Handbook for project-applications

Linnaeus-Palme Partnership 2017

Swedish Council for
Higher Education

About the application

This is an abridged version of the Swedish handbook and is intended to provide guidance, support and advice to people writing project applications in the Linnaeus-Palme Partnership with a Swedish partner.

Complete information, such as how to create a login, which contact details to provide and instructions for the framework application can be found in the Swedish Handbook for project applications, Linnaeus-Palme.

Please note that the application system closes for applications at 12 noon Swedish time.

A project application must include the following:

- A copy of the university's framework application, i.e. a compilation of all project applications from your university, signed by the vice-chancellor.
- A letter of intent from the foreign department. Read more about how this should be formatted in the section on *Assessing the application* and in Appendix 2.
- Name and contact details for the relevant head of department or equivalent for the department submitting the application.

All applications that fulfil the requirements for validity will be assessed using the programme's quality criteria.

We will announce our decision no less than six weeks after the deadline. Everyone who has applied will receive a notification to the e-mail addresses stated in the application. We do not provide advance notifications. Pursuant to SFS 2012:811, decisions made by the Swedish Council for Higher Education (UHR) regarding funding may not be appealed.

Good luck with your application!

Online application – selected information

Provide information about your Palme partner, such as the name of the foreign university and the department with which you are cooperating.

You can also upload an up-to-date **letter of intent from the partner department.** Please note that you cannot save the content on this page unless a document is uploaded.

Remember *that the letter of intent from the partner department must be a PDF to be uploaded in the system. The letter must make it clear that the foreign department supports the current application. The letter must also be dated and signed by the vice-chancellor, head of department or equivalent. Please see Appendix 2 for examples of letters of intent.*

Contact people

On this page, enter contact details for the people who will receive all any correspondence relating to your application, such as decisions or reminders to submit reports. Provide contact information for the head of department or equivalent at the department, the Linnaeus contact person (at the Swedish department), the Palme contact person (at the foreign department), and the Linnaeus-Palme coordinator at the Swedish university. You can add more contact people if you wish.

Exchange

On this page, enter information about which activities you will be conducting as part of the project. You can apply for funding for the following activities:

- Student exchange
- Teacher exchange
- Language courses prior to a teacher exchange
- Visa trips for Palme participants (both teachers and students)
- Evaluation trips

Exchanges

Fill in which exchanges you are planning, when they will take place and their duration. The questions on the *Project Description* tab will be adapted based on what you enter here. **Please note that for this applications round, the application must include both teacher and student exchanges. The number of participants must also be evenly allocated, so the number of participating teachers and students from each department must be the same.**

Example application: Two teachers and four students from a Swedish university and two teachers and four students from a foreign university.

For every participant you add, you must provide their name and the date and duration of the exchange. You may state NN for the students if you do not yet know which students can participate. The standard amounts are automatically adjusted in the application system depending on the length of the exchange.

If you are applying for funding for **language courses** or for **Palme participants' visa trips**, you must briefly justify the estimated costs entailed by that activity.

Language courses

The need for language courses must be justified below the *Project Description* tab and linked to the question: How do you intend to prepare participating teachers at each university? You may only conduct one language course prior to a planned exchange period.

Evaluation trips

You may also choose to apply for funding for evaluation trips. Do this by adding a participant below the *Teacher Exchange* heading and choosing the option "1 or 2 weeks – evaluation trip". You do not need to state the number of hours for evaluation trips, even though there is a field for this.

The need for and format of evaluation trips must also be described below the *Project Description* tab.

Remember that funding is granted in the form of a standard amount based of the number of participants and the activities for which you are applying for funding. The administrative funding is automatically added and based on the activities and the number of participants. Please note that you cannot apply for funding that covers the full cost of the project.

Project Description

Within a Linnaeus-Palme Partnership, it is important that a project consists of a **mutual** exchange of experience, based on close cooperation between your department and the Palme department. It is therefore vital that:

- you answer the questions from the perspective of both parties
- you describe how your shared aims and the project will promote the interests of both parties
- you answer the questions using a **what**, **how** and **why perspective**

All the application questions are in both Swedish and English. You can either write in one language or combine them both.

Remember that you must answer all the project questions below this tab and will therefore need to handle a relatively large amount of text and information. Because it is not possible to save the page unless all the fields have been completed, we suggest that you first prepare all the answers in a Word document. You can also type a character in every field before starting to write, so that you can save your application and continue it later.

Please note that the amount of text is limited to 3000 characters per question, including spaces.

You must answer all the questions relating to the activities included in the application. It is not possible to refer to a previous application or report. If a question in the form relates to an activity for which you are not applying for funding, such as an evaluation trip, please write "Not relevant" in the field.

Application questions and help texts

A. THE PROJECT'S AIMS AND OBJECTIVES

1. Describe the project's aims and objectives in the short- and long-term. Also, describe how the project contributes to the objectives of the Linnaeus-Palme Programme. Provide short-term and long-term objectives at department level and for teachers and students. The short-term objectives should be achievable within the project period.

A cooperative project within the Linnaeus-Palme Partnership may last for a maximum of eight years and must have both long- and short-term aims with a focus on mutual benefit, academic purpose, and a long-term approach.

We assess the suitability and relevance of the project's aims and objectives, as well as how the project contributes to the expected results of the Linnaeus-Palme Programme.

- *Describe how your department will contribute to increased knowledge of global issues by offering students and teachers exchange opportunities.*
- *Describe how you will work to increase the students' interest in working within development partnerships.*
- *Describe how the departments will integrate the teachers' experiences and knowledge of global issues in their normal activities and teaching.*

The expected results for the project within the Linnaeus-Palme Programme are:

- *Students and teachers have international experience.*
- *Students and teachers have increased knowledge of global issues.*
- *Students have a high level of interest for working in development partnerships.*
- *Teachers use their knowledge of global issues in their teaching*

The overarching aims of the Linnaeus-Palme Programme are:

- *Students have increased capacity for working with global issues.*
- *Teachers' international experiences are used in operative activities at Swedish universities.*

2. Describe the project's relevance to one or more of the three thematic priorities for Swedish development partnerships.

The three thematic priorities that must characterise Swedish foreign aid are:
- *Democracy and human rights*
- *Environment and climate*
- *Equality and the role of women in development*

All measures that are financed using funding for foreign aid must relate to these priorities. More information about how to link your project to the priorities is available on Sida's website www.sida.se

B. PROJECT PLAN

3. Present a project plan for the entire project period and describe how the planned activities will contribute to you fulfilling the project's aims and objectives. Provide a time plan for planned exchanges, describe how teaching will be undertaken and justify the number of participants.

Describe which concrete activities you are planning as part of the project and why, i.e. what you are going to do to achieve the project's aims.

Remember that the Linnaeus-Palme Partnership is based on mutual cooperation between departments and that here you must state activities that benefit all participants, both Swedish and foreign. Activities that are planned under exchanges and trips must have strong links to the project's aims and objectives. Funding can only be granted for a year at a time, but a good application will demonstrate your intentions for cooperation in the years ahead.

We assess how much the activities contribute to the project's aims and feasibility in relation to the project's design. It is important that the activities are grounded in normal activities and teaching at the departments. The project plan must cover the entire project period, which includes activities before, after and during the exchange and evaluation trips.

Development question after year 5

3a. What are the primary changes you have made in relation to your long-term objectives since the first year of your project? Describe why you made these changes.

There is potential for adjusting the objectives based on the continual learning process that arises in a project. Describe whether and how the project's long-term objectives have changed since the first year of the project.

C. CAPACITY AND PREPARATION

4. Describe your department's capacity for conducting international collaborations that include teacher and student exchanges?

Describe the ways in which the management support the project. How is this supported within the organisation? What routines exist for running externally-funded projects? Describe how you are planning, financially and in terms of time, to provide the space for teachers and other staff to work on the project and to recruit participants.

For year 1

5. What preparations have you made prior to this application? State previous activities and/or preparatory trips.

Describe which activities you have completed and how they are linked to this project.

For years 2-8

2. What preparations have you made prior to this application? Describe how the previous collaboration with your partner has worked.

Provide a general description of the activities, meetings, and exchanges you have completed and how they are linked to this project. Reflect on the project's potential for improvement and you will achieve or maintain a high level in achieving your aims.

6a. Are you applying for funding for language courses?

6b. Are you applying for funding for travel to obtain a visa/visas?

State whether you applied for funding for any of the activities below the Participants *tab. Please note that a language course must be completed prior to exchange teaching and that funding for visa trips only applies to **travel** to and from the embassy in association with a visa application – not to the cost of a visa.*

7a. How do you intend to prepare participating **teachers** at each university?

A vital part of assessing the application is the project's capacity for completing the planned activities and achieving its aims. Preparation for the exchange is important in achieving its aims.

Describe the preparations you are planning for the teachers. In what way will the preparations facilitate participation? How will they boost quality and help the project fulfil its aims?

If you have applied for funding for language courses, justify it here.

7b. How do you intend to prepare participating **students** for an exchange and how, during the exchange, should the students be introduced to each university?

A vital part of assessing your application is the project's capacity for completing the planned activities and achieving its aims. Preparation for the exchange is important in achieving its aims.

Describe the preparations you are planning for the students. In what way will the preparations facilitate participation? How will they contribute to boosting quality and helping the project fulfil its aims?

D. COOPERATION AND RECIPROCITY

8. What are each department's strengths and what needs for development are satisfied by this cooperation at each department?

The collaboration covered by this application must have a clearly expressed academic benefit for both parties. To achieve reciprocity, it is important that the collaboration is based on a genuine exchange of knowledge and experience. Each party's strengths must be stated, as well as how the exchange provides added value for both parties.

Here we assess how well the parties complement each other and fulfil the needs of each department.

9a. Describe how participating departments will cooperate on recruitment, preparation, work descriptions, supervision, follow-ups, etc.? Also, describe the allocation of responsibility.

Even if the Swedish department is the one to send in the application, reciprocity and cooperation are important elements of the Linnaeus-Palme Programme. Describe the ways in which you will cooperate within the project. What are your different needs? How do you decide the allocation of responsibility and what forms will it take during the various phases of the project? How does communication take place between the participating departments?

How long has the collaboration been going on? The different roles and responsibilities of the departments in the project for financial planning, preparation for participants, evaluation, etc., must be clearly stated. The ways in which students and teachers work together during the project must also be stated.

Here we assess the parties' different roles and participation in the project.

9b. State whether any of the funding will be transferred to the Palme department/university.
 YES/NO

9c. If you answered yes to 9b – please describe the routines for this transfer and how you will guarantee that conditions placed by the Swedish Council for Higher Education (UHR) will be complied with by the Palme department/university.

If you answered no: enter "Not relevant".

If you answered yes: It is always the Linnaeus department that is the funding recipient and responsible for the administration of granted funding. If funding is transferred to the Palme department, you must state this in the application. You must also sign an agreement with the Palme party. As the funding recipient you are responsible for ensuring that all the applicable conditions in your agreement with UHR are transferred to the agreement with a third party and all subsequent parties if the funding is transferred from the third party to another.

E. RISK MANAGEMENT

10. Present a risk analysis for your project. Include preventive measures and a crisis management plan.

The purpose of describing risks and how they should be managed is to predict potential events that would mean you are unable to complete all the exchanges and thus not achieve the project's aims.

For example, this may involve internal aspects such as inadequate resources, or external factors such as conflicts and epidemics. Some risks can be minimised through good planning, and sometimes it is possible to avoid negative consequences through good preventive measures. There are risks that can neither be prevented nor managed, but which must still be included in the overall evaluation of the project.

Risks linked to corruption and difficulties recruiting students must be included in the description. Risks such as social, economic, religious, cultural, hierarchical, or gender-related factors can influence the collaboration. Include the most important risks based on your knowledge.

All risk management must be linked to one person with responsibility at either the Linnaeus or Palme department. Within the project, it is also important that you are updated and follow the Ministry for Foreign Affairs' travel recommendations.

When assessing the risk analysis, we look at the partnership's risk awareness and how you plan to allocate and manage any risks. Few risks may demonstrate a low level of risk awareness.

F. EVALUATION

11. Describe how and on which occasions the project/partnership will be evaluated by students, teachers and contact people at the Linnaeus and Palme departments. How will you analyse and follow-up the results of the evaluation?

The collaboration also includes working with evaluations to improve routines for communication and preparation as part of the cooperation. Remember that evaluation must take place with all parties and participants.

12. Justify your need for evaluation trips and describe how they will contribute to strengthening collaboration. Also, provide a brief description of the format for each evaluation trip and the function of each participant.

If you are not applying for funding for evaluation trips, write "Not relevant".

Justify the evaluation trips for which you are applying and present the general planning. Also, state which issues are central to your evaluation and which parts of the collaboration need to be developed. The questions must be answered on behalf of both parties.

G. EXPECTED RESULTS: TEACHERS

13. How will the project provide teachers with global knowledge that they can use in their teaching?

Describe the ways in which the project will provide teachers with global knowledge. Also, describe the added value for the participating teachers from participating in the exchange in relation to their normal teaching on global issues.

*By **global issues** we mean subject areas such as democracy, human rights, sustainable development, equality, global health, environment/climate and combatting poverty.*

*Having **global knowledge** means, for example, understanding global issues, having experience of global contexts, and/or having a global perspective on your subject. It may also involve language skills, communication, the ability to deal with a multicultural student group, adaptability, and flexibility.*

14. How will teachers disseminate the global knowledge and experience that they gain via the project at each department/university?

Describe how you intend to integrate the teachers' global knowledge in normal teaching at the participating departments. Also, state how you plan to disseminate this knowledge to other teachers, students and other relevant staff at the departments and the university.

H. EXPECTED RESULTS: STUDENTS

15. How will the project contribute to participating students gaining global knowledge in their subject?

Describe how the courses the students will take will give them new global perspectives on their subject. Also, describe the added value in studying the chosen courses at each department and the way in which the courses offered by the two departments complement each other.

16. How will the project contribute to increasing interest for work in development partnerships among participating students?

One expected result of the Linnaeus-Palme Programme is that students, after participating in a project, will have a high level of interest in working in development work. Describe how your project will ensure that the students are active in contexts that increase their interest in other cultural contexts and for using their new knowledge of global issues in their subject in their professional lives. This could involve activities at either the Linnaeus or Palme department or the university.

I. EXCHANGE PLANNING, LINNAEUS AND PALME STUDENTS

17a. How do you ensure that the students can transfer credits for exchange courses as part of their programme and that the Linnaeus students are guaranteed the opportunity to receive a student grant?

17b. How are you working to ensure that student places are filled and used for the Linnaeus and Palme departments? Specifically describe how the Swedish university is working to recruit and motivate students to go on an exchange with the partner department.

How will you work on recruiting students for the project? If you have previously had difficulties recruiting participants – what will you do to be more successful in future? Also, describe the routines for the reception of students at each university and how the students can participate in regular teaching with local students?

J. ETHICAL REVIEW

18. Are you planning to conduct a project that requires an ethical review? An ethical review is obligatory for projects in which the partnership includes human trials/studies and/or animal testing. Certification must be sent to UHR.

If the collaboration includes human trials/studies and/or animal testing, you must undertake an ethical review and send in a statement from an ethical review board to UHR, as an original copy. If ethical review is not relevant to your project, answer no.

K. TEACHER EDUCATION

19. Will teachers or students participating in this project come from teacher education programmes?
YES/NO

This question is to provide us with data about how many projects relate to teacher education or teaching students who, for example, are doing an exchange in their subject.

There is an overview of your application on the final page of the application system, so you can check that everything is correct.

The Swedish partner submits the application after checking the box to indicate that the vice-chancellor or equivalent accepts entering an agreement with UHR.

Assessment process

The assessment of applications begins after the deadline. It has two stages:

- validity
- quality assessment

Criteria for validity

It is not possible to supplement your application after the deadline. The application is locked for editing.

Only applications that fulfil the below criteria will continue to the quality assessment stage.

- The application has been sent to UHR via the RAUK application system.
- The application has arrived at UHR before the deadline (12 noon). The deadline date is stated at utbyten.se
- The application comes from an eligible organisation.
- The application is complete.

Swedish universities are eligible to apply. These are listed in the application system.

To be complete, an application must include the following:

- appended letter of intent from the partner department as instructed in Appendix 2.
- appended copy of the framework application, which includes the relevant application that has been approved by the vice-chancellor or equivalent.
- correctly stated signatory, i.e. head of department or equivalent.

Quality criteria for applications, 2017

For the 2017 applications round, UHR has produced new and updated quality and selection criteria and updated the application questions.

If an application goes to the next stage, we assess its quality using the following criteria:

- the project's relevance in relation to the aims and objectives of the programme,
- the project's feasibility. We specifically assess the thoroughness and quality of the Linnaeus department's capacity for routines on gaining support, administration, communication, recruitment, preparation, supervision, and follow-up routines,
- How well the projects planned activities are assessed to contribute to the achievement of aims and expected results,
- the project's risk awareness and risk management.

So the quality criteria for the applications round have a decisive role, the answers in four results areas will receive extra weight in the assessment. These four area are: aims and objectives, capacity and preparation, project plan, and risk management.

The allocation of funding in the Linnaeus-Palme Partnership is based on the quality assessment. All applications that do not achieve an approved level are rejected. Other applications are ranked according to funding points and granted to as great an extent as the programme budget allows. If there are more applications at the same lowest points for approval than there are funds to allocate, the selection criteria below will be used to grant the funds.

1. Applications that include more than 2 + 2 student exchanges.
2. Applications for cooperation in teacher education.
3. Applications relating to cooperation with a university from one of the countries included in any of UHR's contact seminars.
4. Applications that are assessed as having the best capacity to achieve the applications aims and objectives on further assessment.

Final reporting and participant questionnaires

Projects that are granted funding in the 2017 applications round shall present a final report in 2018. This is done online using the same login information as for the application. Participants from the Swedish university (teachers and students) must also answer a participant questionnaire. A link to the questionnaire will be available on *Mina sidor (My pages)*. It is the Swedish department that is responsible for sending the questionnaire link to students and teachers when their exchange ends.

Potential countries for collaboration with the Linnaeus-Palme Partnership in 2017:

- All countries included on the DAC List of ODA

Example letter of intent from a Palme department

All applications must include a written letter of intent from the foreign Palme department. Upload the letter digitally in the application system when you submit your application. You cannot supplement your application after the deadline.

Remember that the letter of intent must be up-to-date. We do not approve old letters that were submitted with previous applications.

The letter does not need to be the original; it is okay to submit a scanned copy or similar.

A written letter of intent must be:

- dated, and demonstrate that the collaboration is current Linnaeus-Palme project,
- written in English, or supplemented by a translation to Swedish or English,
- signed by the project manager at the foreign department, or by the head of department (or equivalent).

E.g.:

We hereby declare that we, the Department of XXX at the University of XXX, supports the current application for cooperation in the program Linnaeus-Palme academic year 2017-2018.

We acknowledge the framework for our cooperation stated in the application.

City/Location Date

Signature and title

Appendix 3. **Subjects.**

Code	Fields of Education
11	Education
111	Education science
112	Training for pre-school teachers
113	Teacher training without subject specialization
114	Teacher training with subject specialization
119	Education, not elsewhere classified
188	Education, inter-disciplinary programmes
21	Arts
211	Audio-visual techniques and media production
212	Fashion, interior and industrial design
213	Fine arts
214	Handicrafts
215	Music and performing arts
219	Arts, not elsewhere classified
22	Humanities (except languages)
221	Religion and theology
222	History and archaeology
223	Philosophy and ethics
229	Humanities (except languages), not elsewhere classified
23	Languages
231	Language acquisition
232	Literature and linguistics
239	Languages, not elsewhere classified
288	Arts and humanities, inter-disciplinary programmes
31	Social and behavioural sciences
311	Economics
312	Political sciences and civics
313	Psychology
314	Sociology and cultural studies
319	Social and behavioural sciences, not elsewhere classified
32	Journalism and information
321	Journalism and reporting
322	Library, information and archival studies
329	Journalism and information, not elsewhere classified
388	Social sciences, journalism, information, inter-disciplinary programmes
41	Business and administration
411	Accounting and taxation
412	Finance, banking and insurance
413	Management and administration
414	Marketing and advertising
415	Secretarial and office work
416	Wholesale and retail sales
417	Work skills

419	Business and administration, not elsewhere classified
42	Law
488	Business, administration and law, inter-disciplinary programmes
51	Biological and related sciences
511	Biology
512	Biochemistry
519	Biological and related sciences, not elsewhere classified
52	Environment
521	Environmental sciences
522	Natural environments and wildlife
529	Environment, not elsewhere classified
53	Physical sciences
531	Chemistry
532	Earth sciences
533	Physics
539	Physical sciences, not elsewhere classified
54	Mathematics and statistics
541	Mathematics
542	Statistics
549	Mathematics and statistics, not elsewhere classified
588	Natural sciences, mathematics and statistics, inter-disciplinary programmes
61	Information and Communication Technologies (ICTs)
611	Computer use
612	Database and network design and administration
613	Software and applications development and analysis
619	Information and Communication Technologies (ICTs), not elsewhere classified
688	Information, Communication Technologies, inter-disciplinary programmes
7	Engineering, manufacturing and construction
71	Engineering and engineering trades
711	Chemical engineering and processes
712	Environmental protection technology
713	Electricity and energy
714	Electronics and automation
715	Mechanics and metal trades
716	Motor vehicles, ships and aircraft
719	Engineering and engineering trades, not elsewhere classified
72	Manufacturing and processing
721	Food processing
722	Materials (glass, paper, plastic and wood)
723	Textiles (clothes, footwear and leather)
724	Mining and extraction
729	Manufacturing and processing, not elsewhere classified
73	Architecture and construction
731	Architecture and town planning
732	Building and civil engineering

739	Architecture and construction, not elsewhere classified
788	Engineering, manufacturing and construction, inter-disciplinary programmes
8	Agriculture, forestry, fisheries and veterinary
81	Agriculture
811	Crop and livestock production
812	Horticulture
819	Agriculture, not elsewhere classified
82	Forestry
83	Fisheries
84	Veterinary
888	Agriculture, forestry, fisheries, veterinary, inter-disciplinary programmes
9	Health and welfare
91	Health
911	Dental studies
912	Medicine
913	Nursing and midwifery
914	Medical diagnostic and treatment technology
915	Therapy and rehabilitation
916	Pharmacy
917	Traditional and complementary medicine and therapy
919	Health, not elsewhere classified
92	Welfare
921	Care of the elderly and of disabled adults
922	Child care and youth services
923	Social work and counselling
929	Welfare, not elsewhere classified
988	Health and Welfare, inter-disciplinary programmes
10	Services
101	Personal services
1011	Domestic services
1012	Hair and beauty services
1013	Hotel, restaurants and catering
1014	Sports
1015	Travel, tourism and leisure
1019	Personal services, not elsewhere classified
102	Hygiene and occupational health services
1021	Community sanitation
1022	Occupational health and safety
1029	Hygiene and occupational health services, not elsewhere classified
103	Security services
1031	Military and defence
1032	Protection of persons and property
1039	Security services, not elsewhere classified
104	Transport services
1049	Transport services, not elsewhere classified