wise – within the framework of the Agenda. One more challenge – in the extension of the report – is to create a better image of and understanding for what UHR's exchange and mobility programmes lead to, which is the outcome of programme activities. This challenge is covered in this study.

The KAPAME strategy has partially established new frameworks for, and created a need for change in, several of UHR's programmes; they should move from their former primary focus on individual resource bases to also developing a stronger and broader resource base of Swedish stakeholders. The strategy also includes creating and strengthening international partnerships, institutionally and organisationally. Additionally, there is a striving towards institutional capacity building – especially in low and middle-income countries – and what can be called the innovation climate for developing new working methods and procedures. The KAPAME strategy emphasises that:

The purpose of activities within the framework of this strategy is to contribute to capacity development, cooperation and partnerships with a wide range of stakeholders, the development of methods and work procedures, and to strengthen and expand the Swedish resource base.⁴

3. KAPAME is one of several strategies – designed by the Ministry for Foreign Affairs – used by Sida to allocate financing and govern activities as part of Swedish aid and development policy. Some of UHR's exchange and mobility programmes are conducted using funding as part of the KAPAME strategy.

4. Utrikesdepartementet (2018): Strategi för kapacitetsutveckling, partnerskap och metoder som stöder Agenda 2030 för hållbar utveckling. p. 2.

The KAPAME strategy has four target areas and a number of identified objectives:⁵

- *A broad Swedish resource base*: Strengthened capacity and learning within the Swedish resource base⁶ for the international implementation of the 2030 Agenda for Sustainable Development.
- *Collaboration and strengthened partnerships*: Strengthened partnerships and leadership, increased knowledge and commitment among a wide range of stakeholders – including those in Sweden – which can contribute to the global implementation of the 2030 Agenda for Sustainable Development.
- *Capacity development*: Strengthening the institutional capacity of stakeholders in partner countries, to benefit sustainable development and poverty reduction. Improved opportunities and strengthened capacity for actors in partner countries to implement, follow up and participate in global dialogue on the 2030 Agenda for Sustainable Development.
- *Innovative methods and work processes for development cooperation*: Increased access to and better uptake of innovative forms and methods in collaboration and financing.

These target areas are relatively generally described in the KAPAME strategy. They are aimed at a range of stakeholders, public authorities and organisations that must relate to and conduct their activities within the strategy's framework. The target areas also overlap. Stakeholders who are active as part of the strategy are obliged to create content that corresponds in both principle and in practice.

The Linnaeus-Palme programme (LP) was selected for this study from the five aid-funded exchange and mobility programmes for which UHR is responsible and develops as part of the KAPAME strategy.⁷ LP allows Swedish higher education institutions to apply for funding to develop new partnerships with higher education institutions in low and middle-income countries, and to strengthen existing ones. It offers teacher and student exchanges that advance both their individual future opportunities and the higher education

5. Kapacitetsutveckling en nyckel till framgångsrikt bistånd 2018.

6. The Swedish resource base is abroad group of Swedish actors in the public and private sectors, and in civil society, who can contribute to the international implementation of the 2030 Agenda. Concretely, this may include Swedish representation in important positions in international development work and the use and return of Swedish skills and experience. However, it can also include experience for other, new societal areas in work for the 2030 Agenda and developing institutional capacity among Swedish actors. There are two objectives to Sida's work on resource base development: The first is to increase "the number of qualified Swedes who work in international and regional organisations through recruitment to the UN, World Bank and regional development banks". Here, broadening the resource base includes organisations/institutions, as well as individuals. Second, to broaden "capacity within aid through competence development and education programmes for young people". See www.sida.se/Svenska/engagera-dig/internationella-tjanster/.

7. The other exchange and mobility programmes are: Minor Field Studies (MFS), Sida's travel grant, Athena and the placement programme.

institution's opportunities for work on internationalisation (see Appendix 1).⁸ LP is an important programme for UHR. Even if there are significant differences between the five programmes in terms of their practical design, the ambition is that the conclusions and other general insights gained in this study can benefit the other programmes.

The hope is that activities will evolve in the future due to having obtained a more complete picture of what different projects lead to, resulting in a greater visionary and pragmatic overview and in strategic precision. This also highlights the diversity of activities and outcomes, as regards relevance, benefit and usefulness.

Aside from the financial statements that are provided, the existing knowledge of results – and which is asked for by Sida and UHR – primarily covers everything that can be characterised as activities and results, things that are relatively easy to report on and to discover, analyse and convey.⁹ The ambition of this study is somewhat deeper and broader.

Purpose, questions, and delimitations

The purpose of the study is to inventory which types of results arise from projects funded by the LP programme, in Sweden and in partner countries. Its purpose is specified through the following questions:

- What types of results do LP projects generate?
- Whether, and in what way, do LP projects contribute to the target areas in KAPAME?
- How do the involved actors relate to these target areas?

The LP programme is mainly focused on the institutional level, on parties at higher education institutions in Sweden and in partner countries.¹⁰ Organisationally, they could be subjects, departments, faculties or the equivalent. In Sweden, LP projects are generally organised at departmental level.¹¹ This

8. UHR's five programmes within the KAPAME results strategy are not directly comparable or interchangeable, but act within the same policy framework. Because deeper understanding of possible results of this type of programme activity is what is strived for, UHR has chosen to focus on one of them.

9. Implementation of the aid-funded programmes leads to numerous activities at the involved agencies, higher education institutions or organisations, and in the local community in Sweden and the partner countries. There is knowledge of the activities. UHR analyses their results every year. This knowledge is a basis for UHR's annual budget presentation and auditing to Sida about programme activities.

10. Possible partner countries (approx. 30 low and middle-income countries) are in the OECD-DAC list of ODA countries. See the list on www.utbyten.se.

11. The use of institution has a theoretical or analytical meaning as formal and informal norms and rules. A line is normally drawn between formal (laws and regulations) and informal institutions (norms and principles). They both fulfil normative, regulatory and cognitive/cultural functions. These set the agenda for and influence how people think and behave in different situations and contexts (Scott 1995).

means that results at individual and contextual levels are not included in the study, although the analysis levels are not strictly compartmentalised.¹²

The study's focus is the most recent round of projects within the LP partnership, which includes projects that were granted funding in the 2018 applications round and that submitted a final report by 2020.

Method, selection, and data collection

Harvesting outcomes

Starting points for the inventory of LP results

The method of the study is focused on inventorying results. Inventorying results, known as outcome harvesting, has proven to work well in complex contexts.¹³ Instead of only focusing on the immediate goal fulfilment, interest is also focused on discovering and identifying a breadth and depth of results; if possible, they should also not be linked to the goals.¹⁴

UHR wishes to obtain a clearer and *deeper image of the results* of project activities in general and associated with the above target areas (stated in KAPAME) in particular. This is of particular importance as a basis for, and as part of, the authority's internal and external work on these issues, to show which activities are conducted and the outcomes they generate, and to show relevance to strategy (particularly in relation to KAPAME) with which this occurs. Work is conducted on an ongoing basis as part of the analysis of the projects' final reporting to UHR. It also occurs – as in this study – through UHR holding separate dialogues with contact people for the projects.

It is important that UHR also *broadens and deepens the understanding of potential results* of project activities, to develop the programme.¹⁵ This includes aspects that are seen immediately and are perhaps short term,

12. The study differentiates between UHR's programme activities (here the LP programme) and individual projects funded by the programme (LP projects). Higher education institutions may have several ongoing LP projects that are referred to collectively (LP activities). In this context, there may also be "resting" activities, such as previous project activities waiting to be reactivated.

13. Wilson-Grau 2015.

14. It can be difficult to maintain a distinction between goals and results, practically in projects and analytically in the study. Identified, desired and *expected results* (stated goals) in project applications tend to be linked to or with *experienced actual results* (realised goals) in final reports. However, it is important to principally and analytically try to separate desired goals and experienced actual results. Also, goals have a tendency to change during the project. The study is thus also interested in results in the extension of, outside, and beyond the stated goals of the project. This applies both to specific goal statements for LP projects and UHR's goals for the LP programme.

15. In context, some concepts need describing and terminological clarification. A higher education institution's total involvement in the LP programme is sometimes called LP activities. These LP activities may consist of newly started partnerships that are funded by the LP programme or of long-lasting partnerships, and may be found at one or several departments. Every year, departments can apply for funding from the LP programme for projects that cover three semesters. It is possible to apply for funding for the same partnership up to eight times.

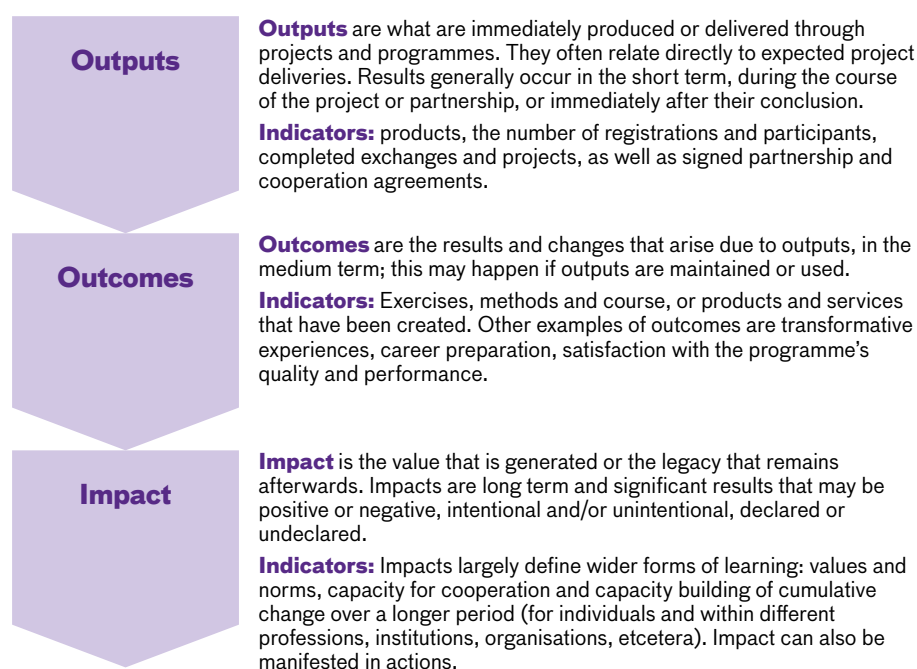
aspects that are indirectly apparent and are more long-term outcomes, as well as ones that could be side or spin-off effects. Aspects that can mostly be associated with previous LP projects, where something happened or was created, and which only became substantive later, could be included. In this context, there is a striving for a broad diversity in the perspectives on results, rather than identifying those that are most frequent, important or generalisable.

Results may have several sources, and there may be differing opinions about what is or is not an outcome. The projects therefore need to be able to describe the ways in which results can be associated with LP and current LP projects.

Focus on outputs, outcomes and impacts

The study's ambition is to use a search instrument that is as open as possible and to allow to the contact persons' and respondents perspectives on and opinions of the results to be apparent. Three result categories have been used as a basis, to provide a search structure: outputs, outcomes and impacts. These illustrate the results at different levels and of varying duration; from immediate delivery of outputs to more long term, in-depth impacts. Outcomes are between these two. There is a sequential logic between the three categories (see figure 1):

Figure 1: Three results categories: outputs, outcomes and impacts



The sequential logic in the figure can also be regarded as a chain of results. Note that, logically, in the outcome chain, there are two previous stages that are not results, but which are important to an understanding of the entire

chain. These are inputs and activities. The logic in the entire chain can be described as follows: *inputs* are used to generate or conduct *activities*. Activities lead to production by the organisation (*output*). Outputs lead to changes (*outcomes*) and, in some cases, *impacts*. The logic builds upon the changes and results happening sequentially, where a previous stage of the chain is the foundation for, contributes to or causes the next stage. This does not prevent the stages following each other at a rapid pace, almost instantaneously.¹⁶

The sequential logic may indicate that impacts in all situations and everywhere are preferable to outputs and outcomes, and this may be true of many situations. Despite this, it is linked to what the organisation aims to achieve, i.e. which goals provide direction.

Two analytical sections: selection and data collection

Empirically and analytically, the study has two sections. In the first one, all the LP final reports submitted in the spring of 2020 were analysed. Three of the sixteen questions answered in the final reports have been analysed. These three questions are those which, overall, best capture the scope of the study. The collected material provides an image of how the contact people describe the planned results (objectives) and especially perceived results – in terms of outputs, outcomes and impacts of the projects.

An analysis of semi-structured interviews is conducted in the second section. Eleven LP projects are included in the strategic selection. Nineteen interviews have – as far as possible – been conducted with contact people in Sweden and the partner country for each LP project. They are primarily teaching staff and/or researchers (see Appendix 2).¹⁷ They have been conducted as conversations supported by a thematically structured question template (see Appendix 3). Both sections – the analysis of the final reports and the interviews – have been analysed thematically, first separately and then together. How the thematic analysis was conducted is described later (see “Empirical and thematic analysis”).

The first section of the study (analysis of LP final reports) is a survey of the projects that received funding and produced a final report in 2018–2020. The 78 departments that are included have actively decided to apply for funding. They have recently conducted an LP project and submitted a final report. They therefore have experience of the entire process, from application and implementation to the final reporting. In numerous cases, they also have experience of the period after the project has formally ended.

16. Roche 1999; SECO/WE Evaluation Guidelines 2021.

17. The general terms and conditions of the LP programme define a teacher as someone who teaches at any of the participating higher education institutions. The study takes a broader approach than that stated above, and which corresponds to the contact persons' responses. The study uses the definition in the Higher Education Act, which states that the tasks of a teacher include managing education or research, as well as administrative work, Chapter 3, Section 1 of the Higher Education Act (1992:1434). Contact persons and interviewees use the concept of teacher and researcher synonymously. The study uses the phrases teachers and researchers or teaching and research staff, which includes doctoral students because they are usually employed by the higher education institutional and undertake teaching duties as part of their employment.

A selection is made in the second section of the study (analysis of interviews) and is done in several stages. The starting point has been to achieve a wide diversity, in several senses, to ensure that the LP projects are conducted at departments with different subject specialisations, at different types of higher education institutions and in different places in Sweden. The ambition has been to find results from departments with newly started partnerships and from those that have worked together for longer. Finally, the partners' geographic location has had some significance when choosing between two otherwise equivalent LP projects. The selection contains twelve final reports – from twelve departments – across ten higher education institutions (see also Appendix 2). They represent a range of partnerships, from ones less than two years old to ones that have lasted for more than eight years.

What do we know from previous studies?

This chapter provides an overview of previous enquiries that are relevant to strengthened partnerships in aid-funded programmes conducted by UHR; the relevance criterium is fairly broad. The idea of this overview is to provide a background to the study and link it to the knowledge already found at UHR. The idea is also to return to this in the final reflections, to make a cumulative contribution to knowledge-building at UHR.

From results at the individual level to results at the organisational level

Several of UHR's previous studies of aid-funded programmes have focused on the added value for individuals in the resource base, which is supported by priorities in previous aid policies.¹⁸ There is wide-ranging material about how students and teachers experience the programmes and what their participation has led to for them as individuals, in relation to the resource base. It also includes commentary about the driving forces that govern involvement and participation in international partnerships and exchanges.

The drivers of internationalisation described in previous studies focus on the internal and external driving forces for individuals and organisations. Individual driving forces could be the teacher who wants to apply an international approach in their subject. Organisations' internal driving forces deal with the profiles of the higher education institution and department, or aggregated or interacting personal driving forces among employees, while external driving forces may include formal instructions, rules and structures. The latter are often expressed through trends and international strategies for cooperation and development at various levels, such as the 2030 Agenda for Sustainable Development and the Global Goals.

In *Internationalisation through the Linnaeus-Palme programme* (UHR 2015), one teacher describes how individual driving forces for cooperation drive internationalisation in higher education from the bottom up. The quote illustrates how aggregated driving forces for internationalisation can be expressed; they are manifested collectively but originate individually:

It feels as though internationalisation comes from within, as opposed to from without. I think internationalisation has more to do with

18. See e.g. UHR (2013): Översyn av utbildningsprogram inom Sidas uppdrag för resursbasutveckling; UHR (2015): Internationalisation through the Linnaeus-Palme programme; UHR (2017): Förstudie: Effektutvärdering av resursbasprogrammen; UHR (2018): Rekryteringspool för internationellt utvecklingssamarbete? Utvärdering av Minor Field Studies (MFS), Linnaeus-Palme och Praktikantprogrammet.

committed teachers initiating international collaborations – and students wanting an increased focus on internationalisation – than with an actual increase in requirements for University Colleges to internationalise.¹⁹

The abovementioned text from UHR is both a summary of, and builds upon, two previous studies from the International Programme Office for Education and Training (IPK).²⁰ These IPK studies have many similarities with this study. They also conducted interviews with contact people at Swedish departments and departments in partner countries. The UHR text also includes questions about results that are similar to the questions in this study, including the driving forces for LP partnerships. Teachers stated that the primary reason for LP partnerships was the opportunity for mutual exchanges with universities in low and middle-income countries. Another highly ranked reason is the opportunity to deepen the department's knowledge of conditions in other countries. Reasons that were lower ranked by the teachers were attracting students and contributing to the goals of Swedish foreign policy, such as those stated in Sweden's policy for global development (PGU)^{21, 22}

One of the IPK studies, *Att utveckla det globala lärandet med Linnaeus-Palme* (Developing Global Learning through Linnaeus-Palme, IPK 2011) states that a common partnership process is that it begins at the individual level through personal contact and a relationship is established. Teachers or researchers often meet at international conferences, after which the partnership gains collegial/collective support at the higher education institution. This broadens and formalises the partnership, at the same time as it materialises and, in the best case, deepens – it is “projectified”. The project is founded and links to – in some cases – the foreign policy goals of the PGU as it continues, despite this not being the primary intentions. These foreign policy goals include the internationalisation of higher education.²³

Of interest in this study is that LP projects largely appear to be governed by individual driving forces to cooperate with parties in low and middle-income countries. The project arises a short way into the partnership, and it is first after a few years that they link to and become part of implementing the foreign policy goals.

Additionally, the studies from IPK cover the effects and success factors in LP partnerships in relation to how long term the partnership is. In this context, the teachers make interesting reflections on the need to link the partnership to research and other parts of the higher education institution to achieve long term cooperation and to achieve the project's long-term objectives. The teachers describe how research partnerships contribute to

19. UHR (2015): Internationalisation through the Linnaeus-Palme programme, p. 5.

20. IPK (2009): Internationella erfarenheter inom högre utbildning; IPK (2011): Att utveckla det globala lärandet med Linnaeus-Palme.

21. See Bill 2002/03:122.

22. UHR (2015): Internationalisation through the Linnaeus-Palme programme.

23. IPK (2011): Att utveckla det globala lärandet med Linnaeus-Palme, p. 10.

more employees becoming involved in the partnership and that this, in turn, reinforces the ties between the departments.

Something that unites most of the interviewed teachers – in these studies – is that the knowledge obtained during the international exchanges cannot be obtained theoretically. The added value comes from the physical and personal meetings, added value that includes the ability to see and deal with new perspectives, which raises new questions – global knowledge arises. For teachers, this may involve new methods, pedagogical models and educational perspectives.

However, the dominant impression is that the greatest academic benefits are at the level of content. One way to add content is to exchange specialist expertise. New specialist expertise sometimes leads to the joint development of courses within the partnership, or offering more courses in English. However, the greatest benefit is described as a change of perspective. As one of the interviewed teachers explains:

The skills are perhaps not that different, compared to Swedish teachers. It's more to do with the South African perspective. Their context – which in turn shapes their research – is very different and we cannot access it if we bring in a lecturer from Sweden. When South African teachers use examples from South Africa this often proves successful. We are not doing something entirely new, but the ordinary is given a new angle. It is done differently.²⁴

The academic specialisations do not depend on the teacher's origin, the difference is in the contextual starting points. Shifting perspectives entails seeing the world in a new way, which forces teachers and students to formulate new problems and ask new questions. New knowledge is created, which results in a greater understanding of global contexts and problems.

Swedish national strategies require a broad view of results

The LP programme was previously regarded as a resource base programme. This concept is referred to in Sida's *Resultatstrategi för kapacitetsutveckling och utbyten 2014–18* (Result strategy for capacity development and exchanges 2014-18), which focused on a Swedish resource base:

The purpose of a resource base programme is to provide Sweden with people who have the knowledge and experience, and the necessary interest, to work in international development partnerships.²⁵

Since then, expanding the resource base has been important to both Sida and UHR – achieving a greater diversity in recruitment. The preliminary study

24. UHR (2015): Internationalisation through the Linnaeus-Palme programme, p. 7.

25. UHR (2018): Rekryteringspool för internationellt utvecklingssamarbete, p. 5.

Effektutvärdering av resursbasprogrammen (Evaluating the Effects of the Resource Base Programmes, UHR 2017) it is described as:

[...] an expansion to new groups of individuals who have the opportunity to, in different ways, work within the framework provided by Swedish development partnerships and/or other work on development issues. This could include knowledge required in specific subject areas, languages and cultural knowledge, or networks in a partner country.²⁶

The report titled *Rekryteringspool för internationellt utvecklingssamarbete* (Recruitment Pool for International Development Work, UHR 2018a) addresses the issue of whether the aid-financed programmes “contribute to a broad and well-prepared resource base and how well the programmes’ contributions to the resource base agree with the needs of employers.”²⁷ One development need identified in the report was to more clearly inform about and regard participation in the programmes as a potential benefit in students’ careers and for future employers. In the survey responses the report is based upon, researchers state they had the greatest benefit from participating in the LP programme as students. So, even if there is development potential in linking students to employers outside higher education institutions, there is a clear connection between participation in the programme and a career in higher education and research.

UHR now intends to investigate the results of current LP projects and how these results relate to an institutional/organisational level in relation to the programme’s foreign policy aims. Previous studies and those referred to here provide insight into the components of partnerships within the programme, but not the entire picture. This study is also partially located in another Swedish context. When the focus of the study was formed (2018) there was a new strategy in place for the aid-financed programmes (KAPAME). The image that will now appear as regards the results of LP partnerships and their relation to the target areas with KAPAME remains to be seen.

26. UHR (2017): Förstudie: Effektutvärdering av resursbasprogrammen, p. 11; see also UHR (2013): Översyn av utbildningsprogram inom Sidas uppdrag för resursbasutveckling.

27. UHR (2018): Rekryteringspool för internationellt utvecklingssamarbete, p. 5.

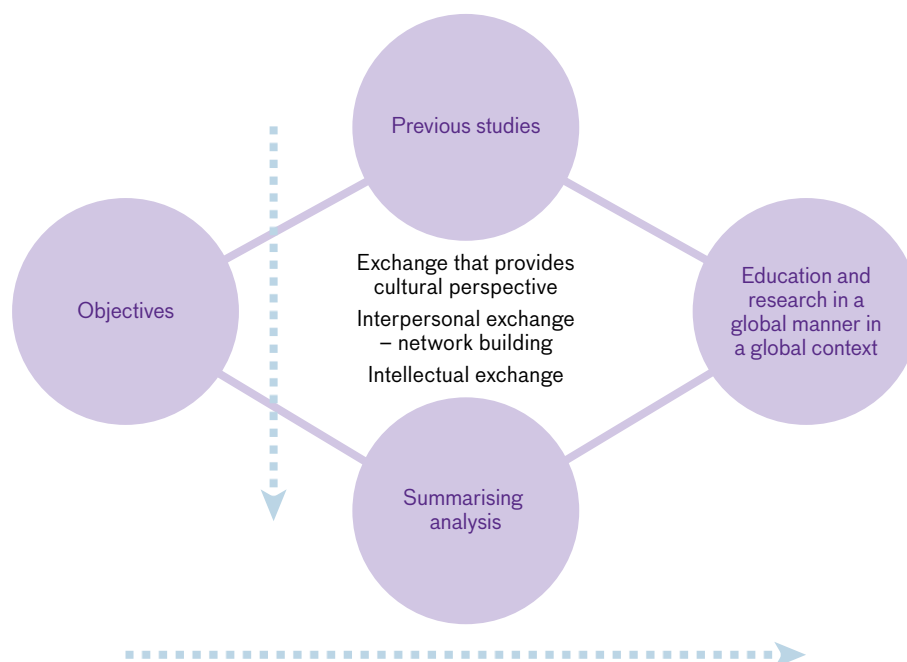
Empirical and thematic analysis

This chapter builds upon the analysis of empirics from final reports and interviews, primarily with teaching and research staff at Swedish and foreign higher education institutions. Their presentation is thematic and placed in a flow. The flow's theme is shared and based on material from both methods. There are some statements that deviate from common themes. The text says whether a specific statement is taken from a final report or an interview.²⁸ The same applies to statements made by interviewees in Sweden or partner countries.

The themes emerged through several stages. Initially, the analysis was conducted as parallel tracks; the analysis of final reports and that of interviews. Themes have been developed based on a foundational and broad empirical analysis of the descriptions of LP activities in the final reports. This was done by linking themes together in clusters, to gradually form overarching themes. At the same time, the scope of the empirical material has been reduced. The interview material has been through the same analysis process. Finally, the two parallel processes have been brought together. This is how the themes presented in this chapter have been produced, where both shared and unique elements can be discerned.

28. The report anonymises people, higher education institutions and countries, as far as possible. The important factor is what the themes convey, not who or how many people presented them. There are exceptions, but only in the context of harmless observation or when complete anonymisation is difficult. Quotes have been anonymised by replacing words – names of subjects, courses and programmes or higher education institutions, cities and countries – indicated by square brackets.

Figure 2: The context and flow where results arise



The structure of the chapter is based on the flow and the three overarching themes – or three types of results, which emerge in the analysis – surrounded by a starting point in objectives and an end point in the form of a global perspective on education and research. This is followed by a summarising analysis of what outcome harvesting has led to – in terms of outputs, outcomes and impacts. This summarising analysis links to previous studies and finishes in the next chapter, with conclusions and final reflections. Figure 2 can be read both horizontally and vertically to understand the thematic analysis of the empirics and to understand how previous knowledge is linked to the analysis and conclusions.

Objectives for partnerships

The objectives of the LP projects are not the focus of this study, but are an important start point or reference for the study's primary focus on results. A concise starting point is therefore the empirical and thematic analysis of results in the objectives stated in the material.

Different types of statements of objectives – simple or complex

The objectives, especially the descriptions of the objectives, vary in the final reports. An objective may be written concisely and clearly, even if the practice it is intended to reflect is more complicated:

The overarching aim was to increase student and teacher mobility at both departments and to obtain a clearer global perspective in the courses.

A more complex description of the objective may refer to a similar aimed-for activity, with more details and more words:

Our long-term aim with the project is, after eight years, to have produced a sustainable and independent partnership for internationalisation, in which teachers and students conduct an academic exchange in the field of digital competence in school. For internationalisation, we see greater potential, as both parties have a great need to include global issues in their activities, in different but supplementary ways. [...] We become better friends for every year of our cooperation and learn more about each other and each other's activities. [...] Now that we have had the second year of student exchange in the project, we have a greatly increased interest in global issues, partly among the students who participated in the exchange, and partly that the interest among other students in pre-school teacher education has increased. We have also seen interest among other teachers, which has led to other teachers (on both Linnaeus and Palme sides) indicating they would like to participate in future project years.

The quotes illustrate the breadth of how objectives are described in the final reports. One is not better than the other; they both describe the process towards the objective.

Content and time horizon of the objectives

In terms of content, the objectives are similar in many LP projects; not in their actual formulation of what will happen, but in terms of their essential content. The following quote provides some common objectives:

The long-term aim of the project is to increase the quality of our [...] course through an exchange of teachers and students. Short-term aims were to achieve a knowledge exchange, develop teaching methods such as blended learning and simulations, to contribute to knowledge development in researcher methods in care provision at the partner university, and to increase the quality of education at both universities in a global and multicultural context.

Another higher education institution focuses its objectives on the surrounding community as well as, by extension, the foreign stay and the study period:

The total international activities at [higher education institution] are to enhance the quality of the university's research and education and promote sustainable development. One goal is that, after their education, students will be able to work on an international [...] stage. Another goal is to offer an international and creative knowledge environment [...].

Together, the quotes summarise the content of many objectives: there are short-term and long-term aims; some affect individuals, whether teachers or students; some affect education as such, both its content and pedagogy. Both

quotes start with education and research at the higher education institution and end up with what comes in the continuation of the studies, in a much greater and more long-term context.

The departments' objectives are, as stated previously, the basis for the results that are created within LP partnerships. Three themes for exchanges arise from the objectives, which provide content for activities such as student and teacher exchanges.

Three themes for exchanges

The three types of exchange presented here are aspects of each other, like the sides of a triangle. They are linked together and of equal value. In the material, they appear to be mutually reinforcing. Also, it is of course possible and perhaps reasonable that individual LP projects prioritise these aspects differently, such as focusing on the exchange that provides cultural perspective, for example. It is possible that there is also a cumulative effect, that one follows the other in a sequence. The other themes tend to follow each other in a progression as the partnership between the departments progresses and deepens.

Internationalization was a major pillar in the strengthening of the exchange. This did not mean only going outside one's national boundaries; indeed, it entailed a strategic manner in which participating teachers and students could learn from the experience, socio-cultural exposure, academic, and professional growth, and a boost in confidence regarding how they could visualize global issues and see themselves as one with it and not as isolated clusters and mindsets.

Gradually, in the production of the three types of results, the core of the LP exchanges is concretised. It unites the three types of exchange.

Exchange that provides cultural perspective

Cultural exchange is perhaps the most fundamental type. It is the starting point. Here, one meets a (potentially) different culture, observes and solves challenges. It provides new perspectives on essential questions, but also on standard practice. More specifically, it deals with finding forms for highlighting, disseminating and learning from the knowledge, experience and insight that is achieved within the partnership. A learning perspective is joined to this in the theme, with equally obvious intellectual aspects. In the context in which the interviewees talk about learning, both intellectual and cultural learning are included. However, it is the provision of perspective that is emphasised as being linked to learning. Additionally, the theme of cultural exchange is completed through the joining of the learning perspective, in terms of the institutionalisation of intellectual knowledge and cultural insight.

Awareness of perspective, a value in itself

One higher education institution describes something it calls an awareness of perspective; others describe something similar. The concept – for which the linguistic expression varies – indicates the added value of meeting people who live in other contexts, in different conditions and in different cultures. In turn, an awareness of perspective provides a foundation for a critical approach and reflection, as well as for communication and shared (intersubjective) knowledge formation. Here are two examples of what an awareness of perspective could be, from a Swedish perspective:

- Knowledge about “burn-out among nurses in [partner country]” may provide information and insights about the view of the nursing profession and the allocation of responsibility as regards doctors in Sweden.
- Knowledge about of what and in which conditions children die in specific countries in Africa may provide contributions and insight in ethical discussions about “the price of saving a child in Sweden”. And then the economic cost is stated to be only a minor part of this price.

Contributions and insights such as these contain multiple dimensions:

The different environment is also extremely instructive, e.g. lower stress levels despite a huge amount to do, which was both interesting but also frustrating, as there was a lack of organisational structures that could speed up care processes. Quote from outgoing student: “There is an enormous patient flow at all the clinics, and the doctor meets about 30 patients in 2 hours.”

Awareness of perspective can be a building block for professional development and part of the preparation for various professions (national and international). One higher education institution names a specific phenomenon within the framework of perspective awareness: professional identity in a global perspective.

Academic benefit and societal benefit – on creating and managing a legacy

Sometimes added values are stated that are relevant to both academic benefit and general human benefit or societal benefit. Examples include “exposure to multicultural society” in a concrete context (primarily with reference to the relevant partner country). The adds value within the profession, and in wider society. The academic or professional benefit is often emphasised, but benefit is also described for the individual or the involved group in a wider context.

The quality of the education at the participating departments has also been enriched and developed in a more global and international direction by the presence of staff and students with different knowledge and cultural backgrounds. This, for instance, concerning discussions of different theories, methods and field techniques used in [both countries] archaeology, as well as discussions concerning the socio-political role of the past and its formation as cultural heritage. These discussions

have also led to more general discussions concerning the socio-political function of archaeology as a subject, its place in the society, and its eventual ability to contribute to, and enrich, the discussions concerning democracy and human rights, environment and climate change, and equality and the role of women in development.

The interviews also show that LP partnerships focus on the value of accepting foreign students. This is described in terms of quality and the development of participating departments. The above quote is one example of this. One challenge for many LP projects and higher education institutions is to obtain ripple effects and to administer the individual-based added value. One higher education institution states:

To some extent, some of this added value disappears (the students leave for a working life outside the university, but what they take with them in experience is important and essential) when a project ends (more than 8 years), which perhaps has to be the case but it sad and unavoidable for myself.

The quote shows that there is a potential added value that is passed on to other areas of society, regardless of where people end up. Even if elements of this added value are described – from the higher education institution's perspective – as if they disappear out into the surrounding community, a great deal does remain at the higher education institution. The quote should perhaps also be interpreted as if there are greater ambitions, to build and administer this legacy even better.

The question is whether more can be done to encourage and support individuals and higher education institutions to better build and administer this legacy. There are examples of how travel narratives (diaries) from teachers and students are used for information purposes and in marketing, but also in discussions at the level of strategic management in clinical healthcare.

As regards the added value of developing the teachers' knowledge as skills, this is an issue of long-term investment. It can provide returns in many ways and at many stages of the higher education institution's institutionalisation of the lessons learned and legacy management. One form this could take is collegial learning.

Because this project has been running for several years, a strong and genuine partnership has been formed. Continuity has been maintained, thanks to good relationships, despite the retirement of key people. Experience, contacts and relationships have been passed on to the people taking over in a very effective manner. This has also benefitted from the international Linnaeus coordinator visiting [partner country] during this project period, further strengthening the contacts and partnership.

Interpersonal exchange – networks inside and outside the higher education institution

Interpersonal exchange is a specification of the mechanisms for cultural exchange. It is both the start point and end point. More specifically, it is important to state that, despite the importance of cooperation between departments, everything builds upon the relationships and partnerships between individuals. Without the individual striving for and commitment to development alongside others, there would be no bilateral or multilateral partnerships – partnership basically involves interpersonal relationships. They are where the dynamics arise and, by extension, where success is achieved.

Personal contacts and networks

Several interviewees describe how a meeting between researchers at an international conference led to partnerships. Other describe how they received a request for cooperation via personal contacts and research networks in their subject. Many partnerships have a longer history than the period in which the parties have had a partnership within the LP programme. These partnerships have been funded by other funds and programmes. They describe how individuals are the contact point for initiating a partnership. Relationships arise and partnerships are created between people, regardless of whether the original initiative was packaged formally or informally. One interviewee describes it as follows:

[...] we had a former master's student who then was undertaking his PhD there [...]. So he became like the interlocutor.

Many people also describe how the partnership builds upon their personal commitment. They describe how cooperation occurs within the department, between teaching and research staff. Some state that they strive to involve more staff in the partnership to broaden the network and to integrate new cultural perspectives in courses and educational elements. Someone describes how the central functions of the department and higher education institution have not participated in the LP partnership. Others say that it is difficult to achieve change at the level of the faculty and higher education institution, not just regarding overarching strategies (which often require extensive processes), but also overarching decisions on subjects such as support structures and mandates for development processes at other levels. This is why partnerships occur (and sometimes remain at) the level of individuals and departments, but some people highlight that this form of cooperation is also important for the higher education institution's work on internationalisation.

Additionally, several interviewees also describe how departments have chosen to organise exchanges at Master's level, where the language of instruction is English and where students from the LP partnership gain added value from meeting other international students. In the long term, this opens up opportunities for students to utilise the teachers' and researchers' global networks, for example for progressing to doctoral studies at other

higher education institutions. This also allows students to benefit from the international network of traineeships that exist between researchers, and between researchers and multinational businesses.

The study also provides insight into the interviewees' ambitions for the students and what they actually see happening in their continued career and choice of profession. One teacher describes it as follows:

Focusing particularly on our goals concerning our students (educating students who want to work in development- and conflict-challenged environments), we are proud to announce, again, that both Linnaeus students participating in the exchange have afterwards returned to [the Palme country] for further research or internships, as they fell in love with the country and its exciting history (well, one of them; the other one has an MFS to go back this year). By now they, and we, have a support network in the country that will help to maintain contacts and collaboration in the future. It is also gratifying to see that students have begun to appreciate the usefulness of contact networks and have built up their own which they use to further their studies and professional future [...].

One higher education institution summarises their experiences of career opportunities for LP students as follows:

There are usually some participants who are offered work in the country they have been to at the end of their period there. We also know that groups from previous years have had several people who have got jobs where their international experience from the programme was decisive. The likelihood of success in these positions is obviously greater due to the knowledge they acquired during the exchange.

The image of internal and external networking activities at the higher education institutions is complex. Regarding internal work, the challenge of disseminating and moving experience, lessons learned and insights to the next level is consistently described. It is, as mentioned previously, difficult to transfer individual benefit and added value to the collective or, as in this context, from the collegium of the subject or department to the faculty or the higher education institution's central units.

Intellectual exchange – benefit and value

Intellectual exchange deals with knowledge content, but not just in the form of skills and knowledge exchanges between students, teachers and researchers, but also as valuable or value-creating elements. The intellectual exchange thus encompasses concrete benefit and abstract value. More specifically, it deals with the fundamental benefit and value the exchange contributes to the education and research of the individuals and departments. If the cultural exchange also consists of interpersonal and intellectual dimensions, it is reasonable that great benefit and added value arise for the individuals. If the individual exchange for the student or teacher can spread and create benefit

and value at the higher education institution and out in the community, there is even more reason to talk about added value, something that surpasses what could be expected from a single exchange.

The students not only studied the courses that were planned, but also participated in a wide range of activities outside the schools, including study visits, teaching practice and concerts. They also had more teaching and learning experiences in more private social contexts. This provided them with good insight into different parts of society. Similarly, the teachers concluded their teaching activities as expected, but also participated in many other activities, meetings and social contexts.

In the study's material, the final reports from the LP projects describe the benefit and value of the exchange when they are asked to state the added academic value that arose at the higher education institution due to the exchange. The answers problematise the concept of added value, both by distinguishing between benefit and value and by added value being a bonus that supplements the basic value of an LP exchange. The responses are also linked to the benefit that arises outside the higher education institution, in the surrounding community and in the extension of primarily the students' stay at the higher education institution. The image that appears in the analysis of the final reports is confirmed and strengthened in the analysis of the interviews, not least in relation to the objectives, where the collective added value that arises from the intellectual exchange is vital.

Knowledge exchange with equals

For students and teachers, the intellectual exchange is about "meeting equals", who work at the equivalent intellectual level in a different context.

The teachers who have participated have been very active in the academic environment at the higher education institution they visited. In contemporary academic systems, our teachers are often very busy with teaching, research, evaluation tasks and administration. The situation is entirely different when a teacher participates in a Linneaus-Palme exchange. Apart from scheduled lectures, they generally have nothing booked, and have therefore come to be a good resource for students at all levels. Innumerable students have received help with calculations, comments on essays and articles and answers to general questions in [subject].

The material emphasises the importance of (everyday) continual dialogue between students and with teachers, even if it takes place over a short period. A friendlier tone between teachers and students is mentioned as an added value:

We also hope and believe that the friendlier relationship between teachers and students, which many Palme students comment on with

enthusiasm after their months [in our city], will be of lasting value for [...] programme in [Palme country].

Issues related to the subject that are brought up in the classroom, as well as in the corridor or other everyday situations when people meet and talk about pressing issues.

Individual benefit and value

In the final reports, the main benefit for the Palme student is described in terms of fundamental knowledge, such as care forms or methods that do not exist at home. In an equivalent manner, the Linnaeus students learn about other forms and methods (such as alternative medicine), as well as different diseases. The Palme students' encounter with a care system that has a different material standard is often described as important. In addition, the encounter with Western society is often described as a revolutionary experience, both personally and professionally. This is a list of examples of intellectual benefit for the exchange students:

- Better (broader and deeper) academic and professional skills.
- Specific knowledge of other countries that cannot be obtained in any manner other than being there (intellectual, cultural, professional).
- Knowledge of other cultures.
- Language skills (the ability to speak and the courage to do so).
- Development of an international (cosmopolitan or global) identity.
- Improved career opportunities.

In addition to the above, a marketing value is highlighted for the Palme higher education institution. In the increasing competition for students (and teachers/researchers), internationalisation can improve their attraction value in general, and for the relevant degree programmes in particular. From an aid perspective, and with institutional capacity building in mind, further added value is apparent:

Since there is a huge difference in health care systems, technology and services in both countries, this foreign exposure is very much important to our students and staff to see these new advances of health care systems practicing in a developed country as Sweden. Truly there is only a very few chances or none at all that we have to have that experience for personal interest due to the high cost it takes and difficulty in obtaining VISA to visit this part of the world.

Indeed, much of this knowledge can be obtained or conveyed through textbooks and lectures at home, but by reading other literature and listening to other lecturers alongside other students in a different country created added benefit and value. It functions similarly for the teachers.

Before this partnership was established, teachers were motivated for and interested in global issues, but they did not possess the necessary tools, instruments and experiencers. Now, as some have experienced

this exchange, the discussions take more concrete form, and ideas on how to introduce global issues and problems come far more naturally. This is particularly so with regard to course literature and methods, where there is now an active effort to go beyond ethnocentric and eurocentric frameworks.

Here, there is a challenge that begins in the individual, with the potential to influence their closest colleagues and activities overall.

Creativity is needed when conducting teaching in another culture and environment. This develops the individual teacher and could be used in his/her everyday practice. On an individual level, the teacher could use their knowledge and earlier experiences gained with referral to what they have been exposed to during the exchange within their lectures. Today, there are also specific formulated overall plans and objectives for the international work within [our division] that has been grounded in all of our LP collaboration experiences.

Individual benefit is considered to be particularly significant, both for teachers and students. Benefit within the LP project appears to be as great as for the individual, although the statements rarely deal with this. Benefit for research and education is also clearly apparent. Benefit at other levels within the higher education institution appears more difficult to achieve, or more difficult to identify. The interviewees also state that they do not measure it actively in relation to LP partnerships. As regards strategic levels or the support structures in management and in the technical and administrative functions they are usually talked about – when it happens – positively, but not particularly concretely. In the final reports, the benefit of an abstract level – for the entire higher education institution – appears to be greater for the Palme higher education institution than for the Linnaeus higher education institution. However, there are examples of LP projects that directly and concretely state benefit for both parties that disrupts established patterns. Note that it is usually the Linnaeus higher education institution that is the main author of the LP project's final report. This may influence the evaluation of benefit and its extent. However, the difference in benefit cannot be at all confirmed by the interviews. There, benefit for one's own higher education institution is clearly linked to internationalisation and the benefit is mutual. This also corresponds to the higher education institution's objectives for their LP partnership.

The value of cooperation between departments

The value generated by partnership between departments often indicates that it originates in different forms of mutual exchange and learning. One higher education institution states:

Overall, the project was successfully carried out. The project has led the two institutions to make substantial progress in their endeavor to develop global perspectives in their courses, thereby promoting

the internationalization strategy of the departments and to prepare students for global employability, in a world where sustainable development is critical. A key aim of the LP is to enable staff and students to build a tolerant and inclusive learning community based on acceptance, respect, understanding and appreciation of different cultures, with a curriculum that incorporates global perspectives, international scholarship, and cross-cultural capabilities which we believe has been achieved through the project.

In another statement, it is apparent how different conditions create value by starting from comparative similarities and differences:

The structural similarities between the university departments, combined with the diametrically different conditions that are otherwise found in most respects [between the parties], means that exchanges at student and teacher levels have excellent changes of bearing fruit and perspectives for work at the departments in the internationalisation aspects of education, as well as for everyone's professional skills.

The descriptions of the value of the partnerships within the LP programme that are found in the material are in great agreement, and the mutual benefit is expressed as obvious and as necessary for the partnership working towards the project's objectives.

LP's fundamental value – something to highlight, protect and refine?

This study has not focused on the value of LP. It was not part of the task and is not included in the final reports from the LP projects. The final reporting includes a question on added academic value (one of the three included in the study). In association with the answer to that question, and in the overall analysis of the material (both the final reports and interviews), there is added academic value. However, there is also a broader added value, which goes beyond the academic and the time in academia. Perhaps there is also a fundamental value that is characteristic of LP. Exactly what it is and what it represents is difficult to discern from the material, because the insight first arose in the analysis of collected material. The analysis of the added value of the partnership between departments has also made apparent the importance of broader added values and fundamental values. To be able to state the added academic value in the final reports, the fundamental value has been included as a natural element in and explanation of what is, and creates, added value. Far from all respondents do this, but some have something "more fundamental" as their point of departure in their answer on added value – a fundamental value.

For natural reasons, much of the intellectual exchange is associated with the exchange itself, in terms of intellectual experiences, insights and lessons learned. This is probably not specific to LP. That element of the fundamental value is probably shared by many types of exchanges. However, it appears there is something additional and specific to LP. Because there were no direct questions about fundamental value in the study, it is something that

became apparent when analysing the material, mostly through indications in the argumentation around added academic value, but also in relation to questions about outcomes and impacts. Perhaps it is these fundamental values that make the programme attractive to teachers and researchers who have the opportunity to work in partnership with colleagues in low and middle-income countries (see also Final reflections).

From basic value to added value in the partnership – a “crash course” in intellectual/academic thought in a globalised world

One important value is the new and expanded perspectives on what a partnership can be and result in.

The academic benefit for the relevant parties is that perspectives and views are expanded and increased knowledge in many areas in given an international perspective.

The equivalent phenomenon is found in work with internationalisation in general:

The objective of internationalising a higher education institution, which is often an important part of its ambitions, cannot always be done at every level. It entails so many things, not just that we have international students on our courses, but that we have teachers who are sometimes recruited internationally who also have experience of teaching internationally with heterogeneous student groups. Additionally, our domestic students must be encouraged to occasionally have instruction/studies at other international universities. All this, and probably more besides, contributes to an international university.

The phenomenon is also found in mutual learning, where the added value is reproduced and deepens the mutuality:

We continue to discover that the two institutions have much to learn from one another about the uneven global distribution of the advantages and disadvantages of the globalization process.

Or in how the partnership's comparative advantages are mutually enhancing:

The strength is our common commitment and values when it comes to international social work where we complete each other. [The Linnaeus university] has its strength in the core subject of social work, relating civil society in a developed welfare nation. [The Palme university] has its strength in social work, community development and community health in a developing nation. We complete each other as we can contribute to different dimensions of social work and development.

In its most basic form, added value is described in terms of enhancing things that can be assumed to be included in the course/programme's basic knowledge. From this perspective, the partnership provides added value in terms of awareness, depth, development or application of scholarly perspectives,

theories and methods, for example. The direction of dissemination goes both ways, and there is mutuality in the learning, where the teachers have the task of disseminating theories or methods that they believe they have successfully tested at home. Subjects in the social sciences have an added value in being able to move from talking about theories to practical application in teaching.

That said, a specific exchange that lasts over several years is of particular value for us because it allows us and our partner institution a more in-depth insight into the value, benefits, and challenges of international academic cooperation over time. Instead of merely talking about that in class, we actually worked through a mini-example of international cooperation, overcoming structural and contextual problems, and finding solutions together – in itself a valuable lesson for us in the department.

A shared added value for many partnerships is that it enhances critical thinking. Insight that problems are different and that the solutions are more varied; that the assessment of what is right or wrong is complicated and rarely simple (see also the next section, Perspective awareness and academic benefit). A teacher summarises:

[...] having a partner via Linnaeus-Palme exchange is like having a critical friend, or actually several, as the other department's teachers become new colleagues who come in with a new perspective. Internationalisation increases the level of each department's [programmes]. This is done in the form of a pedagogical 'peer-review' of your own [programme] by incoming teachers and students. Through the gaze of the incoming teachers and students, the receiving department is seen with new eyes and the receiving teachers and students have the opportunity to reflect on their own pedagogy.

The added value of the partnership's long-term relationships – continued studies and career opportunities

The added value of long-term and mutual relationships that are established through the partnership are another aspect worth highlighting. The following quote provides the basic components of the partnership.

The need for internationalization is mutual. Internationalization is an imperative component to increase the quality of our education and research. Internationalization also promotes creativity and innovation. This partnership enabled our departments not only to broaden our teachers' experience but also to access specialist knowledge, which was the case concerning virtual and augmented reality. It also allowed our participants and departments to create new international and research partnerships. A result of that can be that participants can stimulate other teachers and students to participate in future exchanges. Exchange teachers were also helpful in helping with the planning and preparation of activities.

Research and education on global issues – in a global manner, in a global context

The level of concretisation further increases in this concluding theme. Its main characteristics can be summarised with the following questions: What effects do LP projects have on research and education? What ripple effects arise and what legacies, if any, are created in LP projects? What is worth keeping for future generations of students and teachers/researchers – today's management as tomorrow's marketing?

Numerous interviewees describe how the LP programme's format, with student and teacher exchanges, is a unique and appreciated opportunity for teachers and researchers to exchange perspectives on educational formats for students, at the same time as they gain new perspectives on their teaching and research. The staff who participate in the partnership are interested in both the practice of teaching and learning, and the development of the research or subject area. This provides a combination of pedagogical and content-based cooperation based in both teaching and research that creates a specific harmony and specific conditions. Multiple people describe how the exchange of students deepens the research cooperation, despite the student exchange, strictly seen, perhaps being an education issue. Also, multiple people state that teachers and researchers make their exchange at the same time as the students to enhance the added value of the cultural and perspective-providing exchange. A dynamic arises here, a type of fundamental value that becomes added value, which is possibly unique to LP, as it is partially described as exactly that by the departments.

LP as part of internationalising higher education

Multiple interviewees in the study regard the LP partnership as an integrated part of the higher education institution's overarching and strategic work on internationalisation, sometimes as important to ensure in itself.

One of the primary areas for teaching [...] and research [...] has a natural link to international contacts and business. This means there is a natural interest in internationalisation and everything relating to it.

One leads to the other. Work on internationalising higher education is embedded in the higher education institution's commitments and practical work on internationalisation creates a need for new strategies.

Increased knowledge of global issues and sustainable development:
We will implement a strategy of internationalization that will reach out to every student and offer different options for reflection, field studies and practice relating to sustainable development, on all levels – undergraduate, advance and Ph.D. The exchange opportunities provided are thus, part of an overall strategy involving the whole faculty and student community.

Others express similar aims for the LP partnership, which directly correspond to the objectives of the LP programme. Headings such as “Outcomes in relation to the LP-Aim” are found in the final reports.

The project is working well in the partnership between the two institutions well, in balance and with joint collaborative effort towards knowledge creation and value creation around internationalization efforts. Since the project’s inception in 2014, the project has upscaled in terms of expanse, scope and positive relationship between the 2 institutes. All activities are conducted in line with the planning and a positive understanding between the partners regarding the project, its mission, and effort to keep the project in line with the vision and mission of UHR.

Other locate the LP partnership’s work towards internationalisation in relation to the aims and visions of other regulatory and standardising bodies:

By preparing and conducting workshops together, prior to and during the exchange periods, we have prepared students and teachers for international exchanges and work. We have also participated jointly in a conference about how the sustainability goal related to the 20230 Agenda will be achieved in our area. We have recorded lectures and made them available to students and teachers via LMSs.

Another way of relating to internationalisation as an aim is to emphasise the intellectual challenge it can or should entail for participants:

Internationalization was a major pillar in the strengthening of the exchange. This did not mean only going outside one’s national boundaries; indeed, it entailed a strategic manner in which participating teachers and students could learn from the experience, socio-cultural exposure, academic, and professional growth, and a boost in confidence regarding how they could visualize global issues and see themselves as one with it and not as isolated clusters and mindsets.

What arises from the LP programme and what are the ripple effects?

LP projects lead to education-related partnership projects, at least looking at the descriptions in the final reports. This does not prevent research cooperation or doctoral projects being established in the long run. One higher education institution states that the partnership is the short-term objective and the method for achieving the long-term objective is research and doctoral partnerships:

The current project has contributed to continuing to build this, which was a short-term aim. Long-term aims are to strengthen research cooperation and doctoral education through the “Double-PhD-degree program” that has been started [...].

The picture depicted by the final reports is that the foundation of LP activities is education, which leads in turn to research. The opposite picture appears in the interviews. In the interviews, research appears to be the foundation of LP activities. The message from the Linnaeus and Palme departments is the same; research is also the framework for the type of results the partnership generates. Development comes from researching and enriching each other's different conditions and perspectives. The relationship between research and education can be different depending on the subject in which the partnership takes place. However, independent of this is a shared objective, related to expression in the form of research articles or everyday collegial cooperation, that drives the partnership.

As well as the higher education institutions' mission to provide education and research, they have – under section two of the Higher Education Act – a mission to collaborate with the surrounding community, provide information about their activities and work for their research results bringing benefit. A few such results are described in the final reports, such as this teacher who describes all three mandates as part of their partnership:

[...] such as this fall within the scope of the three core mandates of the university namely: Teaching, Research and Extension. Lecturers had the opportunity to teach in a multicultural classroom which boosted their creativity and skills as lecturers. There were also opportunities to collaborate on research projects. Furthermore, were able to engage in extension activities through knowledge sharing with academics and social work practitioners in organizations/agencies in the respective countries.

Lectures that are also open to the public are another example of this third mission of the higher education institutions, linked to LP activities:

The Palme teachers' public lectures can be specifically mentioned. One was organised with the local UN association and focused on peace work; the second public lecture was about [parliamentary elections in the partner country], which was a current topic at the time, and was also mentioned in local media (radio, etc.). These lectures thus contributed to spreading knowledge about [partner country] outside the university as well.

Another higher education institution describes – the importance of “free marketing” – how knowledge of this specific LP project spread collegially at the higher education institution and also to other staff categories, as well as how it benefits all LP activities:

The student and teacher exchange has led to more teachers and students at each higher education institution knowing about the partnership between them to a much greater extent. This is because more people are involved when an exchange also includes students. For example, study guidance, subject representatives, other teachers, degree project supervisors, examiners, etcetera, are involved in a way that they are

not for a teacher exchange. Naturally this provides greater added value for the partnership, in that more people (teachers and administrative staff) know about and are interested. We believe that this will lead to the cooperation further intensifying and that more mutual exchange applications and research applications will be submitted.

Because administrative staff at the higher education institutions are also involved in work with incidental services linked to LP activities, platforms are developed which, in turn, open up new opportunities. For example, it happens that students return one or more years after finishing the exchange, to participate in campus education linked to LP activities via new platforms. One higher education institution calls this the 'Glocal Classroom'.

LP's influence on education

Multiple interviewees state that they have changed their teaching methods as a result of the partnership. This applies to teachers at Linnaeus and Palme higher education institutions. Exchanges make teachers aware of similarities and differences, not just on a theoretical level, as they experience them through the exchange. This may be which questions are relevant to ask and how answers can be responded to and assessed, as well as how and when questions are asked and how challenges can be viewed from different perspectives and solved in different ways. All this is encompassed by the educational practice, how a learning environment is established. One teacher describes it as follows:

[...] the teachers have gained an expanded toolbox for their pedagogical knowledge. Teaching in a different environment means that a teacher faces challenges they didn't even know existed. Didactic pedagogical issues have been well covered by the project. This develops our teaching staff and our department. [...] It should not be taken for granted that our way of teaching reached out to everyone in the same way.

The forms for and content of a learning environment are broadened. Some teachers say that they teach together, and others say that they have gained an understanding of shared global challenges by teaching in each other's classrooms. One teacher describes it as follows:

The opportunity to teach in each other's space is also really important because that gives a real sense of the kind of key issues.

Pretty much all the interviewees describe how the Swedish students' and teachers' meetings with foreign teachers and students in the classroom add new perspectives to education, even for those who are not direct participants in an exchange. What happens in classrooms and how the partnership develops also has an effect on the results. Teachers teaching together is a sign of cooperation and can be an important step for many to take, but it is what happens in the classroom that is interesting and lays the foundation for what follows. Someone describes it this way:

I know that we fill in the reports with how many students, how many contact hours, those sorts of things. But even that is so ambiguous because it's much more fluid. It's much softer than that. It's much more engaged. It's about conversation. It's about being together. [...] you've taught this many hours, it's like, well, of course that's fine, but that doesn't really actually demonstrate very much. [...] Like the demonstration of it is about the engagement, the discussion that what's in the class, who are the students, how do they engage? You know, how can we meet together? How can we, you know, it's, it's more of those kinds of softer interactions that for me, is really, really important.

Some interviewees say that they have introduced new components on their courses as a result of the LP partnership. Course components are adapted and adjusted after knowledge exchange between equals with different perspectives on the subject. Others say that they have changed their courses and modules to supplement the course offering at the partner higher education institution.

Some who have got further into their partnership say that new units have been established and that new Bachelor's degrees, international Master's programmes and doctoral programmes have been created. Several also describe how encountering new perspectives and new knowledge increases confidence in their own knowledge. This occurs when students and teachers find ways to supplement each other's experiences, methods and solutions. In brief, when everyone contributes their knowledge in relation to a global context.

Rounding off, there is the obvious, the question of linguistic exchange and the ability to communicate with other people in other languages. In addition to providing perspectives on the limitations of your own language, for example in conceptual definitions, benefit is related to the ability and courage to express yourself.

International research environments

Many interviewees state that they are planning joint research projects or that the LP partnership has already resulted in joint research projects. Here, time plays a role in the result. It appears that partnerships that have continued for several years can display joint research projects and publications (in the form of articles and textbooks). Those in the early stages of their partnership instead have this as a long-term objective, without directly stating what it entails.

Perhaps it is as simple as those involved needing to first get to know each other. Most of them say that the LP programme brought them closer to a new colleague. They talk about the conversations that arise and about friendship. This is summarised as:

They build a friendship and do some other research later.

This quote summarises the three themes for the exchange in a simple way. It includes the interpersonal, intellectual and cultural exchange. The research

thus represents the actual expression of the cultural, where perspectives meet and provide new knowledge in a global context. The partnership can be formalised in the next stage. Someone talks about cooperation agreements between the parties and someone about establishing visiting professorships.²⁹

In the interviews, in extension to visiting professorships and other forms of cooperation, teachers and researchers say that the LP programme has enabled researchers to work at an international level. Joint research projects make the higher education institution even more attractive for other international partnerships. There are multiplier effects, which enhance activities internationally and nationally. In the long term, this could lead to the department receiving increased public funding and other research funding. Several Palme partners say that partnership within the programme may boost their international ranking. The Swedish departments have not made similar expressions about strategically positioning the department and higher education institution in an international context (see also Final reflections).

Careers on a global labour market

Many interviewees say that the partnership has given participants access to networks that help them further their careers. This is done by opening doors and creating contacts, but it also gives the individual the power to take the step. One interviewee simply says:

It is a “globalisation aid”. It is the first step to daring to study and work in another country.

Another interviewee describes it more thoroughly:

[...] the ability to connect and build an international partnership that goes at both the institutional level and building agreements and MOU [memorandum of understanding] between those institutions, which are now in place. But it's also about the ways in which, whether you are staff or students, you gain the ability to, I think, gain experience in those different contexts, build comfort. In that and start building those personal networks that are absolutely critical to, you know, moving your career forward.

Other describe how the partnership as opened doors to working life through new networks for the students. They talk about how the networks of teaching and research staff benefit the students, as they can access doctoral studentships at companies in other countries or at other foreign higher education institutions and research environments.

29. Visiting professorships create opportunities for researchers to continually cooperate after the end of the LP partnership. A visiting professor is a person with professor competence who is employed for a fixed term at another higher education institution. In Sweden, these appointments are regulated by the Higher Education Ordinance and Higher Education Act. A visiting professorship can be part of a partnership and make researchers available for joint research.

Someone talks about how students who met in association with an exchange stay in contact, or later get back in touch. They visit each other and do activities together. For example, a few have gone on tour with music they created together. Others describe how contacts between teachers and researchers at a higher education institution and the region's chamber of commerce have led to joint placement programmes in cooperation with multinational corporations and interest associations. This can be a simple starting point for something big. One interviewee describes it as having a

[...] huge impact on the lives of individuals, early career researchers and on institutional exchange and on building a collaboration.

Some state that staff who participated in the LP programme have climbed the career ladder at the higher education institution – even if problems in that regard are apparent in other contexts.

Outputs outside the higher education institution

Outputs outside the higher education institution usually arise a couple of years into the partnership. Several people describe how it takes time to establish contacts, such as with multinational corporations and foundations that are active in their subject. In several cases, this has led to new placements. Multiple interviewees describe cooperation with compulsory schools, hospitals, municipalities, associations, studios and laboratories. Concrete examples include a professional association establishing a visiting scholarship and a new clinic for spinal injury being founded, after a Swedish model.

Someone describes how exchanges within teacher education have also entailed that experiences and learning are forwarded via graduate teachers who teach pupils in compulsory school. Through the exchange, they strengthen their ability to use and deal with other cultural expressions in their teaching. These are abilities that are important in an increasingly global teaching environment. A teacher says:

[...] our graduates will become teachers and these students who took part and who will take part, who are taking part in this program. They'll obviously become a very farsighted teacher.

This quote closes the empirical description and thematic analysis in this study; it relates to teacher education, but is applicable to all subject areas. This happens for two reasons. First, because it signals an *ambition for the students* as expressed by the interviewed teachers and researchers. Participation in LP is just the beginning of a much longer and more extensive journey, with no real final destination. LP is the origin of this journey, but this is a journey that is based upon and started in specific – although typical for LP – experiences and insights. Second, because the quote signals a *hope of continuing development for the students* that is expressed by the interviewees.

Summarising analysis – what types of results has the inventory shown?

Thus far, the study has analysed answers provided by contact people and interviewees in the final reports and during interviews about the results of their project activities. The intention has been to find different types of results, regardless of where, how or when they arose. Descriptions in the interviews about what the LP partnership generated have confirmed, reinforced and, primarily, clarified and added depth to the answers that are apparent in the final reports. However, there are also important differences – as regards both form and content – but these come later in this summarising analysis (see also Conclusions and final reflections).

Descriptions in the final reports of both objectives and results from the partnerships have been supplemented by the interviewees' statements about aims, results and progress evaluations. Even if the project's aims are not the focus of the study, for reasons that have already been discussed it is difficult to exclude them from the results analysis (see Method, section and data collection). This has given the study a more coherent understanding, which also includes descriptions of results from Swedish higher education institutions and ones in low and middle-income countries.

What follows are a few summarising and important aspects of these descriptions and a few more thoughts about results in terms of output, outcomes and impact.

Development of the partnerships over time

LP partnerships are created in a stepwise process, where personal relationships, the content of the exchange and the subject's character are fundamental building blocks. The mix between them influences how well the exchange works. One thing can be established; the longer a partnership has existed, the more opportunities it has for creating impacts at both individual and institutional levels.

The shared interest in academic collaboration in research and education brings individuals together, and then it is up to those involved to shape their cooperation. Some continue to deepen their partnership throughout the eight rounds of the project for which the LP programme offers funding, while others end the partnership after a few years.

This study has not closely examined the reasons for partnerships needing or taking different amounts of time to reach their long-term objectives, or for ending the partnership early. This is something for future enquiries to investigate, both from the partnership's perspective and with a focus on UHR's role in supporting partnerships in their striving to have and achieve long-term objectives and results in the LP partnership.

Mutual partnership makes a difference at the institutional level

Mutual partnership makes a difference at both individual and institutional levels. This study focuses on the institutional level. However, it can be established that stakeholders in a partnership are dependent on each other and change at the individual level can be, and in many cases is, a means

of achieving institutional change. Often, some institutional circumstances promote individual learning more than others, although it is the people who generate results, not vice versa.

Exchanges between individuals can be expected to lead to relationship building, new knowledge and new perspectives that benefit the individual, organisation (department, faculty or university) and society. A single activity – the exchange in itself – creates multiple results. To name a few:

- *Output* – in the form of knowledge sharing about theories, methods and perspectives.
- *Outcomes* – in the form of new courses and educational components, networks and agreements.
- *Impact* – in the form of joint education and research, and more individuals who can work in global contexts.

Results arise in many contexts. There are two contexts worthy of particular attention, where output, outcomes and impact are created.

The first context in which results arise and are created is in the partnership between departments

The partnership between two staff members who work in research and/or teaching at two departments in different countries are the origin and core of the cooperation. In its most developed form, the partnership is almost “a separate being”, a force with the potential to drive development. Partnership is thus not just another word for cooperation or a form of agreement. It is the togetherness that arises which shapes the partnership, and this also provides the output. It is the objective, means and conditions and, in extension, the output. The partnership is not least comprised of those who participate in the teacher exchange. Together, they create a continuity for longer (more and in a different way to individual students). A teacher exchange makes it easier for the departments to achieve long-term results, and the education (students) and research outcomes desired by the department.

The forms for results are initially defined in association with teachers from both departments agreeing on the objectives of the partnership. This does not prevent the objective changing over time, but the basic characteristics are usually preserved. The study shown that the objectives of partnership within the LP programme are designed in a similar way. The teachers/researchers who initiate and participate in LP partnerships are interested in how the students’ education can be enriched with new perspectives, methods and models. In addition, the partnership between the departments works to create impacts in terms of internationalising their courses and programmes.

This is done through a typical chain reaction of activities described by almost all the interviewees. This may start with an initial meeting based on shared interests in developing the subject in which the teachers teach or research. After this, the student exchange starts and then leads to joint planning, coordination and matching of teachers and students with courses and course components at each department. Several interviewees talk about how they have shared and tested each other’s pedagogical models and then

contributed to and enriched each other's educational offering with new theories, perspectives and methods.

This joint, close cooperation to offer students qualitative and perspective-providing course content then leads the partnership on to the development of new courses, programmes and even new units at the departments. In partnerships where departments have cooperated for a long time, work may also have started on developing shared activities such as Master's programmes with double degrees, doctoral programmes and research.

The equivalent fundamental functions and chain reactions add to the partnership between the departments in the development of research.

The second context in which results arise and are created is student exchanges

The students fulfil several functions that generate results. The first is by participating in LP partnerships. This simple insight is important. Numerous interviewees say that there are other international programmes for exchanges between researchers and other programmes for exchanges between students, but what appears to be unique for the LP programme is that it offers a combination of these (note that, formally, LP only funds the teaching part of the exchange). Despite the students participating in an LP partnership for a limited time and on only one occasion, the student exchange has a great impact on the partnership's long-term objectives. This particularly concerns increasing the quality of education and integrating global perspectives in teaching. The students carry something vital with them, more or less consciously, that is conveyed to others.

Hosting foreign students – both in Sweden and the partner countries – brings other perspectives into teaching and creates a prerequisite and requirement for departments to teach in English. Regularly hosting foreign students over several years, creates conditions conducive to achieving impacts on the form and content of education, on courses and programmes at both participating departments. Students who return to their home departments also take with them their experiences of being taught in a different country. The challenge is to utilise, manage and disseminate these experiences so they do not remain solely with the individual. For the moment it is important to utilise and refine individual experiences, but also to lay a strategic foundation for future recruitment. At an organisational level, the students' experiences are primarily used in the partnership to inspire other students to participate in an exchange, students who can contribute to bringing new perspectives and working methods to the receiving department or higher education institution. Therefore, it is the students who are hosted by the departments that are more likely to influence the departments' research and education than the students who travel outward. But this does not have to be the case.

The second important function of students in creating results is that their participation demands that the partnership jointly designs the student exchange. Basically, the student exchange is both a means and an end in the international cooperation in the LP programme. In itself, the stu-

dents' participation is an output of internationalisation. Student exchange is an activity that gives the departments proof of how well the partnership between the departments is functioning. Several interviewees describe how, during the partnership, they learned how they should create the most benefit for students by offering an attractive exchange that prepares them for the labour market. Several departments have broadened their exchanges to include placements and contacts with international companies and research networks, to improve students' opportunities for continuing to be active in a global context after they finish studying. Other describe how they arrange exchanges at Master's level primarily to make it easier for students to continue to doctoral level. Some specifically say that the exchange has given doctoral students time for their research, put their research in relation to other perspectives and provided opportunities for them to expand their research networks.³⁰ Overall, this has led to more people researching global issues, while strengthening the relationship between the departments and their ability to conduct exchange and partnership projects.³¹

The two contexts where results arise and are created also clearly show that, in many partnerships, collegial cooperation has developed, allowing the development of joint formats for students which, in extension, mean that the partnership achieves its long-term aims. The study shows that the exchange not only appears mutual in the number of teachers and students who travel between the departments, but also in the development of the partnership.

LP partnerships provide additional perspectives in teaching and research

LP partnerships are driven by individuals looking for an intellectual and cultural exchange between research and teaching environments. The mutuality of the cooperation is clear in the descriptions of what LP partnerships lead to. It also becomes deeper the longer the partnership lasts. Here are three examples of development in teaching and research:

Teaching from more perspectives

The study shows that LP partnerships contribute to the internationalisation of teaching on courses and programmes at Swedish higher education institutions and those in the partner countries, which is one of the long-term objectives of the partnerships. The final reports and interviews describe how it is the hosting of students and foreign teachers/researchers that leads to outputs and outcomes on courses and programmes. One outcome that is mentioned several times is that the departments have increased their range of courses and programmes offered in English.

30. The outcome harvesting has shown the doctoral students participate in the LP programme through the teacher and student exchanges. Which type of exchange they participate in depends on the circumstances and format of the project.

31. Previous studies about student benefit from exchanges also show that those who move into research later state that they had the greatest benefit of their exchange (in relation to other career choices). See UHR (2018): Rekryteringspool för internationellt utvecklingssamarbete.

In addition, LP partnerships tend to lead to more perspectives on global issues being included in teaching. The partnership provides vitalisation and supplementation to the subject.

The multidimensional function of the exchange

Exchanges within LP partnerships have a multidimensional function that stretches beyond the credit transfer of individual course components for students. The analysis in this study shows that student and teacher exchanges are part of a longer process of interaction and cooperation that create relationships, build broad networks and where participants share new knowledge. Actual and repeated exchanges thus fulfil a role in quality assuring the departments' joint long-term goals and are key activities for the partnership.

The freedom in how exchanges can be designed and which project goals they should lead to are an opportunity that leads to joint learning and explorations of methods for the partnership. Multiple interviewees describe how they enhance the cooperation and links between the departments by organising mutual placements and work-based learning in the public sector or at private companies.

Global research

Most interviewees describe that one of the long-term goals for the LP partnership is joint research projects. Several have already begun undertaking joint research. It is common for teachers to teach and research as part of their position and, because most partnerships are described as originating in networks between researchers, many outputs, outcomes and impacts that the LP programme leads to are linked to research. The research is not funded by the programme. However, the programme provides opportunities for researchers to meet, thus initiating and implementing parts of research applications and research projects in a global context about global challenges.³² Research partnerships between the departments have influenced education and resulted in joint articles, new textbooks, the establishment of visiting professorships and new cooperation agreements.

Broadening international contacts for students, as well as for teaching and research staff

LP partnerships offer a secure and attractive environment for testing a partnership with others who work in a different cultural context. There is a willingness to test new ways of thinking and acting. This builds self-confidence in their own knowledge and develops the ability to work in a different cultural context. The international networks that contributed to initiating the partnership are expanded. They become a platform for students and staff at the start of their careers to move forward professionally in higher education, or in the public and private sectors and in civil society.

32. Under the rules of the LP programme, it does not provide research funding. Its grants may not be used to conduct research.

Conclusions and final reflections

Conclusions

In this chapter, conclusions are drawn from the study's purpose and questions. Initially, conclusions about different types of results are presented, then conclusions linked to the KAPAME strategy's target areas are discussed. Finally, there is reflection on how the conclusions can be understood from an onward, forward-looking perspective, as well as comment on previous studies (see What do we know from previous studies).

About outputs, outcomes and impacts

The entire spectrum of results is visible in the material. All the final reports and all the interviewees describe activities that usually correspond to the objectives, i.e., planned exchanges have been conducted, perhaps with minor deviations. This means that all the final reports show results. Some more and others less, but they have all achieved results.

The diversity of results – ways of perceiving, describing and assessing results – has already been covered and to some extent summarised in the reports (see Summarising analysis). In addition, there is a shared platform in the final reporting for LP, when the projects describe their work and, in particular, all the activities that were planned and implemented. Some choose to be minimalistic in their feedback to UHR, others more detailed and descriptive. In the first case, planned and implemented activities are provided concisely, nothing more. The second case provides what is almost a programme declaration for LP activities that have been implemented and visualised, where the relevant LP project is a larger or smaller part of a comprehensive, coherent and long-term strategy.

Some may be satisfied with implementing the planned exchanges and activities; some final reports indicate this. However, many display and particularly express the desire to achieve more. Most also describe results at the outcome level and some show impacts. This is what the teachers talk about in the interviews; activities are barely covered and outputs are quickly dealt with. However, they talk about outcomes and impacts in more detail. This is what creates and forms the basis of the partnership between departments. The striving for long-term outcomes and impacts is what makes someone start and continue conducting LP activities.

There are great differences between how the departments describe the forms for LP partnerships in the final reports and in the interviews. Internationalisation of education is central to the departments' LP partnerships in the final reports, while the combination of internationalising education and research is given the equivalent central function in the interviews. The pathos shown by the interviewees in the interviews is only occasionally visible in the

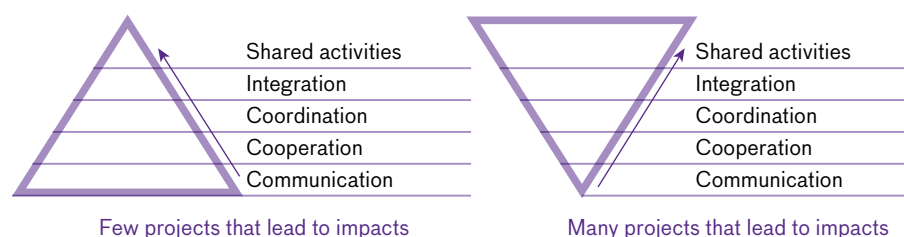
final reports. Hints are there, but require deeper and more coherent reading. The final reports, in their current design, fulfil their function of measuring and assessing results at the levels of activities and output. Supplementary methods are necessary to completely capture outcomes and impacts.

There are also differences in the content of opinions about the results of LP and how this is described in the analysis of final reports and interviews. The assigned scope of this study does not include a comparison of the two methods. The idea with the choice of method was primarily that they would supplement and validate each other, which is what has happened. Although they also, in some ways, convey different images of the LP activities that have been implemented. These differences are worth noting:

- First, that the final reports – as already stated – highlight and perhaps steer the presentation towards descriptions of activities and results at the output level (see also Appendix 2).
- Second, the final reports show that education is the foundation of LP activities, while research is given the equivalent function in the interviews.

This study shows that the departments conduct LP projects that have more far-reaching effects than they mention in the final reports. Different levels of cooperation are visible in the material. The basic cooperation is built upon a shared interest and communication between the departments about establishing an LP project. A partnership then develops, as the departments plan and conduct exchanges. Figure 3 illustrates the levels of interaction described in the reporting of results in the final reports and interviews. The triangle to the left describes projects that largely build upon communication and cooperation for the purpose of conducting individual exchanges. These projects have not yet achieved joint coordination of their activities – such as adjusting course components or recruiting students and teachers – or the integration of new methods. Fewer have led to results of the type that are joint activities – courses, programmes or research.

Figure 3: Levels of interaction for achieving impacts

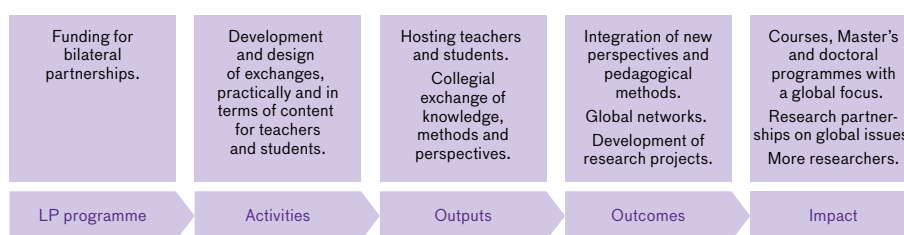


The triangle to the right shows LP projects where the objective of creating shared activities (education and research) is the partnership's focus. These LP projects move quickly past the first stage of communication, which develops into a partnership, and focus on creating lasting results by establishing shared activities. It may be worth noting that the figure shows two types, but the projects included in this study are on a scale between these. As previously

mentioned, most LP projects have an objective that is illustrated by the right-hand triangle – where the interaction between the departments is collegial and where there are examples of impacts. This is hinted at in the final reports, sometimes directly in the text and sometimes indirectly. It is clearly apparent in the interviews. Even if the ambition is often to achieve impacts, success may, and on a particular occasion, be more or less significant.

Figure 4 illustrates the potential and, in some cases, actual progression and development potential in the form of results generated by the LP programme's funding for exchanges and other activities.

Figure 4: Spectrum and development of results



By collecting results at different levels, a chain appears that shows how the departments consolidate their cooperation over time. The partnership between teachers and researchers is what drives the flow forwards and deepens the impressions that funding from the LP programme leaves on departments, individuals and higher education institutions. Recurring cooperative activities and mobility strengthen the partnership between the departments and contribute to achieving the impact goal at both departments. The spectrum and development of results is also in relation to the departments' level of interaction. Figures 3 and 4 thus supplement each other in their description of potential and actual results.

On the implementation of a Swedish development cooperation for capacity development, collaboration and partnership

Concepts in the background

The teachers and researchers who cooperate within the LP programme do not use words such as strengthened partnership, resource base or enhanced institutional capacity when they describe their activities. At least the words are conspicuous by their – almost total – absence from the final reports and interviews. Nevertheless, the study shows that the LP programme as a whole develops relationships and networks, as well as development processes and shared learning between individuals and departments in Sweden and the partner countries – activities that KAPAME states enhance capacity.³³

The study also shows that there is agreement about what LP partnerships entail for the development of higher education in Sweden and the partner

33. KAPAME states that work to enhance capacity must contribute to creating and developing sustainable relationships, networks and learning processes between actors – individuals and organisations – in Sweden and partner countries.

countries. Even if the “correct words or concepts” are not used or consistently expressed, there are similar meanings, and the practical activities are characterised by “LP thinking” – perhaps more than was previously known (however, see What do we know from previous studies).

Therefore, words such as resource base and institutional capacity hardly occur at all. However, the word partnership occurs fairly frequently, but in everyday parlance. Because the words are used sporadically and without terminological precision, no distinction is made between them. Despite this, there is no significant ambiguity about what the various projects are striving for. The general meaning is usually: *the overarching long-term objective is to achieve a lasting academic relationship between the parties, which uses student and teacher exchanges to identify and develop shared areas for education and research*. The long-term objective is to develop internationally relevant research and education. Here, important components are building strong teaching teams and training students in critical and reflective thinking about global processes and their local consequences.

There is a mutual dependence between the KAPAME strategy’s target areas: resource base, institutional capacity and partnership. In LP partnerships, these three interact as important and mutual elements of a whole, within the framework of the strategy. However, it is not specifically the KAPAME strategy that means that the departments’ cooperation covers the three target areas. Neither KAPAME nor the LP programme are primary reference points for work on internationalising higher education, or even for LP activities at the higher education institutions. The reasons are already found in the higher education institutions’ mission, that of conducting education, research, and collaboration with the surrounding community.³⁴ In addition, the reasons are found in the global competition for students, the aim to conduct world-class research and the increasingly global nature of the subjects. In this way, the design of capacity enhancing measures for Swedish aid and development work go hand in hand with the ambitions that higher education institutions in Sweden and the partner countries already have in their mission.

The study also shows that the results in Sweden and the partner countries are similar for the different levels of results. The partnership builds upon the relationships’ mutuality. The needs are similar and are fulfilled through the shared development of each activity. In the long-term goals described in the final reports and which are talked about in the interviews, there is no expression of difference between the parties in terms of results – they do not think in terms of separate benefit or different value creation. The LP project thus takes a comprehensive grip on KAPAME’s target areas, without differentiating between the influence the project may have in Sweden or in the partner countries.³⁵

34. To be more precise, the Higher Education Act (SFS 1992:1434) can be referred to, though this does not occur specifically in the interviews in this study.

35. The target areas in KAPAME focus on different target groups – Swedish actors and those in partner countries. Capacity development primarily targets actors in partner countries, while the resource base focuses on Swedish actors.

Collegial cooperation between departments in higher education

Internationalisation of higher education and research occurs at both parties, because Swedish departments and those in low and middle-income countries develop collegial cooperation. The goal is to deepen the partnership between the departments. The departments accompany each other in the development of outputs and are united in a shared need to contribute to internationalisation by integrating new perspectives in education and research and a shared commitment to enrich the other's education and research.

To achieve this, the departments use the LP programme's funding of bilateral and recurring exchanges of both students and teachers. The teaching and research staff expose their activities to collegial learning by teaching together, participating in each other's teaching and by testing each other's methods, and by exchanging experiences. There is openness and transparency built into the "rules of the game" that characterise the exchange. They also invite students into their activities, to be co-creators. This gives the departments more opportunities to enrich education with other perspectives and actors – the collegium grows.

The success factors for strong partnerships between departments are repeated exchanges, time and mutual outputs in the partnership. The combination of exchanges that are continually conducted and over a long time take the departments forward towards the shared long-term objectives of the partnership. The longer this cooperation lasts, the closer they become to each other. In principle all of the interviewees talk about the collegial, friendly cooperation that arises. The longer they have cooperated, the more joint activities are conducted. This could be starting and developing joint research projects, research articles, joint degrees, doctoral education and placement programmes – the activities grow.

The collegiality between individuals also includes clear interest in continuing to cooperate, to continue to learn from each other and to develop together. In this way, they strengthen each other's abilities to offer relevant teaching and research, which increases the quality of the activities at the participating departments. An increased presence of international students, teachers, doctoral students and researchers brings new perspectives to education. Course and programmes are designed and tested by a more varied group of individuals, which increases quality.

A global resource base of researchers is created by funding the departments' strategic research partnerships

The LP programme is an important instrument for bringing together researchers from Sweden with researchers from low and middle-income countries. The programme also provides more researchers who are active in global issues. This happens in at least two ways: by making it easier for students to continue their education as doctoral students and the joint creation of doctoral programmes on global issues.

For researching teachers and for doctoral students, the LP programme allows the development of new joint research projects. Including doctoral students in the LP project allows the departments to create another area of

contact between education and research. It is apparent from the interviews that it is the researchers at the departments who drive the partnership forward, based on shared interests in developing strategic research partnerships.

A global resource base of students and teachers is created by the internationalisation of education

The bilateral student and teacher exchange is special and a success factor for LP partnerships. It makes an impression on education in the long term, but also on individuals in the short and long term. The teacher exchange contributes to a comprehensive perspective on education that assures quality. It ensures that the teachers – who carry the partnership over time – unite pedagogical perspectives on teaching with research perspectives. The student exchange drives the introduction and shaping of global perspectives in teaching. The study also shows that hosting – rather than sending – students is what places demands on institutions to change the content, language and educational methods of courses and programmes.

Many of the outcomes that interviewees mention are linked to the development of new course components based on global perspectives, and courses that are offered in English. One important point is that the development of new components, course and programmes benefits more students than those who participate in an exchange. The LP project can thereby contribute far more students to the resource base than those who participate in the student exchange – this is sometimes called internationalisation at home. The departments also describe it as one of the reasons for cooperation.

That it is primarily the host department (in Sweden and in the low and middle-income countries) that benefits from the student exchange means that the challenges faced by the Swedish departments in recruiting students for their exchange projects not only prevents the Swedish resource base from growing, it also becomes a barrier to departments in low and middle-income countries adapting their courses and programmes to a global context. The LP programme is a relatively small programme for individual higher education institutions, on a financial scale, but to achieve the aims of KAPAME the Swedish higher education institutions, at a strategic level, must enhance their ability for student participation in programmes such as LP.

The LP programme contributes to enhancing departments' capacity to conduct international exchange and partnership projects

LP partnerships contribute to enhancing the ability to plan, design and conduct international exchanges and partnership projects at Swedish departments and their partners. The long cooperation between departments, freedom in how exchanges are formed and the goals they should lead to, all create joint learning and exploration of methods for cooperation and exchange. The combination of student and teacher exchanges – unique to the LP programme, according to interviewees – means that departments can cooperate on the design of education and exchange, while strengthening the partnerships between teaching and research staff at the departments. Conducting the student exchange is an indicator of the LP partnership's functionality. The

student exchange thus fulfils an important function for knowledge exchange to be able to occur between the departments, between and during student and teacher exchanges.

Multiple people describe how important it is to increase the ability to work in a global context that includes international exchanges and research partnerships, not only to increase the quality of education and research, but also to be able to compete and work in a global research environment, one where the international ranking of researchers and higher education institutions is linked to the allocation of public and private funding.

The LP programme also opens doors to new international research environments and networks between higher education institutions and society, to the global networks of teachers and researchers. The effect is that teachers and researchers from Sweden and from low and middle-income countries can participate in international research environments, while students benefit from the host department's network. The study shows that projects have led to participating students obtaining placements at multinational companies, starting their careers at public bodies in other countries and being recognised by an international public due to their cultural activities.

To conclude, we can establish that the outcome harvesting in this study shows that LP partnerships are well situated within the framework of, and contribute to implementing, the KAPAME strategy and, by extension, the goals and aims of Sweden's development policy – the LP programme is strategically relevant. Naturally, this conclusion may need further verification and specification in various ways. To judge from the study, the departments' cooperation with the LP programme has been conducted in a similar manner over a long period, regardless of results strategy and, actually, also regardless of changed guidelines for the LP programme³⁶, apart from formal requirements for funding. This is shown by previous studies by IPK and is confirmed by them.

The study's choice of method has been decisive in it being able to be able to draw these conclusions. The choice of method entailed respondents answering questions that focused on change, from a broader perspective than within the normal application and reporting processes. If nothing else, it indicates the differences that appear in the analyses of the final reports and interviews.

It is also apparent that other norm-setting bodies and structures for international cooperation in higher education and research, such as the Swedish government, European Commission and the UN, directly and indirectly set the agenda for and influence the establishment, implementation and results of LP partnerships in Sweden and in partner countries. The motivations of teaching and research staff using derive from the higher education insti-

36. In this context, two factors are important. First, multiple LP projects in the study have, in practice, originated idea-wise and in the formal application as part of a previous results strategy with a somewhat different focus (the predecessor to KAPAME applied until the end of 2017), which makes it difficult to assess results in terms of strategy relevance. Second, KAPAME is the government and Sida's governing instrument for the LP programme, so it is perhaps inappropriate that contact persons at the departments are directly aware of it, even less relate to it strategically.

tutions' need to conduct relevant and internationally recognised research and education, and to conduct activities that correspond to the mission of higher education institutions in sustainable development and understanding of international relations. The higher education institutions' references to global players and structures for cooperation and their internal reasons for cooperation is a strength. This strength is further manifested when it also harmonises well with guidelines within the LP programme and goals within KAPAME. The strength creates conditions conducive to continued and sustainable results over time for the LP programme in relation to KAPAME.³⁷

Final reflections

These final reflections are given as an extension to the study and its conclusions. Final reflections can be made from various perspectives. In this case, by several of the study's conclusions being seen from and reflected on in a wider context. Two contexts seem particularly appropriate. First, the conclusions are linked to the study's title – Global partnerships in the implementation of sustainable development. The 2030 Agenda has not been specifically addressed in the study, despite the phenomenon being studied – LP activities at higher education institutions in Sweden and partner countries – being part of the global implementation of the 2030 Agenda. Thus, the reflections offered about how the LP programme in itself and the study's knowledge contribution regarding LP projects relate to this context. Second, the conclusions are linked to previous studies (see What do we know from previous studies?). The issue is not systematic comparisons between different studies, but more how the themes and conclusions of this study can be associated to previous studies, as a contribution to the agency's cumulative knowledge building and learning. It covers the link between internationalisation and development work at the higher education institutions.³⁸

Global partnerships in the implementation of sustainable development at higher education institutions

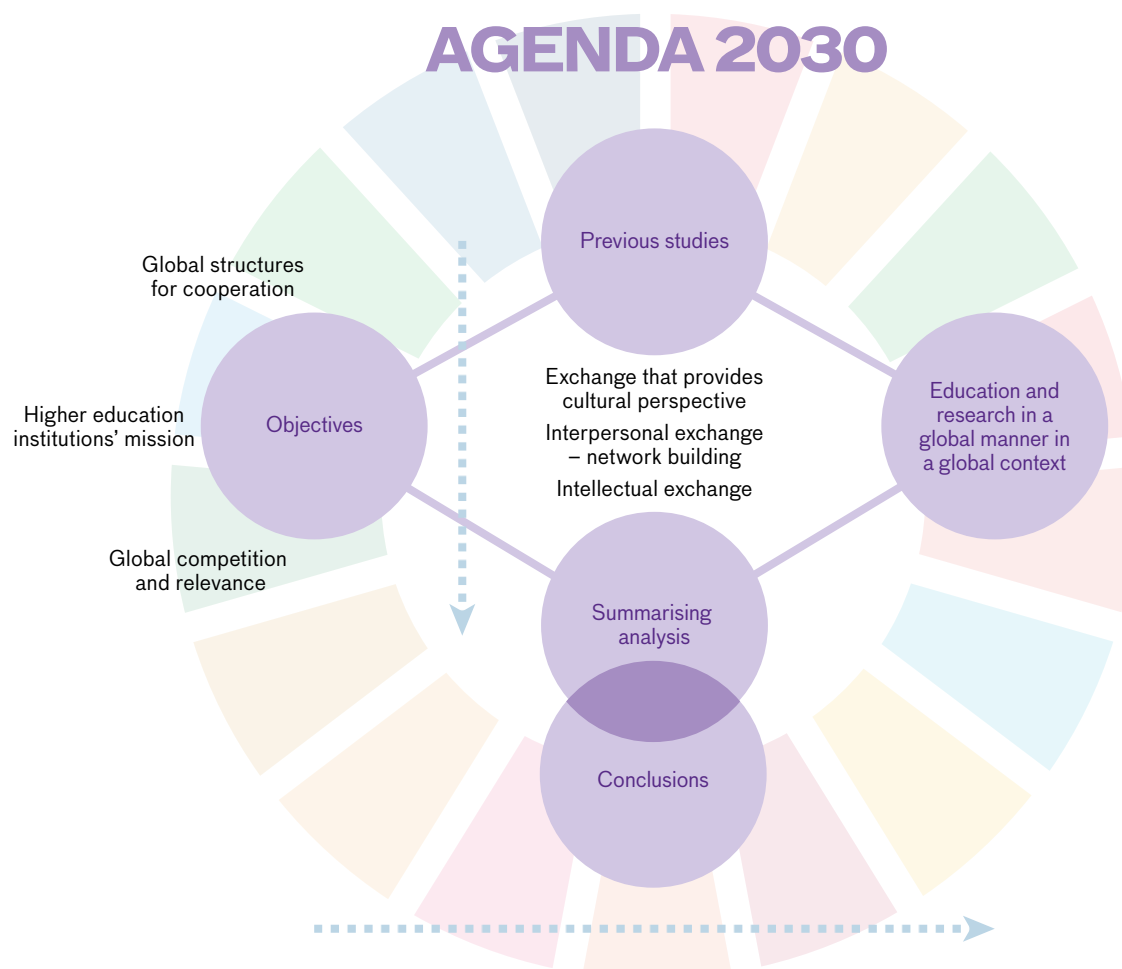
Higher education institutions have a role to play in the transformation to a more sustainable future. They contribute new solutions, methods, increased knowledge and understanding for associations and perspectives through education and research. The 2030 Agenda is the global plan, while each higher education institution has its strategies and action plans for how it will promote a sustainable future within the agenda's framework. The Swedish Riksdag has also recently decided on a legal amendment that further

37. See also UHR (2020a): Relevanta program i en föränderlig värld.

38. The reflections move outside the strict bounds of the study, opening up for somewhat freer associations. In this context, other actors than UHR are referred to. This facilitates the two recommendations which, in this sense, build more upon the final reflections than the conclusions of the study.

strengthens the higher education institutions' role in the implementation of the 2030 Agenda.³⁹

Figure 5: The 2030 Agenda, external factors, and mission create the results framework



The 2030 Agenda 2030 functions as a starting point for LP partnerships. Together with global structures for cooperation in higher education, the higher education institutions' primary mission and global competition in higher education, a framework appears for possible objectives for LP partnerships. In turn, these affect the types of results that may arise within LP projects.

39. Higher Education Act (SFS 1992:1434) In Section 5, which entered into force on 1 July 2021, it says that "In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice. Equality between women and men shall always be observed and promoted in the activities of the higher education institutions. The collected international activities of each higher education institution must enhance the quality of its research and education, and make a national and global contribution to the sustainable development described in paragraph one above. Higher education institutions shall also actively promote and broaden recruitment to higher education. In their operations, higher education institutions must promote lifelong learning."

This study has also shown that the departments' LP partnerships lead to, and are well founded in, the higher education institutions' role within the 2030 Agenda, particularly goal 17, about strengthening global academic partnerships for sustainable development. It is already clear from the unanimous objectives for the cooperation, which are based on creating sustainable partnerships for experience exchange and the shared development of education and research. The goals then largely follow the results of the partnerships, as this study has shown. When departments are granted and conduct LP projects, they thus contribute to strengthening global partnerships in higher education, which is also an expected outcome of LP partnerships, both from the departments in the projects and from UHR. Strong global partnership is the basis of LP cooperation.

In addition, teachers and researchers at the departments contribute to developing course content, methods, research, careers guidance, contacts with the labour market and contacts with the surrounding community through their cooperation. By doing so, the departments' LP partnerships contribute to shared sustainable development in all other goals, such as numbers 3, 4, 8, 9, 11 and 15, depending on the subjects in which the departments cooperate. The breadth of goals also provides insight into the scope of the subjects and activities that LP programme contributes to the resources base, as well as the institutional capacity-building in participating countries. The outcomes that arise in relation to concepts such as resource base and institutional capacity development thus occur with both parties and, to some extent, in mutual development between them.

The breadth of goals also provides insight into the ongoing development in a large number of sustainability goals, where the concrete content may be interesting for UHR to follow up as part of the LP programme. This could possibly be captured by following the change that results from LP partnerships, by asking specific questions ties to the progress that the results occur within, and through open questions about syllabuses, methods, research, guidance and contacts with the surrounding community in relation to the sustainability goals and subject area within which each LP project works.⁴⁰ It would strengthen knowledge of, and the relevance for, how LP projects enhance the implementation of the 2030 Agenda within their partnerships – at UHR, Sida and the higher education institutions.

Together with global structures, global competition for students, researchers and funding, and higher education institutions' mission, Agenda 2030 shapes the context in which the LP projects work. This means it has a great influence on the potential results of LP projects. It can also be stated that the results of LP partnerships occur in a wider context than KAPAME, individual exchanges and individual LP project.

40. UHR initiated this in the spring of 2021. The project will run for a three-year period and involves several indicators for the development of LP activities, among others, and an overarching analysis of how LP activities relate to and contribute to the global implementation of the 2030 Agenda. See project plan UHR (2020b): Stärkt institutionell kapacitet för globalt genomförande av Agenda 2030: Delstudie 1: Stärkt institutionell kapacitet hos aktörer i Sverige.

Departmental relationships with low and middle-income countries have the potential to further enhance the internationalisation of higher education

Teachers and researchers at departments that participate in the LP programme are not only active within the 2030 Agenda. They also promote institutional capacity-building on global cooperation – in line with KAPAME – from a bottom-up perspective. Results from the LP programme also show that LP influences the internationalisation of education and research. In turn, this shows that there is a mutual dependence and relationship between internationalisation of higher education and research as well as of global partnerships. A relationship, and conclusion, that shows how cooperation that occurs within LP projects unites education policy and aid policy from a perspective close to departmental activities. Previous enquiries have seen a need to clarify this, and UHR has also tried to highlight and develop this in dialogue with Sida and the higher education institutions.⁴¹

One of the areas that contributes to policy goals being brought together in LP projects is the teaching and research staff's global networks, networks that this study shows are strengthened through LP partnerships. When it comes to networks, it is very probable that there is potential for higher education institutions at a central level to further highlight and utilise networks to further strengthen the higher education institution's internationalisation.

In 2011, the Ministry for Foreign Affairs wrote that cooperation with universities in developing countries is, in many cases, assessed as being less attractive.⁴² Ten years later, the reality is different. There is now a more general interest among Swedish higher education institutions and departments for the results generated by longer cooperation within the LP programme.

The Royal Swedish Academy of Engineering Sciences' report on *Sweden's global connectivity in research* (2013) concludes that the extensive funding for European research cooperation within the EU – combined with very limited specific funding for research cooperation outside Europe – may have contributed to fewer efforts being made in Sweden to build up new strong partnerships in other parts of the world. There is probably a large and growing space for attracting international research funding and to strategically develop research cooperation between Sweden and low and middle-income countries outside Europe.⁴³ This not least applies to countries regressing in research in Latin America, the Middle east, Asia and Africa, as STINT highlights in its report– *Sveriges internationella forskningssamarbeten* (Sweden's international research cooperation), from 2017.⁴⁴ The LP programme can benefit from this development and can clarify and define the LP programme's role in a broader international context, the internationalisation of higher education and research, not primarily for the departments that currently conduct LP partnerships – because they already know of the benefits – but for those who

41. See UHR (2020a): Relevanta program i en föränderlig värld.

42. Utrikesdepartementet Ds 2011:3, p. 57.

43. Royal Swedish Academy of Engineering Sciences (2013), p. 13.

44. STINT (2017): Sveriges internationella forskningssamarbeten – hur bör de utvecklas? p. 22.

do not yet conduct LP projects and who have the ambition to strengthen their global networks and contribute to a sustainable future.

The networks that Swedish departments have with departments in other countries – in Latin America, the Middle East, Asia and Africa, have the potential to play an important role for the higher education institutions' internationalisation work in the future. The interim report from the study into increased internationalisation of Swedish higher education (SOU 2018:3) states that research partnerships with these countries (lower middle-income countries) are usually of great interest to Swedish researchers, not least in the light of global research partnerships on global challenges.⁴⁵

The study also states that Swedish higher education institutions can utilise informal networks to “create strategic ties between Swedish and foreign actors in higher education and research”.⁴⁶ In this context, the departmental ties that are established within the LP programme are important and correspond well with the study's proposals. There is potential for the programme and for higher education institutions to highlight the outcomes of LP partnerships.

Follow up of different stages of results development

This study shows that international research is an important part of the LP programme. International research is also one of the six aspects that STINT emphasises in assessing the degree of internationalisation within higher education,⁴⁷ along with student mobility, foreign doctoral students, courses in English, staff with international experience and academic experience of leadership. International research is the only one of the six aspects that is not described as an objective of the LP programme. However, because the interviewees clearly describe their aim of establishing joint research projects as a result of the LP projects, it may be necessary, in the programme description, to clearly define and highlight the role of research. This should be able to be done without changing the conditions for funding. The LP programme does not need to be a research programme, instead its role is to facilitate the establishment and deepening of partnerships between departments and researchers.

The study has shown that respondents do not use concepts such as institutional capacity in their descriptions of the projects, although they have provided a coherent documentation of the results of project activities in general and in relation to KAPAME in particular. This raises the issue of whether there is a need to develop and deepen the definitions, as well as to operationalise the concepts to which each LP project is expected to relate.

45. See also IPK (2009): *Internationella erfarenheter inom högre utbildning*.

46. SOU 2018:78, p. 113.

47. The Swedish Foundation for International Cooperation in Research and Higher Education (STINT) produces an annual index that shows how international Swedish higher education institutions are. Six dimensions of internationalisation are included in the index.

UHR continually develops the LP programme⁴⁸, but there is a continual challenge in this, because norm-setting structures also change continually or are regularly revised. The challenge for both UHR and the departments is thus to maintain relevant and updated activities as regards changing structures.⁴⁹

Clarifying how concepts can and should be expressed in different phases of the cooperation between departments and how they relate to the target areas would clarify the process within which UHR can measure the development of various phenomena or results over a longer time (see figures 3 and 4). A clear description of the processes for LP projects, based on the results and conclusions that this study shows⁵⁰ would be well grounded in the basic and added values that the departments believe are provided by their participation in LP projects.

Great clarity here should also make it simpler for the departments to relate to concepts in the KAPAME strategy, because operationalisation then functions as a conceptual bridge between the departments' practical implementation of LP projects and the strategies. Also, following up the development of the levels of interaction in each project would illuminate how the departments enhance their cooperation and, expressly and concretely, demonstrate how they undertake activities that contribute to subject-related goals in the 2030 Agenda.

It could also contribute to promoting and developing communication between the higher education institutions and UHR and, by extension, mutual learning on the department' contributions to the 2030 Agenda.

Overall, the already implemented actions, ongoing processes and some new initiatives could provide the development the LP projects contribute with a more content-focused framework for what LP partnerships can and should lead to in relation to implementing the 2030 Agenda and more sustainable future.

48. A number of changes have been implemented and development processes started since at least 2018. There is ongoing work on developing and specifying the relevance of exchange and mobility programmes in relation to the KAPAME strategy and the 2030 Agenda. Work on developing indicators for partnership has been ongoing since the end of 2018 and has gradually intensified in association with UHR's budget presentation to Sida 2020 and 2021-2023. The results of the measures have not yet been fully evaluated. See for example UHR (2020a): *Relevanta program i en föränderlig värld*.

49. UHR's ongoing work to produce indicators and check points for LP projects in each target area of the strategy that governs the implementation of the LP programme can also be specifically mentioned here. A development project in line with this began in 2021 and runs for a three-year period. See project plan UHR (2020b): *Stärkt institutionell kapacitet för globalt genomförande av Agenda 2030: Delstudie 1: Stärkt institutionell kapacitet hos aktörer i Sverige*.

50. Indicators for the internationalisation of higher education and Swedish development and research partnerships may also be interesting references for continued concept development. See also STINT's internationalisation index and the government's *Strategi för forskningssamarbete och forskning inom utvecklingssamarbetet 2015–2021* (Strategy for research cooperation and research within development partnerships).

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Appendix 1: The LP programme in brief

The Linnaeus-Palme (LP) programme came to UHR in 2000 by government decision. There were some specific guidelines in this decision, such as there must be student and teacher exchanges and there must be mutuality. The programme is funded by Sida as part of the strategy for capacity development, partnership and methods that support the 2030 Agenda for sustainable development 2018–2022 (KAPAME). There are two variants of LP: planning and partnership. Their distribution is about 10 per cent on planning and 90 per cent on partnership. LP planning provides the opportunity to apply for funding for planning visits, during which the forms for a future LP partnership can take shape. LP partnership – the focus of this study – allows Swedish higher education institutions to apply for funding to develop new partnerships with higher education institutions in low and middle-income countries, and to strengthen existing ones.

Grants from the programme provide the opportunity to offer coordinated teacher and student exchanges that strengthen the university's capacity and strategic internationalisation work.⁵¹

One expected result is that teachers and students develop an interest in, and ability to, contribute to implementing the 2030 Agenda. There is also a hope that the partnership will enhance the quality of education at both parties. The goal of the LP programme has, in principle, remained the same in recent years. For the 2020 application round, the programme's purpose was:⁵²

...to strengthen partnerships between Swedish universities and universities in low and middle-income countries, to contribute to developing capacity in departments and to widen interest in cooperation for development among young people. In addition, UHR also strives for international exchanges and partnerships that will contribute to raising the quality of education.⁵³

51. www.utbyten.se/program/linnaeus-palme-partnerskap/mer-om-programmet/.

52. Note that the oldest LP project in the study was designed in relation to 2018's goals for LP and within the framework of the previous results strategy. 2018's goals for LP were: "From the perspective of foreign policy and foreign aid, the programme's primary purpose is to contribute to widening the recruitment of young people who can work in development partnerships, both domestically and internationally. In addition, UHR's aim for the programme is that international exchanges and partnership will contribute to increasing the quality of education." UHR (2020a): Budgetframställan till Sida 2021-2023, p. 9.

53. www.utbyten.se/program/linnaeus-palme-partnerskap/mer-om-programmet/.

LP opens up for, and its signal to prospective students “who want to increase the quality of education and meet mutual development needs through long-term partnerships” is:

Mutual exchanges for teachers and students, language courses, workshops, themes seminars, digital initiatives and other capacity building and partnership enhancing activities.⁵⁴

The mutuality of the partnership is a foundation of the programme:

The mutual benefit, both academic and in terms of experience, must be the focus of the projects that receive grants. This means that the cooperation must be equal in its character, even if the available resources may differ between the Linnaeus and Palme universities. The project must utilise both parties’ specific expertise.⁵⁵

The Swedish higher education institution is the project owner and administers and is responsible for the grant. The higher education institution must submit a framework application, which includes all LP projects. Cooperation takes place at institutional level between two departments, or the equivalent, that focus on the same subject, for example. It may also be an interdisciplinary cooperation. The programme is open to all subject areas and each project is presumed to have a concrete academic purpose.

The projects also include exchanges in both directions: *Linnaeus grants* for outgoing Swedish teachers and students and *Palme grants* for incoming foreign teachers and students. A student exchange must be for full-time study at Bachelor’s or Master’s level at each department, for at least 10 and a maximum of 40 weeks. A teacher exchange must be at least two and a maximum of eight weeks, including travel days. Funding is applied for, for one project round at a time. A partnership may be granted funding for up to eight project rounds, with one project round usually covering three semesters.

Even if the programme is primarily focused on exchanges for teachers and students, since 2020 there have been other opportunities to participate in activities to meet mutual development needs:

People with other roles at the university may also participate in activities for the purpose of meeting mutual needs for development. It is also possible to apply for funding for other activities outside the exchanges.⁵⁶

54. www.utbyten.se/program/linnaeus-palme-partnerskap/.

55. www.utbyten.se/program/linnaeus-palme-partnerskap/mer-om-programmet/.

56. www.utbyten.se/program/linnaeus-palme-partnerskap/mer-om-programmet/.

Appendix 2: Methodology for outcome harvesting

The main text of the report does not problematise the study's methodological focus. In this appendix, it may be initially suitable to do so, to clarify the study's focus in a context of evaluation. Finally, the principles for and implementation of the selection of LP projects/institutions that are included in the study's interview section are clarified.

Outcome harvesting – subsequent evaluation

The basic types of evaluation are process evaluation (also called follow up) and results evaluation. This means that evaluations can be formative or development-focused during an ongoing process and summative or conclusive after a completed process. Alternatively, concluding elements may also occur during an ongoing process, at specific check points. If formative evaluation primarily has the function of producing knowledge of product or process development during implementation, summative evaluation provides knowledge of the implementation's conclusion or (final) results.⁵⁷

In this study the latter variant is the one used – *summarising results or outcome evaluation*. This type of evaluation is normally focused on analysing if and to what degree the activity's or intervention's (if there is a specific one) goals have been achieved. The assessment of results is done in the reflection of targets, whether the goals have been achieved or not. Have measures been sufficient and can they in some way be assessed as successfully completed or were further measures needed? Usually, there is also assessment of whether the result is due to activities within the framework of the organisation, or whether there are other (internal or external) influencing factors?⁵⁸

It is actually a specific variant of summarising results that is relevant here – outcome harvesting. Outcome harvesting has been shown to work well in complex contexts, where it is difficult to concretely specify the purpose of an activity or intervention, or which actions or steps need to be taken to achieve it.

Outcome Harvesting is particularly useful when outcomes, and even inputs, activities and outputs, are not sufficiently specific or measurable at the time of planning an intervention. Thus, Outcome Harvesting is well-suited for evaluation in dynamic, uncertain (i.e., complex) situations.⁵⁹

57. Tyler, Gagné & Scriven 1967.

58. Vedung 2009.

59. Wilson-Grau 2015.

Outcome harvesting looks for traces of change in the organisation (surveys and describes results) and analyses how they got there (surveys and explains the result backwards to activities, objectives and conditions). This means that outcome harvesting harvests knowledge about results with at least two different focuses:

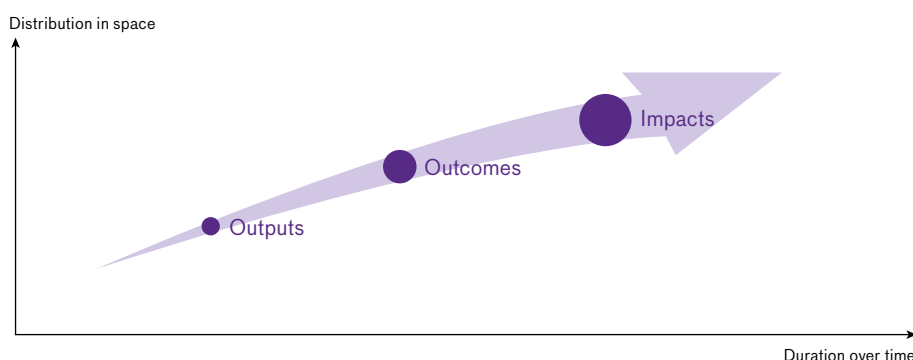
- *Harvest and describe (survey) results that can be linked to the intervention* (what has changed and what type of changes have occurred?).
- *Survey and explain the “chain of evidence” from the result and backwards to the intervention, its components and activities* (if and how the intervention has caused or contributed to these changes?).

The first type of outcome harvesting can be performed independently of the second type. However, the second builds upon the first. The focus here is on the first type of outcome harvesting, harvesting and describing the outcomes of LP activities.

Outcome harvesting of outputs, outcomes and impacts

The concepts of outputs, outcomes and impacts represent results at different levels and varying extents in time and space; from immediate delivery to more long term, deep impacts of different kinds.⁶⁰

Figure 6: The results chain, in three steps



The three types of result illustrate attempts at conceptual precision, as well as division into more understandable and manageable types of result; the boundaries between results are not distinct. For example, there is no great practical difference between long-term outcomes and “smaller” impacts or, for that matter, anything says that impacts cannot happen fairly quickly. Different results in principle can represent the same things in practice. This is a question of definition and interpretation. There is thus a grey zone or gliding scale between results. However, there is reason to try to maintain a conceptual distinction.

60. Impact usually only refers to lasting and sustainable changes, see the DAC/ OECD Glossary of Key Terms in Evaluation and Results Based Management 2010. Significant but temporary changes should possibly also be included, see Roche 1999.

Note that, logically in the chain of results, there are two preceding steps which are not categorised as results: inputs and activities. These are excluded from this study because the focus is on results. Overall, this makes the chain of results – its five steps:

[...] a description of the linkages between what goes into a given project or programme (i.e. inputs), the activities and process that are undertaken as a result, and the results of those process and activities, often described in the form of outputs, outcomes, or impact.⁶¹

All types of results are of interest for harvesting, regardless of terminological design or conceptual meaning. There are no limits, in time or extent. The results do not have to be identified and interpreted, or distinctly formulated within a specific timeframe linked to the LP project's duration to be relevant. Nor do they need to happen, temporally or spatially, as a direct result of or in causal association with specific activities. They can (strictly speaking) come from other activities at the higher education institution, but be identified or linked to LP activities or current LP projects.

Assessing the effectiveness of an intervention at output level requires to examine the extent to which the project/program activities have taken place and produced the expected outputs. [...] Assessing the effectiveness of the intervention at outcome and impact levels requires a two step approach: (i) measuring the extent to which the objectives have been achieved and (ii) assessing the extent to which the changes can be attributed to the development intervention or to external factors.⁶²

In the harvesting and the empirical theming of results, the approach is as open and explorative as possible. It is the interviewees' descriptions of the LP partnership that is conveyed. The investigator may comment on overly grand associations about the validity of the statements. Otherwise, the intention is not to value or assess the statements. The ambition is, as far as possible, to try to understand how the higher education institutions' actors think about and relate to results in their LP partnership (see also Empirical and thematic analysis).

Two analytical sections

For practical reasons, the study consists of two sections that follow and build upon each other.

First section – analysis of LP final reports

In this part of the study, the focus is on all types of results – from outputs and outcomes to impacts – regardless of the objectives set in advance and in the project application. The knowledge in the text analysis is one part of the study's collected empirical basis. It also comprises a part in formulating

61. Roche 1999, p. 303.

62. SECO/WE Evaluation Guidelines 2021, p. 11.

interview questions; chiselling out the shape and content of semi-structured interviews: How do project managers/contact persons describe the project and how do they express themselves in terms of results? Do they consider the target areas of the KAPAME strategy? Also, the knowledge achieved in the text analysis is important in deciding which LP projects will be the subject of interviews.

In total, there are final reports from 78 projects. Of the 18 questions that representatives for the projects answer as part of the final reporting, three questions have been assessed as particularly important in the context:

- *Describe how the project has contributed to strengthened partnership and mutual learning and relate this to your short and long-term objectives.*
- *Describe the result of your project plan.* Describe how the activities at student, teacher and departmental level have been implemented. State any deviations and, if so, define which activity/ies and the number of individuals these deviations relate to.
- *Describe the value the partnership added in the form of academic benefit* linked to work on internationalisation at each department.

The questions have open answer options and the analysis is focused on both direct and indirect descriptions of how the relevant challenges were managed by the higher education institution.

Second section – analysis of semi-structured interviews

The second section of the study continues the broadening and, especially, the deepening of the knowledge of results. It builds upon and sequentially follows the first section. It is conducted in the form of semi-structured interviews with actors in LP projects, in Sweden and relevant partner countries.

A strategic selection (of eleven LP projects) has been done, partly to get the best possible deepening of the knowledge, partly to, if possible, maintain the same breadth of analysis from the text analysis (see also Selection – principles, strategies and actual selection). Nineteen interviewees have been interviewed for separate LP projects, primarily teachers and researchers. In a few cases, the departmental international coordinator was interviewed and, in one case, two people from the department participated. All interviewees had actively participated in LP projects.

The interviews took the form of conversations, where the cooperating partners have talked about their LP activities and the direct results. These were results that entailed change for the individual and organisation, and which results the partners saw as having impact due to the partnership or which it will result in. Those who had only been cooperating a couple of years answered a question about what change they aimed to achieve (see also Appendix 3).

Selection – principles, strategies and actual selection

The first part of the evaluation (analysis of LP final reports) includes all projects that received and made final reports for funding 2018-2020. A selection is made in the second part (interviews with project owners in Sweden and

project participants in partner countries). Note that it is the contact person at the Swedish higher education institution that is the basis for selection. The reason is practical, to limit the number of selection parameters. Because the contact person in the partner country is interviewed in the same way and to the same extent as the one in Sweden, the perspective on the questions in the empirical material is assured, but without being a basis for selection.

Selection is based on two different but overlapping principles:

- *Diversity and distribution*
- *Conceptual focus*

The empirical basis for selection – *diversity and distribution* – builds upon easily available knowledge of the higher education institution (size, type, geographic location, etcetera). In this context, diversity does not indicate representativity. In many cases, representative cases have less of interest to tell (e.g. average or typical cases) than other types of selection (e.g. extreme, deviating or atypical cases).⁶³ It is a blunt selection instrument to ensure some spread in the selection as regards objective and extreme quantities (independent variable), with advance empirically stated or principally established relevance to the questions in the evaluation. The empirical basis for section – *conceptual focus* – is taken from the analysis of LP final reports, particularly the question in the final report that relates to the “result of the project plan”. Once again, a distributed selection or a spread of perspectives on conceptual focus is strived for in the evaluation. This basis also includes collegial and experience-based knowledge at UHR of different higher education institutions, whether there is a special profile in internationalisation and mobility in general, or LP activities in particular, of relevance to selection.⁶⁴

Overall, the basis for selection is a compiled, activities-based assessment, where officers, developers and managers, together with the investigators at UHR, have laid the foundation for which higher education institutions have established collaboration areas that the study can build upon, or which higher education institutions have in other ways indicated interest in participating in similar processes. The systematics of this selection must not be exaggerated as, given the evaluation’s limited scope, existing contacts have been considered in the selection.⁶⁵

From the original 78 final reports a new gross list was produced – balancing the type of higher education institution and geographic location and the department’s subject focus – with 46 final reports from almost as many departments, from 15 higher education institutions. The aim was also to achieve a mix of new and older projects, i.e. some are in their first year of LP funding and others their eighth. If there should be any internal emphasis, it is an advantage if the majority of the selection have several years’ experience

63. Huang 2015.

64. The idea here is that it is interesting to include some who have chosen to focus more on one theme and/or result, some who work more broadly with several of the concepts and/or results and some who are not particularly specific in their work or have other (conceptual) starting points.

65. Denscombe 2018.

of LP activities. After continued assessment, the final selection was 12 final reports from 12 departments, at 10 higher education institutions.

The following higher education institutions are included in the evaluation:

- Karolinska Institutet
- University of Gothenburg
- Linköping University
- Umeå University
- Malmö University
- Mälardalen University
- Jönköping University
- Malmö Academy of Music (Lund University)
- Royal Institute of Art
- Red Cross University College

Finally, it can be stated that the selection – which was primarily made with reference to the contact person in Sweden – included the following partner countries:

Figure 7: Partner countries' global locations



Appendix 3: Interview questions

At the turn of 2020/21, a total of 19 interviews were conducted, primarily with teachers/researchers, as regards LP partnerships at Swedish departments and higher education institutions in partner countries.⁶⁶ All interviews were conducted digitally, lasted 60 minutes, and were conducted in English. The interviews were recorded and disposed of once the report was complete. Participants could use a booking service to select a time that suited them. The times were adapted to the various time zones in which the people were located.

At the beginning of the interview, interviewees could talk freely about their cooperation with the other party. Most began by talking about the origin of the partnership. After this, a conversation was conducted on what direct results they could see from the partnership and what they are striving for, then outcomes of the cooperation and the longer term impacts it has led to. The focus of the interviews was that the conversation would include all levels of results, but the interviewees governed the order in which they were covered. In addition, clarification questions were used to capture anything unclear in relation to levels of results or target areas in KAPAME.

Questions to Linnaeus and Palme universities

Output:

Please, would you like to begin by telling us, in your own words, about your cooperation within the Linnaeus-Palme program?

- Can you be more specific about what you would describe as immediate/ direct result(s) (output /s) from your cooperation?
- Are there any other results that you seek to reach or strive to achieve within your cooperation?
- Is there anything else that you would like to reflect upon when it comes to your results?

Outcome:

How would you describe the change that your cooperation within the LP-program has meant for you?

- Can you give us insight on where these changes can be seen? And please, feel free to illustrate by giving us all the examples that you can think of.
- Where, in your organization, did these changes occur?
 - What has the change that you describe meant for your
 - 1) institution, Organization

66. There was a small reduction in the number of interviewees. UHR's assessment is that this does not affect the content of the study. All the LP projects in the selection have been interviewed.

- 2) the subject,
- 3) the faculty, department
- 4) reason for a moment about the change on an individual level, for students and for teachers.
- What has the change that you describe meant for your cooperation as a whole?
- Has it generated change outside the cooperation or change that were unforeseen, undeclared, or unintended?
- According to your experience, what could have been differently for you to meet/ accomplish sought change. What hinders you to reach there, as a project leader or /and as a teacher?

Impact:

What happens after you reach your targets and have results?

- What may be the next steps which extend beyond the project's scope?
- Who wants the results that you have created and who will take care of the results?
- To you, what would you describe as your cooperation's 'heritage'?
 - What will be the project's 'heritage' (- within your organization, within your partnership and beyond?)
 - Is there anything else that you would like to reflect upon when it comes to the impact of your results?
 - Reflect of the possibilities or hinders to achieve lasting change and heritage that your organization benefits from within the LP-program.
 - To you, how could these types of cooperation and programs develop to better fit the needs that you might have and foresee in the future?
 - What would strengthen your work and further enable you to work with strategic change and its heritage on different levels, institutional and individual?
 - How do you look upon results in these challenging times with the worldwide pandemic, lockdowns and canceled mobilities?
 - How would you prefer to leave feedback and have discussions about change and results connected to the LP-Program? Reflect upon today's situations and needs that you might have.



Education, exchange, enrichment – helping you take the next step

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- developing and managing IT systems and electronic services for the education sector,
- facilitating international exchange and training across the entire education spectrum,
- recognising foreign qualifications,
- promotion, support and analysis within the HE-sector.