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DEVELOPMENT RESEARCH IN SWEDEN – A DISPERSED RESEARCH COMMUNITY UNDER PRESSURE

Cecilia Strand, Janet Vähämäki, Fredrik Söderbaum, Elin Bjarnegård, Jonas Ewald, Flora Hajdu, Magnus Jirström, Rickard Lalander and Henning Melber

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- a dispersed research community under pressure

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Sammanfattning

Den här studien har genomförts av det nyligen etablerade nätverket för utvecklingsforskning i Sverige, Swedish Development Research Network (SweDev) med stöd av Expertgruppen för biståndsanalys (EBA). Syftet med studien är att kartlägga svensk utvecklingsforskning och därmed skapa en översikt över forskningsfältets ställning samt dess kontaktytor med beslutsfattare och praktiker.

Rapporten består av två delar:

1. En sammanfattning av svaren på en webbenkät (kapitel 3). Webbenkäten skickades ut till utvecklingsforskare vid svenska universitet, högskolor, forskningsinstitut och forskningsinriktade myndigheter. Enkäten genererade 578 svar från enskilda forskare och forskningsledare, som självidentifierade sig som ”utvecklingsforskare”. Syftet med enkäten var att kartlägga var och under vilka finansiella omständigheter svensk utvecklingsforskning bedrivs, samt vilka faktorer som hindrar och möjliggör framväxten av starka forskningsmiljöer. Betydelsen av olika stödstrukturer och forskningsnätverk var av särskilt intresse.

2. En översikt av utvecklingsforskning som akademisk disciplin (kapitel 4). Översikten beskriver hur utvecklingsforskning i Sverige vuxit fram från dess blygsamma start efter andra världskriget fram till dess expansion sedan 1990-talet. Studien visar att ämnets profilering, möjligheter till samarbeten inom och mellan universitet, såväl som forskningsfinansiering, har haft stor påverkan på konsolideringen av ämnets etablering över tid. Översikten innehåller en genomgång av utvecklingsforskningens framväxt och konsolidering vid fem svenska universitet: Uppsala, Lunds, Stockholm, Göteborg samt Linnéuniversitetet. Representanter från grannländernas nätverk för utvecklingsforskning har bidragit med innehåll till översikten om nätverk i de andra nordiska länderna.

Rapporten gör inte anspråk på att representera all utvecklingsforskning eller ge en heltäckande bild av utvecklingsforskning i Sverige. Ambitionen med rapporten är snarare att utgöra underlag till en dialog mellan forskare, beslutsfattare och praktiker kring hur kontaktytorna kan utvecklas vidare och hur svensk utvecklingsforskning generellt kan stödjas.

Slutsatser

I. Ett fragmenterad forskarsamhälle i behov av samarbete och nätverkande

Svensk utvecklingsforskning finns representerat på de flesta universitet och högskolor. Webbenkäten fick flest svar från forskare på sex lärosäten: Göteborgs universitet, Lunds universitet, Sveriges Lantbruksuniversitet, Uppsala universitet, Stockholms universitet och Karolinska Institutet. Linnéuniversitet har också en betydande forskningsmiljö, även om det inte är lika väl representerat i enkäten. Alla dessa lärosäten har väletablerade och relativt starka forskningsmiljöer för utvecklingsforskning, med en kritisk massa av forskare som är framgångsrika på att attrahera forskningsfinansiering, erbjuda undervisning inom fältet, samt samverka med det omgivande samhället. Det är dock viktigt att påpeka att dessa forskningsmiljöer inte är specialiserade på enbart utvecklingsforskning som akademisk disciplin. Utvecklingsforskning är integrerat inom större institutioner och som del av och/eller parallellt med bredare discipliner, såsom freds- och konfliktkunskap och statsvetenskap, vilket tenderar att underminera ”utvecklingsforskning”.

En ansenlig mängd enkätsvar kommer även från individer aktiva på mellanstora universitet och lärosäten eller fristående forskningscentra såsom Stockholm Environment Institute (SEI),

Dag Hammarskjöld Foundation (DHF), Raoul Wallenberg Institute, Stockholm International Peace Research Institute (SIPRI), International IDEA och Stockholm International Water Institute (SIWI).

Vi kan därför konstatera att svensk utvecklingsforskning är fragmenterat och spritt över många olika både stora och små lärosäten och forskningsmiljöer. Enkäten indikerar också att forskare och forskargrupper är geografiskt utspridda och fördelade på många olika disciplinära fakulteter och institutioner.

I enkäten påpekade majoriteten av utvecklingsforskarna att de inte ingår i någon forskargrupp eller nätverk specialiserat på eller relaterat till utveckling. Utvecklingsforskarna uppger att de har få formella samarbetsformer inom detta fält i Sverige men att de i större grad samarbetar utanför Sverige, och med utvecklingsländerna. Den årliga konferensen, Development Research Conference (DevRes), utgör för närvarande den enda etablerade mötesplatsen för nationellt forskningsutbyte inom utvecklingsforskning. Även om konferensen skapat en viktig mötesplats har den ännu inte lyckats skapa något djupare, institutionaliserat och långsiktigt samarbete bland svenska utvecklingsforskare. I enkätsvaren betonas mycket starkt vikten av fler och mer genomtänkta plattformar för utbyte och samverkan inom akademin såväl som för interaktion med beslutsfattare och praktiker.

II. Fältets expandering, diversifiering och forskningsfinansieringens roll

Svensk utvecklingsforskning har expanderat långt bortom samhällsvetenskapen och uppvisar idag en hög grad av disciplinär diversifiering. Utvecklingsforskare återfinns inom en mängd akademiska discipliner och är verksamma inom en uppsjö av olika institutioner och forskningscenter.

Traditionellt har utvecklingsforskning varit ett problemorienterat, normativt, mång- och fler disciplinärt forskningsfält inom samhällsvetenskapen med specifikt fokus på utvecklingsländers utmaningar. I Sverige har fältet vidgats ytterligare och inrymmer idag även forskning som kan ha relevans för utvecklingsländer eller som på något sätt relaterar till utvecklingsprocesser. Denna breddning innebär att forskare från såväl naturvetenskap som medicin numera ses som en del av utvecklingsforskning. Denna breddning till ”utvecklingsrelaterad forskning” har påverkat finansieringsläget för forskare verksamma inom området. Även om svenska finansieringsmekanismer har möjliggjort för en större mängd forskare från en rad discipliner att bedriva utvecklingsforskning eller så kallad utvecklingsrelaterad forskning så har stödformerna inte prioriterat att stödja de miljöer som bedriver utvecklingsforskning i traditionell bemärkelse.

Vetenskapsrådet och dess instrument för att stödja utvecklingsforskning (Uforsk) är identifierat som den primära finansieringskällan av respondenterna. 30% av de svarande uppgav att Vetenskapsrådet var deras primära finansieringskälla, efterföljt av 21% som uppgav fakultets- eller institutionsmedel som sin huvudsakliga finansieringskälla. Även om de flesta av de svarande uppgav att de hade en del av sin forskning finansierad, uppgav en betydande del av forskarna att de saknade full finansiering. Finansieringsunderskottet ”löstes” av individerna med vad vi kallar för självfinansiering eller ofinansierad forskning.

Brist på finansiering uppmärksammades även av forskningsledarna. 75% av forskningsledarna identifierade bristen på långsiktig finansiering som ett av de primära hoten mot deras forskningsmiljö. De flesta finansieringskällor för utvecklingsforskning i Sverige är dock specifikt knutna till individuella eller mindre projekt (max 1,5 MSEK/år) Det finns inte heller någon finansiering för längre projekt eller byggande av större forskningsgrupper eller institutionellt stöd till svenska forskargrupper (då t ex Swedish Research Links syftar till att stödja relationer med specifika motparter utanför Sverige).

Även om forskningsfinansiering är en utmaning inom alla discipliner, ser vi att de nuvarande finansieringsmekanismerna påverkar utvecklingsforskning negativt på åtminstone tre sätt. För det första har vidgningen av vad som räknas som utvecklingsforskning inneburit att det nu finns ett mycket kraftigt ökat antal forskare från olika mono-discipliner (och som inte identifierar sig som utvecklingsforskare) som konkurrerar om finansieringen för finansiering från VR Uforsk. För det andra, utvecklingsforskning och utvecklingsrelaterad forskning är starkt koncentrerad till av ett fåtal finansieringsmekanismer inom Vetenskapsrådet Även om utvecklingsforskare ibland lyckats få finansiering från andra källor, så förefaller det oftast som att utvecklingsrelaterad och tvärvetenskaplig forskning har svårt att slå sig in i de andra mer finansieringsmekanismerna inom VR, RJ och andra finansiärer. För det tredje, är den totala mängden finansiering för utvecklingsforskning relativt liten i jämförelse med andra discipliner och projektmedel tar inte vederbörlig hänsyn till det faktum att samarbeten med forskningsmiljöer i resurssvaga länder ofta är mer arbetsintensiva och resurskrävande då man i dessa miljöer oftare stöter på olika komplikationer. Utvecklingsforskning behöver därför mer resurser, inte mindre, än andra discipliner.

III. Ett dynamiskt forskarsamhälle som söker kontakt med beslutsfattare och praktiker

Många utvecklingsforskare är aktiva som forskare, som lärare, samt i interaktionen med den bredare allmänheten. Över 80% av de svarande hade under de senaste 12 månaderna antingen ansökt om forskningsbidrag eller publicerat i peer-reviewed kanaler.

Enkäten visar att många forskare aktivt bidrar till sina miljöers utbildningsinsatser och tillbringar i medeltal 15% av sin tid på undervisa om utvecklingsrelaterade frågor. Svenska utvecklingsforskare är även aktiva forskningskommunikatörer, och försöker säkerställa att deras forskning når intressenter utanför akademin. Hela 70% av forskarna uppger att de bidrar till den s.k.tredje uppgiften.

En majoritet av forskarna efterfrågar dock flera möjligheter att samverka med praktiker och beslutsfattare, samt att nå intressenter bortom akademin. Avsaknaden av sammankallande aktörer och gemensamma mötesplatser anses utgöra ett avgörande hinder för sådan interaktion. Det finns idag få arenor för möten mellan forskare, praktiker och beslutsfattare, dessa riktar sig primärt mot tematiska, specialiserade intressegrupper. För det bredare forskarsamhället inom utvecklingsforskningen är interaktionen oregelbunden och kortsiktig. Det finns en uppfattning bland erfarna forskare att det fanns flera möjligheter att möta och samverka med praktiker och beslutsfattare under tiden då Sida/SAREC administrerade Uforsk.

Rekommendationer

Även om det finns en handfull starka forskningsmiljöer i Sverige är de flesta svenska utvecklingsforskare verksamma inom en fakultet eller en institution som har ett annat fokus än utvecklingsforskning. Till skillnad mot många andra discipliner, som flera har egna nationella nätverk, samt till skillnad från våra nordiska grannländer, saknar svenska utvecklingsforskare en gemensam plattform för akademisk samverkan och för samverkan med praktiker och beslutsfattare. Bristen på sådan interaktion riskerar att underminera forskningens relevans (vilket är särskilt viktigt inom utvecklingsforskning) och att praktiker och beslutsfattare i mindre grad kan använda forskningsevidens i sitt beslutsfattande (då de inte känner till vad forskningen kommit fram till). Vi menar att denna studie ger starkt stöd för att visa på behovet av att etablera en ny plattform för samverkan.

Under de senaste två decennierna har begreppet utvecklingsforskning expanderat bortom en specifik och ofta svag disciplin inom samhällsvetenskapen till att idag inrymma all forskning som är utvecklingsrelaterad eller fokuserad på hållbar utveckling. Forskningsfältets expansion

och diversifiering ökar behovet av mötesplatser för inte bara akademisk samverkan utan även möjligheten att möta praktiker och beslutsfattare. Även om det finns en handfull starka och väletablerade forskningsmiljöer i Sverige så är de flesta forskare verksamma i miljöer vars fokus inte eller bara delvis är utvecklingsforskning. Många av dessa upplever sig vara marginaliserade inom sina akademiska miljöer. Svenska stödformer har varit framgångsrika i att få fler forskare från flera discipliner engagerade i utvecklingsforskning eller utvecklingsrelaterad forskning, men denna expansion har samtidigt skapat ett fragmenterat och utspritt forskarsamhälle, med få samlingspunkter. Bristen på mötesplatser bör hanteras och prioriteras.

Med utgångspunkt i dessa insikter, rekommenderar vi beslutsfattare och finansiärer att överväga följande åtgärder:

1. Stödja institutionaliseringen av SweDev. Nätverket skulle kunna spela en central roll i arbetet att öka interaktion och samverkan mellan forskare såväl som mellan forskare och praktiker/beslutsfattare genom att ordna seminarier och samtal. Vår analys visar att nätverket behöver långsiktigt finansiellt stöd under en första fas för att kunna att sedan kunna bli självfinansierande i en andra fas.

2. Genomföra en liknande kartläggning som denna av hur beslutsfattare och praktiker ser på behovet av samverkan mellan forskare och praktiker.

3. Överväga att ha en särskild utlysning av utvecklingsforskningsmedel med syfte att stärka miljöer inom utvecklingsforskning och interaktionen *mellan* svenska utvecklingsforskare.

4. Överväga att öronmärka medel för att finansiera *tillämpad forskning* med särskilt fokus på policyutveckling, samt avsätta medel för interaktion mellan forskare och praktiker. Den typen av finansiering skulle kunna ha likande regler som Flexitprogrammet inom Riksbankens Jubileumsfond, där ansökningar utvecklas gemensamt av praktiker och forskare.

5. Skapa nya möjligheter för kontinuerlig vidareutbildning av praktiker. Kurser och kurspaket skulle kunna utvecklas och modifieras löpande utifrån de behov som praktiker upplever sig ha. Dessa kurser eller kurspaket skulle även utgöra en viktig plats för identifiera kunskapsluckor inom forskningen.

Executive Summary

This study was initiated and conducted by the newly established Swedish Development Research Network (SweDev) with support from the Expert Group for Aid Studies (EBA). The study has sought to map the Swedish development research community, and to develop a better understanding of the discipline's current standing as a research field and its connections with policy and practitioners.

The report consists of two main parts:

1. A summary of responses to an online survey (chapter 3). SweDev's online survey invited responses from self-identified development researchers based at Swedish universities, institutions for higher learning and independent research institutes, as well as some research-oriented governmental agencies. The survey generated 578 responses from individual researchers and research managers. The purpose of the survey was to map and understand where Swedish development researchers/research environments are located, the financial condition of development research, the barriers to creating and sustaining strong research environments, and the role of supportive structures and research networks.

2. An overview of development research as an academic discipline (chapter 4). The overview traces the progress of development research as an academic discipline in Sweden from its modest beginnings to its expansion since the 1990s. The review includes an analysis of Swedish financial support for development research over time and of the experiences of a variety of multidisciplinary research networks for development research in Sweden and the Nordic countries. The chapter analysis also relies on literature by and insights from five strong research environments for development studies: Uppsala University, Lund University, Stockholm University, the University of Gothenburg and Linnaeus University. The analysis of Nordic experience draws on input from leading representatives of the development research associations of Denmark, Finland and Norway.

The report does not attempt to provide a complete picture of the Swedish community of development researchers. The ambition is rather that the report should serve as a basis for dialogue on how to best support the Swedish development research community and strengthen the links between research and policy.

1.1. Main findings

I. A fragmented research community in need of collaboration

The Swedish development research community is represented at most universities and institutions for higher learning. The survey received the most answers from the University of Gothenburg, Lund University, the Swedish University of Agricultural Sciences, Uppsala University, Stockholm University and Karolinska Institutet. Linnaeus University and Lund University also have large development research environments. All these universities host established and strong research environments characterized by a critical mass of development researchers who attract considerable amounts of external funding, engage in a range of teaching modules in development studies and regularly interact with wider society and policymakers in a range of different ways. A substantial proportion of the respondents were found in medium-sized universities or a variety of independent research institutes, such as the Stockholm Environment Institute (SEI), the Dag Hammarskjöld Foundation, the Raoul Wallenberg

Institute, the Stockholm International Peace Research Institute, International IDEA and the Stockholm International Water Institute (SIWI). This indicates the existence of a fairly fragmented research community with many smaller research environments and research groups geographically spread throughout Sweden.

The majority of the survey respondents reported that they are not part of any formal research group or research network in the field of development research. Many development researchers operate in small research environments for development research and report a dearth of collaboration and networking with scholars outside of their own research environments. Since 2016, the biannual Development Research Conference (DevRes), which is co-organized by the Swedish Research Council (VR), the Swedish International Development Cooperation Agency (Sida) and a local organizing university, has been the only official meeting space for development researchers in Sweden. The importance of collaborative spaces for interaction between researchers and between researchers and practititioners, which enhances academic innovation and the quality and relevance of research, cannot be emphasized enough. A cross-variable analysis of the survey results shows that network affiliation is significantly correlated with academic output, that is, academic publication rate and active engagement in research communication. Thus, researchers who are affiliated with a formal development-related network perform better on these variables compared to those who remain unaffiliated. The number of respondents to the survey could be interpreted as a demonstration of the need of and urgency for a formal network for Swedish development researchers.

II. Discipline expansion and increased competition for limited funding

The research community displays a high degree of diversity in terms of disciplinary belonging. Researchers are found across a considerable number of academic disciplines and report employment and affiliations across a wide range of faculties, departments and different types of research centre. Swedish development research has thus expanded far beyond the domain of the social sciences into the natural sciences, medicine and global health. This multi- or inter-disciplinarity is also visible in the fact that many respondents are affiliated to departments and research centres within the social sciences but pursue research in the fields of sustainable development or natural resource management – fields that were traditionally part of the natural sciences.

Development research has traditionally been a specific social science discipline characterized by being problem-oriented, multi- and interdisciplinary, normative and of specific use to developing countries. In the Swedish context, development research has become more diversified and includes all researchers conducting research that is relevant to poor countries or related in some way to development. This broader approach transcends social science and includes scholars who mainly identify with other disciplines in the social sciences, the natural sciences, medicine and the health sector. This expansion from traditional notions of "development research" to "development-related research" is deeply connected to funding. While Swedish funding of development research has been successful in expanding interest and the number of researchers from a range of academic disciplines dealing with development-related research, it appears that the funding has *not* been particularly helpful for strengthening research capacity or research environments for the traditional view of development research.

VR and its instrument for supporting development research (Uforsk) is identified as the primary source of funding for the development research community: 30% identified VR as the main source of funding, followed by faculty/departmental funding which was identified by 21% of respondents. Although many scholars manage to secure funding, there appears to be a lack of financial resources and a significant number of researchers report that their research is only

partially funded. The funding shortage is "solved" by what can be labelled self-financing, that is, the use of spare time or leave of absence to pursue research on an unpaid basis.

Funding constraints is also highlighted by research managers. 75% of the managers identified funding as a major challenge to maintaining a coherent research environment for development research. Most existing research grants are restricted to individual researchers or small teams of researchers, involve relatively small amounts of project funding and are for relatively short periods of time. Researchers therefore spend significant amounts of time during ongoing projects attempting to secure future funding, which crowds out time for conducting research.

While some of these conditions also apply to other academic disciplines in Sweden, they appear to be particularly detrimental to development research for at least three reasons. First, funding for development research and development-related research is particularly dependent on a specific and fairly limited financial instrument within VR. Although development researchers may sometimes attract funding from other funders and funding instruments, multidisciplinary development research experiences various obstacles because the other funding instruments are designed for other purposes and with different criteria. Second, the transformation from conventional definitions of development research as a distinct discipline to a much broader development-related approach has resulted in a significant increase in the number of scholars and competition for resources from the mono-disciplines within the social sciences as well as from the natural sciences and medicine. Third, the funding constraints facing development research; that relatively few research projects receives funding compared to other disciplines and funded projects are often designed for individual researchers or small research teams, are particularly detrimental to research on developing countries, which is often both labour and resource intensive due to the complexity of project design and the complications involved in collaborating with research partners based in poor countries. Hence, in many ways, research in developing countries requires more, rather than fewer, resources compared to many other disciplines.

III. A dynamic research community in search of collaboration with the policymaking community

Many development researchers are active as researchers and educators, as well as in interacting with wider society and practitioners. Over 80% of the survey respondents had either submitted or had their work published in peer-reviewed journals in the past 12 months. The community is therefore actively contributing to the field of development research. Moreover, the survey results indicate that many development researchers are active as educators in parallel with their research activities, and spend on average 15% of their time teaching development studies. The community is also noticeably active in research communication, seeking to ensure that their research reaches audiences outside traditional academic platforms: 70% of the respondents state that they interact with wider society.

A majority of the researchers responded that they want more opportunities for interaction with development practitioners and policymakers, and to be engaged in communication with audiences beyond academia more than they currently are. A constraint is related to the fact that successful interaction between researchers and practitioners often requires organization and long-term planning, as well as some type of common collaborative space. While there are some existing arenas, these are often ad hoc and not institutionalized. Moreover, the case studies show that researchers feel that there were greater opportunities for collaboration with practitioners in the past, at the time when Sida/SAREC were administering Uforsk funding.

1.2. Recommendations

Although there are a few strong research environments in Sweden, most development researchers are scattered over a range of academic disciplines, departments and research centres. Unlike other disciplines and subjects, and unlike our Nordic neighbours which all have established development research networks, there exists no Swedish research association or research network designed to facilitate research collaboration. Based on this study there is enough empirical support for addressing this lack of space for interaction and collaboration by establishing a new platform. The lack of space for collaboration between researchers also undermines interaction between researchers and practitioners.

Gradually over the past two decades, we have witnessed an expansion of the definition of what constitutes development research. The traditional definition of development research as a reasonably distinct social science discipline has been transcended to include basically any research within the social sciences and natural sciences, as well as medicine/the health sector that is relevant to developing countries and sustainable development (i.e. development-related or development-relevant research). This has contributed to both an expansion and a diversification, and the vast majority of survey respondents signaled an urgent need to enhance collaboration within the research community as a whole. While there are a handful of large, and reasonably strong, research environments for development research in Sweden, many development researchers are working within disciplines and academic departments unrelated to development research. Many of them feel marginalized and lack the research environment/competences related to development research. Hence, while it may be argued that Swedish funding for development research has been successful in expanding the interest in and the number of researchers from all disciplines dealing with development-related issues, the research community has become ever more fragmented, dispersed and unorganized. The need for increased collaboration and networking within the research community is now urgent.

As a result of these insights, we recommend that policymakers and funders of development research should:

1. Support the institutionalization of SweDev and its attempt to achieve financial independency. The network has the potential to facilitate interactions between researchers, lecturers as well as students at the various research environments around Sweden. It could also facilitate contacts and cooperation between researchers and development practitioners and policymakers by for example organizing dialogues and seminars. Our recommendation is that policymakers and funders of development research supporting SweDev during an initial start-up phase.
2. Conduct a similar mapping of policymakers and practitioners' priorities and needs pertaining their interactions with the development research community;
3. Consider a special call from (Uforsk) development research funds with an aim to support research environments and interaction inbetween Swedish development researchers.
4. Set up a specialised funding line designed to facilitate and deepen the interaction between researchers and practitioners. This funding line could have similar rules as the funding programme by Riksbankens Jubileumsfond's "Flexit programme".
5. Support and create new spaces for practitioners' education. These could for example be courses on a specific topic adapted to the current needs of practitioners. These types of courses could offer a reflective space for practitioners and support researchers by providing information on current knowledge gaps in practice.

1. Introduction

The Earth's finite resources are being depleting at an unprecedented rate, with dire consequences for bio-ecological and socio-ecological systems, at the same time as poverty, inequality and other fundamental injustices are still widespread in the world. Development research is therefore more important than ever. The default approach of development research, to draw on multi-, inter- and transdisciplinary lenses, offers a way to approach the complex topic of socio-economic challenges in contexts where the need for decent conditions for human life is positioned against the sustainable use of resources.

As is explored in detail in this report, development research has been part of Swedish academia since the 1960s. What began as a sub-area of economics and trade (SOU 1973) has today expanded far beyond the social sciences. It now engages scholars across a range of disciplines, from the humanities to the natural sciences, medicine and health sciences (VR 2019).

Despite the fact that it has been part of the Swedish academic arena for six decades, and a well-established discipline that is popular among students in most Swedish universities, there is no Swedish network or association tasked with promoting research and knowledge exchange or cooperation with other researchers, development practitioners and policymakers. Unlike the development research communities in Denmark, Finland and Norway, which have all benefited from national networks that have been organizing development researchers since the early 1980s, the Swedish development research community has not been supported by a scholarly association. There have been attempts in the past to create collaborative spaces, but these have not been sustained over time; and there are currently only a few development-related specialized networks that successfully gather smaller segments of development researchers (see chapter 4) but fail to engage the broader community.

Against this background, Elin Bjarnegård (Political Science at Uppsala University), Henning Melber (former Research Director of the Nordic Africa Institute (NAI) and president of the European Association of Development Research and Training Institutes (EADI)), and Fredrik Söderbaum (School of Global Studies, University of Gothenburg) initiated a meeting at the Development Research Conference (DevRes) in Gothenburg in August 2018. The purpose of the meeting was to gauge interest among Swedish development researchers in creating a new space for academic collaboration and cooperation between researchers and with practitioners and policymakers; that is, in establishing a network or association for development researchers based at Swedish universities and in Swedish research environments. The initiative was also inspired by the existing networks in our Nordic neighbours, which aspire to strengthen multidisciplinary collaboration, pool resources and further a dialogue with practitioners and policymakers.

The initiative was met with keen interest from conference participants, and an interim steering committee for the Swedish Development Research Network (SweDev) was established to initiate and explore potential ways to form an equivalent network of development researchers in the Swedish context. The interim steering committee comprised individuals of varying levels of seniority, and from different research environments as well as different parts of the country. For a complete list of interim steering committee and current steering committee members see

Appendix I. The meeting at DevRes in 2018 provided an informal mandate to explore the possibility of creating a Swedish development research network.[1]

There had been no comprehensive mapping of Swedish development research since an official report by the Swedish Government in the early 1970s (SOU 1973:41). The steering committee therefore quickly established a need for up-to-date information on the development research community in Sweden. The SweDev steering committee wanted to know more about the community of Swedish development researchers, their research environments and existing levels of collaboration between researchers and sectors outside academia, as well as understand how the network might strengthen development research.

The aims of this report are to map the Swedish development research community, and to develop a better understanding of the discipline's current standing as a research field and its connections with policy and practitioners. Our hope is that the report will serve as background material for concrete actions that support development researchers including their research environments in Sweden, as well as provide a platform for critical discussion of how development research can better support practitioners and policymakers.

[1] SweDev was formally constituted on 15 November 2019. By formalizing the network, that is, adopting and adhering to governance statutes, the steering committee was able to seek funding for its activities and to begin the groundwork for delivering on some of the needs identified in the mapping study, in particular to create space for collaboration between researchers and to facilitate interaction with practitioners and policymakers.

2. Methodology

Four complementary methods were used to gather data for this report: (a) an online survey; (b) targeted interviews with a number of key individuals in Sweden and the Nordic states; (c) case studies of selected research environments; and (d) a review of key reports and evaluations.

2.1 The survey

A questionnaire was developed by the steering committee and disseminated using the online survey tool SurveyMonkey. The online survey invited responses from all the self-identified development researchers based at Swedish universities, as well as those in institutions for higher learning (högskola) and independent research institutes based in Sweden, and various research-oriented Swedish agencies such as the Nordic Africa Institute (NAI). The aim was to reach researchers regardless of their academic or working environment. The survey included two parts. The first part was addressed to development researchers regardless of their position in their organization, while the second part sought the input of individuals in managerial positions in their academic/working environment. Managerial positions ranged from management of a research group to management of a large academic environment that included multiple research groups. All questions in the survey can be found in Appendix II.

An invitation to participate in the survey, which included brief information on its purpose, was sent to all individuals and/or institutions known by the steering committee to be conducting development-related research. Significant efforts were made to ensure that the survey reached smaller and less well-known academic environments to ensure the broad distribution of the survey.

The survey was open for six weeks in October and November 2019. SurveyMonkey allowed continuous monitoring of incoming results, which facilitated the sending of reminders to non-responders. Two rounds of reminders were sent, and the survey was closed when no new answers were forthcoming. The survey generated 578 responses.

The overarching purpose of the online survey was to map the Swedish development researcher community and produce a general overview of where development research is currently being conducted and in what type of research environment. Although a general overview is important on its own merits, the survey data was also seen as a steppingstone to the generation of knowledge about strong research environments from the perspective of an environment's most basic building block; that is, individual researchers and researchers in managerial positions.

2.2 Interviews and a seminar

Six external interviews were conducted. Three of the interviewees, Lars Rudebeck, Lennart Wohlgemuth and Peter Wallensteen, were selected due to their vast background in – and knowledge of previous attempts to organize – the development research community. Interviews were also conducted with the Nordic networks for development research: with Ilona Steiler from the Finnish Society for Development Research (FSDR), Randi Solfjell from the Norwegian Association for Development Research (NFU) and Sören Jeppesen from the Association of Development Researchers in Denmark (FAU). In addition, a seminar was held on 15 October 2019 to discuss preliminary findings and views on development research in

Sweden with representatives of Sida, the Ministry for Foreign Affairs, Formas, the Expert Group for Aid Studies (EBA) and the Swedish Research Council (VR).

2.3 Case studies

To better understand how strong research environments have emerged in Sweden, five cases were selected for closer review: Uppsala University, Lund University, Stockholm University, the University of Gothenburg and Linnaeus University. The case studies were written by the steering committee members represented in these universities. The cases are characterized by the strategic selection of a group of people, an organization or another type of entity that is seen as important for gaining an understanding of a particular research problem. The cases studies were selected on the basis that there was a reasonably strong research environment for development research and that they were well-represented in the survey data.

2.4 Document analysis

A number of reports relevant to the study focus were analysed to map the Swedish government's support of development research and explore how support and conditions for support have changed over time, as well as how changing funding priorities have directly affected development research in Sweden. The documents included in the study were official government reports, published studies and reports by development-related think tanks, as well as reports generated by Swedish universities, independent research institutes and funders.

3. Summary of survey results

Section 3.1 presents the results from the part of the survey that was open to all self-identifying development researchers in Sweden. Section 3.2 presents the results generated by research managers.

3.1 The wider community of development research

3.1.1 Researchers in the Swedish development research environment

Three types of research positions dominated among respondents. Professors were the largest group (33%), followed by senior lecturers (27%) and individual researchers (22%), as can be seen in table 1. Together they made up more than 80% of the respondents. The category "Other" was primarily constituted of retired professors with an emeritus position.

Table 1. Distribution of respondents' current professional positions in academia

Position	Respondents in absolute numbers	Respondents (percentage)
Professor	185	32%
Senior lecturer	157	27%
Researcher	128	22%
PhD student	56	10%
Post-doctoral researcher	20	3%
Researcher in civil society or government agency	14	2%
Other (emeritus, research consultant)	13	2%
Adjunct/Assistant	5	1%

The number of professors who self-identify as development researchers was larger than the team behind this report expected. An analysis of where the professors are located strongly indicates how diverse the field has become. Professors who self-identify as development researchers can be found across all disciplines, from the humanities to the social sciences, medicine and pharmacology, and science and technology, and at all Swedish universities. A closer look at the respondents' departmental affiliations indicates that research is conducted in a wide range of departmental settings, from physics, chemistry and biology to biochemistry and biophysics; space, Earth and the environment; women's and children's health; global health; social work; medical epidemiology and biostatistics; law; political science; education; economic history; and cultural sciences, to mentioned just a few. The relatively large number of professors responding to the survey and the great diversity in terms of institutional affiliation verifies the expansion of development studies and the multiple lenses that development research requires as a field.

The diversity in terms of professors' affiliation is a strong indication of an expansion of the field (see chapter 4), and that the academic field now appeals to a much wider community of researchers. With global challenges, such a climate change, migration pressures and pandemics such as Covid 19, calling for global cooperation; even more researchers are likely to find development studies relevant.

Albeit the survey was widely distributed (see Methods), the large number of professors relative to other groups, indicate that the survey did not reach all academic groups in the number we would expect. Numerically there are more assistance professors (docent) and senior lectures at Swedish universities than there are professors, and yet professors dominate the data. Furthermore, with only fourteen academics (2% of the total) representing civil society and government agencies, it is likely that the survey failed to reach these researchers, and/or failed to appeal to them. As this later group is poorly represented in the survey data, the report consciously refrains from making interferences about this group. As researchers outside academia is an important group for bridging development researchers with practice and policy areas, this sub-sector should be studied independently in the future.

3.1.2 Academic affiliation of respondents

Approximately two-thirds (63%) of the respondents can be found at six universities (see table 2), which also happen to be the largest universities in Sweden.

Table 2. Distribution of respondents' affiliations with each university/academic institution, by number and percentage

University	Respondents (no.)	Respondents (%)
University of Gothenburg	87	15%
Lund University	84	14%
Swedish University of Agricultural Sciences	63	11%
Uppsala University	56	10%
Stockholm University	46	8%
Karolinska Institutet	32	6%

The development research community therefore appears to be located primarily in Sweden's larger universities, where university size is understood as a combination of the number of students and the number of teaching and research staff (UKÄ 2018). Although there is a notable concertation of researchers to the six largest universities, it is important to remember that researchers are scattered over multiple faculties and departments, which entails that some researchers may be part of a small environment.

Almost a quarter of the respondents, are found at twelve medium- sized universities or institutions for higher learning as illustrated in table 3. These universities are represented by between five and 20 respondents.

Table 3. Respondents conducting development research at medium-sized universities and independent research institutes, by number and percentage

University	Respondents (no.)	Respondents (%)
Linnaeus University	20	3%
Malmö University	20	3%
Chalmers University of Technology	17	3%
Södertörn University	17	3%
KTH Royal Institute of Technology	16	3%
Linköping University	16	3%
Umeå University	16	3%
Stockholm Environmental Institute	12	2%
Nordic Africa Institute	9	1%
Örebro University	7	1%
Stockholm School of Economics	6	1%
Luleå University of Technology	6	1%

The remaining respondents (11%) were primarily found in institutions for higher education with strong traditions of vocational training and in small independent research institutes. Two universities are also found in this group: Mid Sweden University and Karlstad University.

Despite efforts to reach beyond known research environments for development research, which included targeting people based at smaller universities and asking them to assist with disseminating the survey, the material is still dominated by well-known environments for development research and education.

3.1.3 Disciplinary domains of development researchers

Although development research has historically had its home in the social sciences, it is now widely known as a multidisciplinary field (Baud et al. 2019). To ascertain the degree to which development research in Sweden can be found across a multitude of disciplines, the survey investigated which disciplinary fields respondents belonged to, illustrated in figure 1 and table 4.

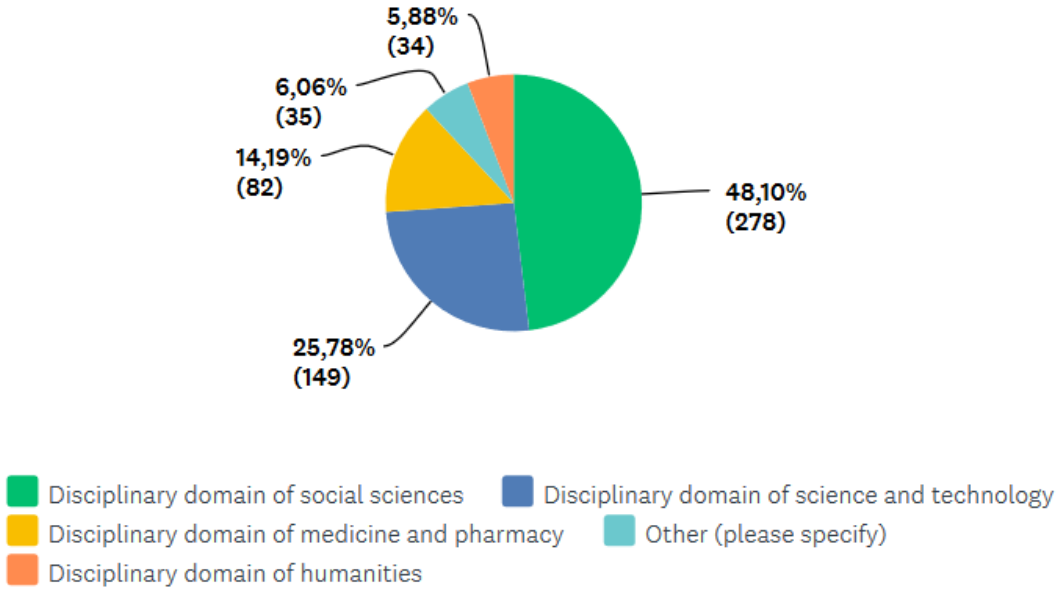

Figure 1. Respondents distribution according to discipline.
Key: Absolute numbers are presented in brackets.

Although the majority of the respondents indicated that they were primarily part of the social sciences, development researchers can be found across many disciplines.

Table 4. Disciplinary domain and distribution of respondents in each domain, by absolute number and percentage

Disciplinary domain	Respondents (no.)	Respondents (%)
Disciplinary domain of social sciences[a]	278	48%
Disciplinary domain of science and technology[b]	149	26%
Disciplinary domain of medicine and pharmacology[c]	82	14%
Disciplinary domain of humanities[d]	34	6%
Other (please specify)	35	6%

[a] Faculty of anthropology, area studies, educational sciences, development studies, economics, media law, political science, sociology, peace and conflict studies, psychology, gender and sexuality studies
[b] Faculty of mathematics, computer science, physics, technology; and natural sciences: astronomy, chemistry, biology, earth sciences/ environmental sciences
[c] Faculty of medicine, global health, pharmacology
[d] Faculty of arts, archaeology, languages, philosophy, theology

Table 4 shows that the majority of development researchers fall within the social sciences (48%). Respondents who chose the category "other" primarily comprise those who were unable to select only one disciplinary domain. Approximately one-third of the 35 responses in this

category indicated that the respondent was engaged in various forms of research on sustainability, and thus found themselves part of the domain of both social and natural sciences.

3.1.4 Primary research focus among Swedish development researchers

The survey investigated the primary focus of respondents by providing a multitude of options linked to the UN Sustainable Development Goals (SDGs), as well as an open category, and allowing each respondent to select several domains. Table 5 shows that 40% of the respondents selected *Environment and climate change, Natural resource management, land and water* (SDGs 6, 13, 14 and 15) as their primary focus, and 25% selected *Rural development and food security* (SDG 2). Several respondents took the opportunity to use multiple ways to define their research focus.

Table 5. Primary research focus and connection with the Sustainable Development Goals (SDG)

Research focus and connection to SDGs	Respondents (no.)	Respondents (%)	SDGs
Environment and climate change, Natural resource management, land and water	233	40%	6, 13, 14, 15
Rural development and food security	145	25%	2
Public health, pharmacology	124	21%	3
Poverty reduction	118	20%	1
International cooperation and coordination, policy development	104	18%	17
Gender studies and equal representation	90	16%	5
Peace and conflict studies, human rights, conflict resolution, counterterrorism and criminal justice	86	15%	16
Urban development, city planning	68	12%	11
Education	67	12%	4
Equitable economic growth, work life and workers conditions, anti-slavery	51	9%	8
Immigration, emigration and IDPs	44	8%	
Discrimination, minorities, LGBTQIs, disability	41	7%	10
Media, freedom of speech, journalism and digital spaces as sites of deliberation, cybersecurity	22	4%	
Other – please specify	142	25%	

Almost 25% of the respondents seemingly failed to find a category or categories that adequately captured their research field and thus opted to provide a personalized description. An analysis of these answers identified that a large number (46%) described fairly narrow research projects, and about half of these could be thematically organized into six categories. The largest category by far was governance (21%), which included projects related to good

governance at various levels of government, equal inclusion and representation of minorities and indigenous populations, social justice, and national, regional and local government reform. The second largest category was public health (14%), where sexual and reproductive health was well-represented along with research on non-communicable diseases such as cancer research. Other identified categories were, for example, natural/human-induced disasters and risk management; history; global partnerships on development/trade and taxation; and peace-building and human rights. In hindsite, this survey question should perhaps been re-phrased. Asking researchers to identify their primary research focus in a field where projects by default is multi-discinplinary, is likely to capture their research only partly.

It is also noteworthy that only 20% of the respondents identified poverty reduction as their primary research focus. Poverty reduction has formed the core of the Swedish development agenda since Government Bill 1962:100, and while ideas about how to achieve poverty reduction have changed over time, the overarching objective has not changed (Wohlgemuth and Odén 2019).

3.1.5 Research activities

Respondents were asked to estimate how much of their time had been dedicated to research in the past 12 months. The vast majority of respondents had been actively engaged in research in that time. On average, respondents had spent 43% of the past year conducting development research. Only 14 respondents reported 0% research time over the past year.

In addition to time spent on performing research-related tasks, the respondents were asked to report whether they had been published and, if so, how many times they had been published in an academic channel in the previous 12 months. Figure 2 illustrates that most of the researchers had either been published multiple times over the past 12 months or had submitted work that was currently under review. Only about one-fifth of the respondents (17%) reported not having any traditional academic output in the past year. A closer analysis of the 17% reveals that about half were PhD students and thus could not be expected to have started publishing.

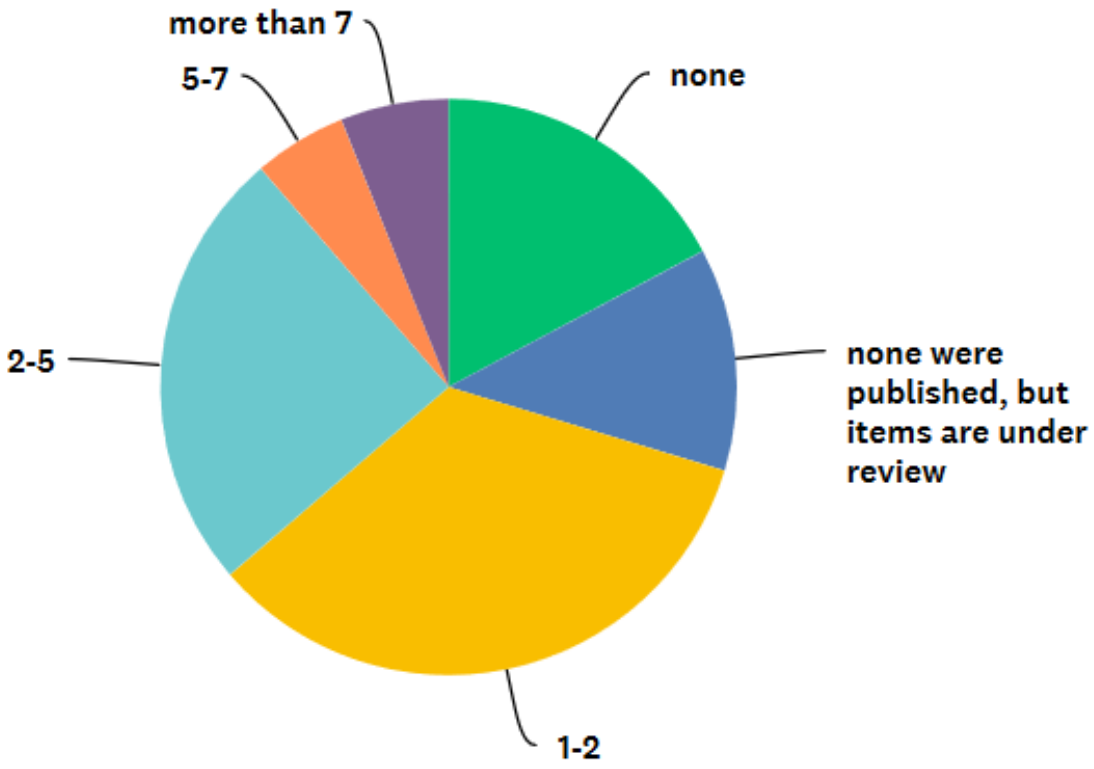

Figure 2. Number of articles published by respondents in the past year
Key: Absolute numbers are presented in brackets.

3.1.6 Collaboration with societal stakeholders: making research available to policymakers, practitioners and the public

The Swedish law on Higher Learning (Högskolelagen) states that in addition to research and teaching, Swedish universities are tasked with collaborations with and informing society about their research (Riksdagen 1993). Government proposition 2016/17:50 highlights the increased emphasis placed on the surrounding society (SUHF 2018). The survey thus explored the development research community's level of research communication, non-academic activities and collaboration.

The results presented in table 6 indicate that the community of development researchers have carried out one or several activities in the past 12 months related to the communication or dissemination of their research results beyond academia. The primary activity through which this is carried out, however, is via research communication, that is, presenting research to key stakeholders. The fact that 70% of development researchers report having carried out research communication deserves to be highlighted.

Table 6. Research communication and collaboration with other stakeholders

Activity	Respondents (no.)	Respondents (%)
Presentation of research in a popular format, contacts with media and/support to journalists	314	70%
Volunteering	89	20%
Parallel employment or consultancy in a civil society organization	44	10%
Parallel employment or consultancy in a multilateral or bilateral development organization	44	10%
Parallel employment or consultancy in government	29	6%
Parallel employment or consultancy in research institute beyond academia	29	6%
Other or none:	72	16%

The category "other" was in this case dominated by teaching for free at partner universities, or in other ways supporting educational efforts in the global South. Only 24 respondents reported having carried out "no activity" related to communicating research results to a broader audience.

Vetenskap & Allmänhet (2019) analysed Swedish researchers' views on communication, their self-reported capacity to communicate and the factors that inhibit or interfere with researchers' wishes to make their research accessible to a broader audience. The study concludes that 90% of the responding researchers had a favourable opinion of communicating their research to the outside world and about half would want to engage more in communicating with audiences outside academia than they currently do. Communication with wider society, however, is impeded by both internal factors, such as a lack of perceived communication skills and training, and external factors, such as a lack of clarity about the institutional resources that researchers can draw on. The major motivations for engaging in communication around research were to ensure that research results are utilized by society, followed by aspirations to contribute to the public debate. The most common mode of science communication according to this study was public lectures and panels, followed by written outputs in which research was presented in a more popular format.

The development researchers surveyed appear to place great value on research communication and most appear to have actively engaged in ensuring that their research becomes known beyond academic channels. Furthermore, one-fifth of the community reported being engaged in volunteering, which could be interpreted as a sign of broad societal engagement.

3.1.7 The conditions in which research is produced

The study was particularly interested in understanding the factors that support strong research environments. The survey explored the conditions under which research is produced by asking:

- whether the previously stated research activity had been fully funded;

- how the above-mentioned research was primarily funded;
- the percentage of the researcher's position earmarked for teaching development studies in the past 12 months; and
- whether the researcher was part of a formal development research group or network that collaborates on joint development publications (articles in peer reviewed journals, books), pursues funding and/or has active platforms for exchanging ideas.

When asked to estimate how much of the reported research had been funded, almost 40% of the respondents stated that the previously reported research was not fully funded. The fact that several researchers conduct all or part of their research in their spare time – that is in evenings and weekends or while on holiday – or even opted to take a leave of absence to do research, was confirmed in the free text answers to the questions. But as the survey did not ask the respondents to specify to which degree they conducted un- or underfunded research, it is not possible to ascertain the extension of the problem. Most researchers will however experience funding gaps at some point of their career and spend spare time on preparing and writing applications.

One-third of the respondents explained that they had multiple sources of funding, and a number of respondents listed as many as three different sources. Among the researchers who did have funding, VR stood out as the largest source. Approximately 30% of the respondents identify VR as their primary source. This was followed by faculty/departmental funding, which 21% identified as their main funding source. Other frequently mentioned funders were the European Union (EU), Vinnova and Formas, as well as multilateral non-European agencies such as the World Bank, the United Nations Development Programme (UNDP) and United Nations Children's Fund (UNICEF). An interesting finding from the survey is that the Swedish development research community appears to be actively fundraising beyond traditional sources of research funding, and appears to have acquired funding from a range of private foundations and government bodies in a number of states outside Sweden, such as the United States, Germany, Australia, the United Kingdom and China.

Besides having to secure funding, the time dedicated to educational efforts has an impact on individual researcher's opportunities to engage in research. The survey results indicate that many development researchers are also active educators, in parallel with their research activities, and spend an average of 15% of their time on teaching development studies. There are however significant differences between the respondents who answered the question on teaching. One-fifth of the respondents stated that they had not taught development studies at all in the past year. One caveat is that some of the respondents may well have taught closely related subjects but reported zero hours in teaching time as the survey specifically asked about teaching development studies. Furthermore, it should be noted that a relatively high number of respondents opted not to answer the question.

3.1.8 The importance of networks

The majority of the survey respondents reported not currently being part of a formal development research group or network (see figure 3).

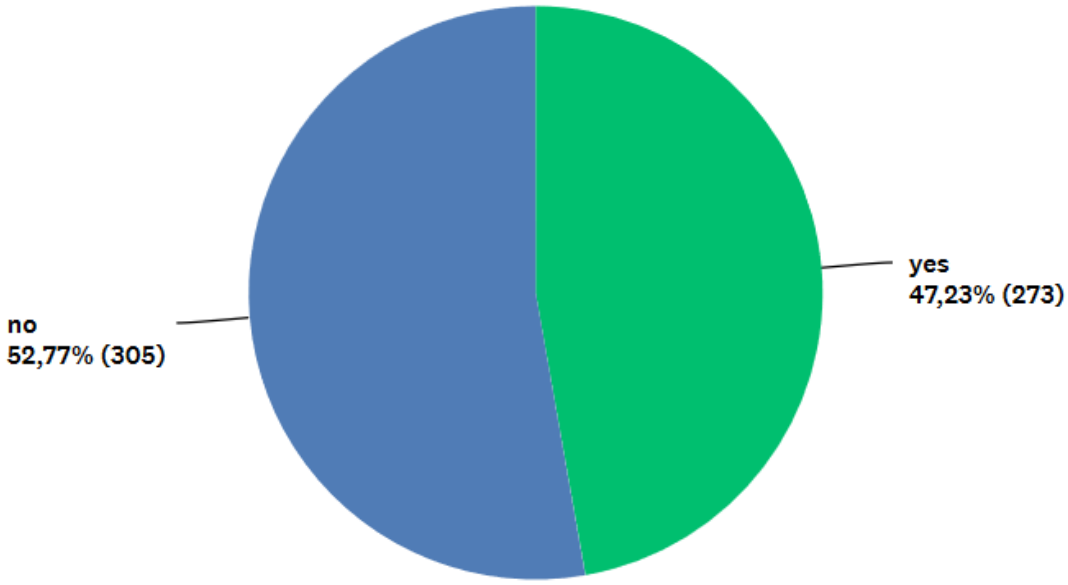

Figure 3. Respondents affiliated with a development research network or group.
Key: Absolute numbers are presented in brackets.

With half of the development research community unaffiliated, it was deemed appropriate to explore whether the lack of network affiliation had any implications for the respondents' research. A cross-variable analysis indicated that network affiliations appear to be very important to those researchers who answered the survey. Network affiliation is significantly correlated with academic output, such as academic publication rate and active engagement in research communication. Thus, researchers who are affiliated with a formal development-related network tend to perform better on these variables than those who are unaffiliated. One caveat is that it is not possible to establish either direction of causality or which variables are causative.

3.1.9 The role of a future Swedish development research network

To explore the value added by networks, the survey asked respondents: What in your opinion should be the primary focus of a future association/network for development researchers?

The responses to this question are summarized in table 7 according to their relative importance among respondents.

Table 7. Ranking of respondents; prioritization of key activities for a potential development research network

Priorities for a development research network	Top priority (no. of respondents)	Second priority	Third priority
Facilitate contact between researchers	43% (202)	18% (78)	11% (54)
Create opportunities to interact with development practitioners	22% (99)	17% (76)	16% (70)
Provide a platform for knowledge sharing and generation within and outside academia	9% (39)	21% (97)	12% (55)
Establish contacts with other development research networks	6% (27)	12% (51)	16 (71)
Pursue relevant policy-related topics	7% (32)	14% (63)	
Calendar function with relevant announcements	7% (30)	10% (43)	12% (55)
Support students in development research	3% (15)	7% (32)	11% (48)
Provide an online repository for development-related researchers and topics	4% (18)	5% (23)	10% (47)

The results identify that a network was seen as being able to support three functions: (a) facilitating contact between researchers to pursue common research interests and funding; (b) creating opportunities to interact with development practitioners and policymakers; and (c) providing a platform for researchers to share research results with the general public and academia.

3.2 Responses from research managers

The second part of the survey targeted respondents in managerial positions. The results in this section are therefore based on a smaller sample of 177 respondents. As the questions in this part of the survey were optional, the input ranges from 87 to 177 responses. Research managers were asked to respond to the questions in their capacity as managers rather than individual researchers.

3.2.1 Managerial positions, duties and their teams

A majority of the researchers who answered the second part of the survey held the position of professor and/or subject representative (ämnesföreträdare) at their respective institutions, or were team leaders of a research group (figure 4).

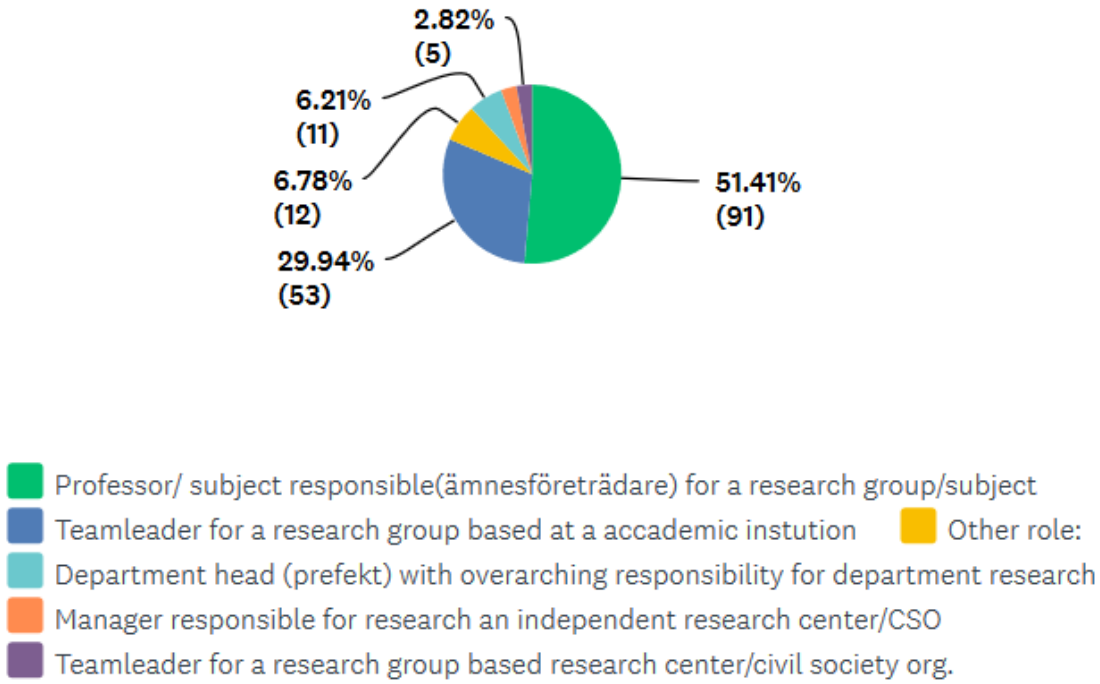

Figure 4. Managerial positions of respondents
Key: Absolute numbers are presented in brackets

As research environments are, amongst other factors, dependent on securing funding to build and maintain a critical mass of staff and be able to explore often complex and slow-moving change over time, the survey asked: How is the development research that you oversee funded? The survey identified that 50% of the research managers spend between 11% and 25% of their working time fundraising for the research they oversee. Almost one-fifth of the managers spend 26–50% of their time securing funds for the research they oversee. This means that fundraising takes up a significant part of the working time of research managers and is one of the key elements of research management. The amount of time spent on securing funding for research could be a result of the expansion of the discipline. As more researchers enter the field of development research or conduct development-related research, the competition for funds increases.

Figure 5 shows that the most common type of research group in Swedish development research is a fairly small group consisting of no more than five individuals. However, there are also a number of sizeable environments that engage between 11 and 20 funded researchers, and 22 environments report having more than 20 active researchers.

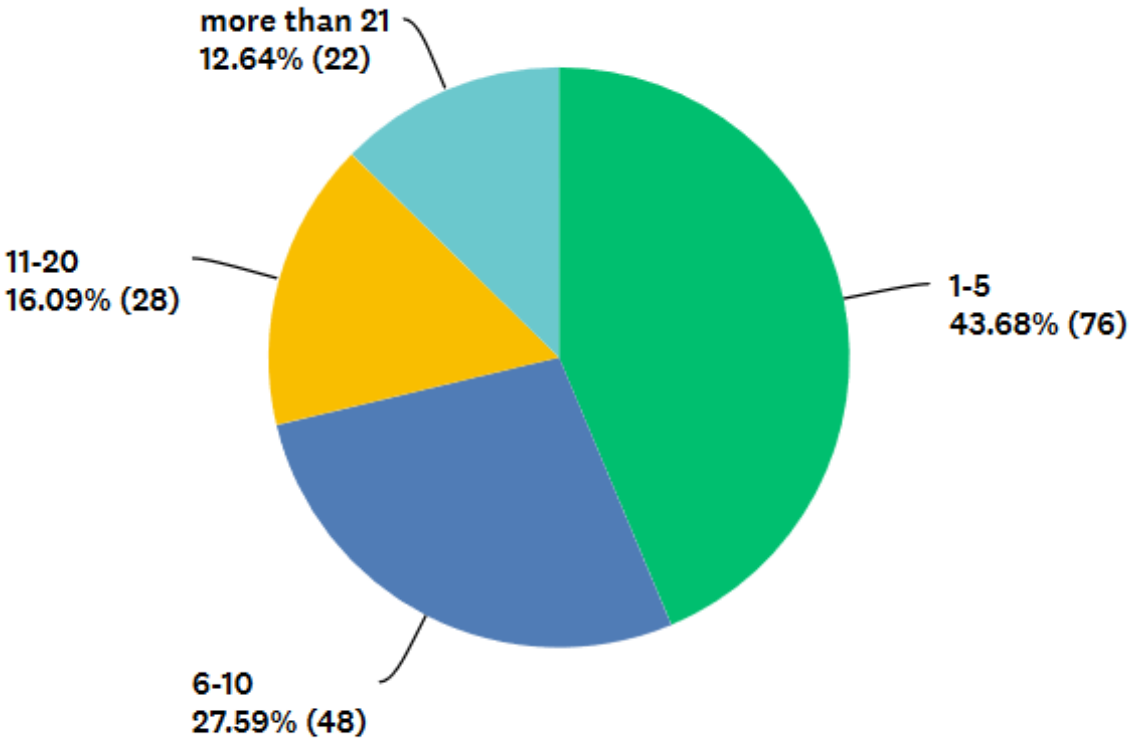

Figure 5. The size of respondents' research teams
Key: Absolute numbers are presented in brackets.

A recent mapping of where development studies and/or development-related courses are available in Sweden carried out by Linnaeus University indicates that development studies is taught at all Swedish universities and at several institutions for higher learning. However, while there are exceptions, development studies and/or development-related courses are often not taught as an independent subject but integrated into other disciplines.

3.2.2 Research environments: national and international affiliations

Although Swedish development research environments are not interlinked through a national development research network or association, it is important to recognize that they may still be well-connected both nationally and internationally. Consequently, managers were asked to report on their research teams' national and international affiliations. To ensure as little steering as possible, neither question provided pre-set answers, and managers were able to list as many partners they wished. The free text answers were processed using a standard content analysis technique consisting of numerous readings of the material and the grouping of similar items into categories.

In terms of national partners, the most common partnership referred to was with other academic institutions. Almost 70% of the managers reported that their research environment collaborated with other universities in Sweden. The second most common partnership reported

was with Swedish authorities (26%) such as regional and local government, the Swedish Environmental Protection Agency, the Ministry of Agriculture, the Public Health Agency of Sweden, the National board of Health and Welfare and the Swedish International Development Cooperation Agency (Sida). The third most commonly referred to partners were various research institutes, such as SEI, the Swedish Defence Research Agency, the National Veterinary Institute, NAI and Spider. Partnerships with businesses, non-governmental organizations and churches were less common. About 10% of respondents replied that they did not have any research partnerships in Sweden.

When it came to international networks, the pattern of partnership was similar to that of Swedish partnerships, in the sense that university contacts dominate. More than 70% of respondents reported university partnerships. Beyond university partnerships, however, there were notable differences in the international collaborations compared to the Swedish partnerships. Partnerships with independent research institutes appear to be much more important in the international context, and 38% reported being affiliated with this type of entity. Partnerships with local NGOs and international NGOs were also more important than in Sweden. Intergovernmental bodies such as the European Union, the United Nations, the World Bank and the African Union appear to be equally prominent, and 14% of respondents had partnerships with one or several actors in this category. Swedish researcher environments also work together with local governments abroad, and 12% reported such partnerships. Furthermore, it should be noted that a handful of respondents simply reported having more partnerships than it was possible to list. It is also noteworthy that several environments reported having no affiliations in Sweden.

3.2.3 Challenges to strong and sustainable research environments

The survey aimed to identify key challenges that development research managers in Sweden experience in their ambition to create and sustain a strong research environment.

Funding constraints

Almost three-quarters of the 135 text-based answers referred to funding being a major challenge. However, it is not just a question of securing financial resources, but the types of grants and funding that are available, the length of funding for a project and whether the grant covers salaries or only provides funding in the form of research stipends. Most research grants are restricted to a period of 1–3 years, which is particularly detrimental in contexts where project time is already often disproportionately taken up by logistical challenges, navigating unfamiliar bureaucracy and other issues that impinge on actual research time. Without long-term funding, researchers must spend significant amounts of time during ongoing projects attempting to secure future funding, which crowds out actual research time. Managers attest to the challenges of bridging different types and multiple sources of support.

In addition, because most Swedish research grants have approval rates of 5–15%, researchers have developed the practice of being part of several parallel research proposals. From a research managers' perspective, it is difficult to maintain a coherent research environment in this type of context, as individual researchers spread risks by being part of multiple applications and projects both inside and outside of the research environment. One manager, for example, noted that it is almost impossible to plan work when most team members have competing obligations and are involved in multiple projects. The survey respondents provided few details of what

constitutes long-term funding, and it is therefore not entirely clear from the survey what type of policy change in their opinion would generate a more stable research environment. The survey results clearly indicate, however, that a strong research environment requires a certain level of stability, which, according to the managers surveyed, is currently lacking in the existing funding landscape.

Another aspect related to funding concerns the increasing difficulties in securing the resources required for PhD students and postdoc researchers. Since stipends and scholarships are no longer permissible sources of funding for PhD students, it has become increasingly difficult to secure funding for such students. Another hurdle is retaining promising young researchers in a research team, when there are limited opportunities to offer postdoc positions and other types of secure employment.

In addition, some respondents stated that funding mechanisms are often poorly adapted to development research. Funders and reviewers lacked the competences required to understand development research applications, and development researchers are generally poorly represented in the review panels where the decisions on funding are taken.

Field-related challenges

Several research managers identified that working in a developing country context, in itself provides key challenges to creating and maintaining strong research environments. Working in these contexts is both labour- and resource-intensive as fieldwork often requires greater time and effort due to the complexity of the project design. It may, for example, involve working with multiple partners, language barriers and navigating different administrative and political systems. Most funding does not adequately take into account how low resource environment impact project performance, and there is little flexibility in terms of extensions in cases where the situation in the partnering developing country has significantly affected plans. There is no *force majeure* clause to call on in research projects.

Competing demands: balancing research and teaching

A number of research managers also identified the competing demands of teaching as a challenge to creating and sustaining strong research environments. Departments' educational efforts impact staff schedules, which complicates the running of projects. One of the respondents concluded that some sections of their department tended to prioritize teaching over research, which, in turn, adversely affected project planning and implementation.

In general, research is supposed to be integrated into educational efforts, and most senior lecturers are required to contribute to educational efforts. There is, however, an inbuilt tension in Swedish academia between research and teaching, as reported by the Institute for Evaluation of Labour Market and Education Policy (IFAU 2016: 4). Many departments depend heavily on the financial resources generated by teaching, and therefore demand a continuous contribution to that effort from their employees. There has been a significant increase in the number of students in further and higher education in recent decades. However, as Bennich-Björkman (2007) points out, this expansion has not been accompanied by an equivalent increase in resources. The increased emphasis on teaching and its role in creating a knowledge-based society, combined with the changes in research funding, have shaped the conditions for researchers today. The tension between education and research is also seen in the career paths

and incentive structures of individual researchers. For example, research merits are often favoured over pedagogical merits, at the same time as the career path for researchers is highly unclear if they do not manage to secure a rarely advertised lectureship.

The managers' struggle with funding, is a result of last few decades changes to the way funding becomes available. Today, funds are primarily in the hands of research councils and foundations. Research activities at Swedish universities today, is linked to individual researchers or research teams ability to secure external funding from one of these external sources of finance. Bennich-Björkman (2007) argues that Swedish universities are forced to become "entrepreneurial universities", where individual researchers and teams "increasingly behave as actors in a research market, in which the most attractive and best packaged product is the winner" (Bennich-Björkman 2007: 335). Furthermore, competition for funds is severe, where most funding mechanism finance below 10 per cent of the applications. Only a small amount of all the applications will thus be granted funding, and individual researchers are best advised to be part of several proposals, and pursue funding continuously even during times of being funding.

3.2.4 The role of a future development research network

Research managers were also asked to share their views more generally, and whether they had any further comments, questions or concerns regarding the establishment of a development researchers' network. The 42 answers were analysed and are presented in descending order; that is, the topics frequently referred to, are presented before lesser referred to issues.

Besides signalling support for the initiative of a future network, managers outlined how a network could and should contribute to Swedish development researchers. The most frequent comment referred to facilitation of collaboration with other stakeholders, such as provide spaces where academia can support practitioners "How we better use and sustain our rich expertise nationally and internationally to strengthen our commitment to and efforts on SDG implementation through genuine sustained actions". Others suggested that a network should have ambition to change government policy and lobby government for more resources: "We must join forces to get more government funding for development". Some argued that a network should facilitate Nordic cooperation: "An excellent idea to facilitate more collaboration with development researchers across the Nordic countries and beyond". Three types of relations were identified as being important to strengthen:

- intra-academic collaboration, where some emaphasized building multidisciplinary teams nationally while others highlighted capacity building of academic partners in the global South;
- academic-practitioner partnerships, which could increase research uptake; and
- academic-policymaker relations, where funding constraints were singled out as a key topic for discussion.

4. Development research: an overview

This chapter traces the history of development research as an academic discipline in Sweden from its modest beginnings to its gradual expansion since the 1990s. The review also includes an analysis of Swedish financial support for development research over time as well as the experiences of a variety of multidisciplinary research networks of development research in Sweden and the Nordic countries. The chapter relies on interviews and insights from five case studies of strong research environments, as well as a review of the relevant literature. The analysis of Nordic experiences draws on input from representatives of the development research associations of Denmark, Norway and Finland.

4.1 The changing contours of development research

Development research emerged after the Second World War as a new social science discipline concerned with the particular problem of "development", or "underdevelopment", in what was then referred to as the Third World (Hettne 1995; SOU 1973:41). In the early years, there was little interest in complicating or questioning the concept of development because the main attention was geared towards studying the material conditions of poor countries and poor people. Initially, there was a certain belief that the problem of underdevelopment, as it was often called, could be resolved by imitating more developed countries. As the discipline evolved, it became evident that imitation was a large mistake, and that development needed to be context sensitive. The subsequent failures of modernization theories to adequately capture complex and often contradictory development processes resulted in a realization that development required a wider cross-disciplinary and societal lens. This served as the broader context when development research began its expansion internationally and in Sweden.

In 1973, the Swedish Committee on Development Research (U-landsforskningsutredningen) (SOU 1973:41) published an ambitious analysis of development research in Sweden and the wider world. According to the Committee, development research as a field of study was characterized by four general principles (SOU 1973: 41, page 29-31). It was:

- problem-oriented
- multi- and interdisciplinary
- normative
- policy-relevant and of use to developing countries

More specifically, although more or less all disciplines are focused on defining and solving problems, development research was particularly focused on identifying and resolving the survival problems facing mankind. The problems of underdevelopment, survival and development are complex and determined by a range of interconnected dimensions, which in turn require a multidimensional and multi-/interdisciplinary approach. Indeed, understanding society in a broader sense requires at least some degree of inter- or multidisciplinarity. There is no need to challenge or reject mono-disciplines. Instead development research need to balance relevance and scientific quality. Furthermore, while value-free science is often seen as a virtue, development research seeks to identify the barriers that prevent a desired development process. Whereas Euro-centric values and ethno-centrism have become problematic, development

research can still be of use to generate knowledge that is useful to developing countries themselves.

There is considerable continuity from classical development research to today's more diversified development research. For instance, important elements of the pioneering works of classical development theorists, such as Gunnar Myrdal and Dudley Seers, still have considerable relevance today, in particular their focus on development as long-term structural and societal transformation. That said, it has become increasingly clear that 'development' is an essentially contested concept, and that there is no consensus about its meaning. In outlining the intellectual history of the field, Hettne (who wrote certain parts of SOU 1973: 41) emphasizes that scholars have defined and theorized development in radically different and frequently competing ways (Hettne 1995). Clearly, the contours and meaning of development research have changed hand in hand with scientific advances and changes in the real world. As Hydén (2014) argues: "'Development' is today a moving target, with continually changing theories and practices. These divergences are often closely related to contending understandings of other related contested concepts, such as 'change', 'progress', 'transformation', 'emancipation', 'integration', 'growth', and 'justice'" (Scholte and Söderbaum 2017).

There are several ways to classify the different approaches to development and development research. It has become conventional to distinguish between three main orientations, here termed 'classical', 'post-development' and 'global development' (Scholte and Söderbaum 2017). The post-development approach emerged from a questioning of the whole development discourse due what was perceived as its Euro- or Western-centric as well as paternalistic nature, which even prevented development in the least developed countries from taking place. The intensification of globalization since the end of the Cold War has also had a profound impact on development research. Global development perspectives reassess development in the light of globalization and associated transformations of the nation state. Work in this vein often criticizes the state-centrism, national developmentalism and methodological nationalism inherent in large parts of classical development thinking (Hettne, 2009). These approaches have received major support in the content of the Sustainable Development Goals (SDGs).

At the beginning of 21st century, a debate emerged in the Swedish context between "development research" and a broader approach that is often labelled "development-related" or "development-relevant" research. A Sida evaluation in 2006 defined "development-relevant" research as "Research that is done in collaboration with developing countries or that has developing countries or development problems as its focus" (Sida 06/27:8).

In our view, these different approaches are not necessarily competing – as long as there is a minimum shared concern for "development". Different perspectives can overlap, cross-fertilize and borrow from each other. Hence, the varying conceptions of development are not in themselves problematic. After all, development is complex and multidimensional, and shifts over time. Indeed, conceptual pluralism is both necessary (to reflect diversity) and productive (to generate creative debate). Rather, the problem lies in the tendency among both researchers and practitioners of development to talk past each other, sometimes in unproductive contestations (Bull and Bøås, 2012).

4.2 Swedish support for development research: origins and evolution

Swedish support for development research emerged in the 1970s as an integrated part of its broader development aid machinery. It was guided by a conviction that development should depart from recipients' own development vision (Danielson and Wohlgemuth 2005). It was also influenced by earlier international debates. In 1960, OECD's Development Assistance

Committee (DAC) was created to monitor, assess, report on and promote the provision of resources that supported sustainable development. Two key OECD reports were published in 1963 and 1966, which came to influence member governments' understandings of research as a strategic tool and their provision of support for development research. Both reports recommended that member countries create research institutions with the objective of providing governments with evidence-based advice (Jeppesen et al. 2012).

This idea and the use of research for development gained further momentum when the United Nations Educational, Scientific and Cultural Organization (UNESCO) formulated its World Plan of Action for the Application of Science and Technology for the benefit of the Less Developed Areas in 1963. This UNESCO plan highlighted a number of areas in need of attention: (a) addressing the limited scientific capacity of developing countries; (b) changing the priorities and structure of research, which were mainly geared to highly developed countries, to problems of interest to developing countries; (c) promoting North-South cooperation in areas of science and technology, and (d) facilitating the transfer of scientific knowledge, research techniques and technology to developing countries (Jeppesen et al. 2012). *Partners in Development: Report of the Commission on International Development* (UNESCO 1969) made an even stronger recommendation that more resources should be set aside for development research.

Swedish development research benefited from increasing support to research in developing countries, which had been given its own independent budget allocation in 1978. The 1973 UNESCO report on research for development influenced the decision in 1975 to create an entity to support research cooperation: the Swedish Agency for Research Cooperation with Developing Countries (SAREC) (Kjellqvist, 2013). SAREC was made an independent agency in 1979, which was an indicator of the importance placed on research as part of the Swedish development agenda. In fact, SAREC was of only a few governmental agencies in the world dedicated to supporting development research.

SAREC's main aim was to strengthen the research capacity of developing countries and their access to knowledge in areas of central importance to poverty-reducing development. The strong emphasis on research capacity in developing countries was grounded in a conviction that countries that lacked continuous knowledge production were doomed to lag behind (Gyberg, 2013). SAREC's goal was to promote scientific capacity in developing countries, including assisting partner countries to strengthen weak or non-existent research structures. The first decade was characterized by support to national research councils. However, due to that the national councils often lacked the capacity to prioritize research based on scientific criteria, the approach changed towards research training based on the so-called sandwich model, which was designed to facilitate long-term collaboration between Swedish universities and developing countries, even if the empirical research was grounded in a local context. The sandwich model proved effective and is still in use today (Sida 2006/17). SAREC also became the lead organization for providing support to international research organizations and for Swedish development research (Kjellqvist, 2013).

Recipients' ownership of the programmes, mutuality and a long-term perspective have been guiding principles. According to Kjellqvist (2013: 151), Swedish research aid has always had a clear focus with a long-term perspective, and there has also been a relatively large consensus in the Swedish parliament. One reason for this could be that Swedish research aid has received support from two political spheres – research and development cooperation – and that it is easy to find political support for the relevance of and need for both (Gyberg, 2013).

After two decades of operating as an independent agency, SAREC was integrated into Sida in 1995. SAREC, alongside Sida, was significantly reorganized in 2008, to become FORSK

within Sida. Gyberg (2013) argues that as support for research was spread out over several Sida departments and coordinated through a secretariat, it effectively meant that SAREC ceased to exist. After yet another restructuring in 2011, a new unit for research cooperation replaced the previous secretariat. The number of staff tasked with supporting research cooperation was halved. Another change occurred in 2013, when responsibility for funding Swedish development research was handed over to VR (Uforsk). The budget allocation came through the aid budget and Sida maintained responsiblity for managing support for research in developing countries. Furthermore, after transferring responsibility to VR, Sida/FORSK lost much of its knowledge of and connections to the Swedish development research community.

4.3 Financial support for Swedish development research

This section explores the financial support provided to Swedish development research. As noted above, for several decades SAREC was instructed to support research capacity building in the developing world and in Sweden. Support for Swedish development research has historically been rather generous compared to many other developed countries.

Swedish funding of development research has changed many times over the past four decades. As noted above, funding increased gradually hand in hand with the consolidation of the development research as a discipline and the increase in Swedish development cooperation (SOU 1973: 41). Today, the main funding line for Swedish development research is through the so-called Uforsk instrument, which was managed by Sida for a long time but since 2013 has been managed by VR. It should be noted that Swedish development researchers can also attract funds from other funding instruments, such as the VR's general or disciplinary funding streams. However, in order to be successful such applications usually needs to be more theoretical and/or oriented towards the mono-disciplines compared to what is necessary for most Uforsk grants. Moreover, development researchers can also seek funding from other funders, such as Formas or Vinnova, which many also do (see section 3.1.7).

In recent years there has been a change what constitutes development research, from development research towards the much looser and more inclusive notion of development-related research (see section 4.1). The broadening of the meaning of development research has resulted in a rapid expansion in the disciplinary backgrounds of scholars attracting funding under that banner. Most applicants to and recipients from Uforsk no longer identify as "development researchers" but with other specializations and disciplines, notably economics, peace and conflict studies, political science, geography, geoscience, global health and medicine. For similar reasons, few scholars are active in research environments related to development research. In fact, while Swedish funding for development research has been successful in expanding the interest and number of researchers from a range of academic disciplines dealing with development-related research, it appears that Uforsk funding has *not* helped strengthen research capacity or the research environments for development research more specifically.

While it has been difficult to collect information on the amount of funds allocated to development research over time, it is clear that the expansion of the meaning of development research has affected funding patterns in favour of so-called development-related research across a range of disciplines. As noted above, funding for development research depends heavily on the definition of the review panels. In the past, these were more strongly geared towards the social sciences. However, there are currently three review panels: UF-1 (humanities and social science); UF-3 (natural, engineering and environmental sciences); and UF-5 (global health). In 2019, the funding of research projects was roughly balanced between the three panels: UF-1, 11 projects; UF-3, 9 projects; and UF-5, 10 projects (http://www.vr.se/). While

increased competition and an increase of the number of researchers could be considered a strength, it means that the funding opportunities for development research as a distinct interdisciplinary, problem-oriented and normative field of study in the social sciences have been reduced dramatically. In 2019, only 11 social science projects were funded, some of which were in the humanities. Of these, nearly all were granted to scholars belonging to a discipline and/or affiliated to an academic environment that had little to do with development research as a distinct field of study.

Another aspect is the type of funds provided by Uforsk. There are currently three funding streams within Uforsk. The most important stream is conventional project grants, which are for a maximum of 1.5 MSEK over 3-4 years. The other funding instruments are provided either for postdoc grants to give newly qualified researchers from a Swedish higher education institute the possibility to work in an international environment, or through Swedish Research Links, which is a limited, non-salary-based support stream to enhance collaboration between researchers based in Sweden and in developing countries. This means that the bulk of the funding is reserved for specialized research carried out by small teams or individual researchers and postdocs, but there is no funding available for strengthening research environments in Sweden. This is in contrast to the funding lines available during the Sida/SAREC era and to how funding is provided in other research fields, where there are more opportunities for institutional support and larger grants are available. Moreover, Uforsk stipulates very strict criteria for a rather narrow list of least developed countries or low income countries from the OECD/DAC list of countries, which implies that a whole range of possible development-oriented projects are not eligible for funding.

In the past, Sida used a variety of instruments to provide institutional support to Swedish research environments. SAREC could also provide direct support to strengthen university departments. For example, the Department of Political Science at Stockholm University received support from SAREC for a programme that funded a professorship and the employment of PhD candidates. Similarly, the Center for African Studies at University of Gothenburg received institutional support to strengthen the research environment. During this era, it was also possible for other geographical and thematic departments to directly contract researchers to support/conduct research on Sida-funded projects and programmes. At the beginning of 2000s, for example, Sida's Education Division contracted so-called advisory groups for all education programmes. The advisory groups were made up of researchers, consultants and other representatives of Swedish society. Morevoer, in 2011 Sida had a funding call of "commissioned research" which tried to stimulate research on topics relevant for decision-makers within Sida. This call was however shut down after one year. Today research activities are included in some aid projects, however, there exists no official funding mechanisms for conducting practitioner relevant research.

In sum, the current funding structure has several weaknesses. Our analysis shows that there is a need for more diversified funding programmes that can contribute to: a) increasing contacts and interactions between Swedish development researchers, b) increasing interactions with practitioners, and c) support the rather weak Swedish research environments for development research.

4.4 Strong research environments: Five examples

This section provides an overview of the evolution and consolidation of some of the largest and strongest research environments for development research in Sweden: Lund University, the University of Gothenburg, Uppsala University, Stockholm University and Linnaeus University.

It should be stated that these environments represent selected examples of strong development research environments and by no means indicate any type of ranking.

4.4.1 Lund University

At Lund University (LU), development research has a long tradition going back to the 1960s. Much of the early activity involved researchers in the social sciences, including the economic disciplines but particularly from the departments of Sociology, Human Geography and Economic History. The first courses in development studies began in the 1970s. Gradually advancing, the teaching platform further strengthened the research community with researchers from other disciplines such as political science, peace and conflict studies, and sustainability studies joining the informal network.

In 2006–2009, two Master's programmes in development studies were launched. The first, Lund University Master's in International Development and Management (LUMID) is a cross-faculty programme which in addition to social sciences includes teaching from the economic, technical and medical faculties. The second is a pure social science-based programme run by the Graduate School of the Faculty of Social Sciences. In addition, a bachelor's programme in development studies (BIDS), also taught in English, was launched in 2008. The mentioned programs cater for some 400 students annually. This relatively large educational platform brings together teachers/researchers in joint course work and provides the basis for many teaching positions and for cooperation between teachers from different disciplines.

Multi-centred research environments; interlinked through joint activities

An annual Development Research Day has been arranged since 2002, with one or more departments sharing the organizational responsibilities. In 2014, LU adopted a strategy of cooperation with universities in Africa and there are now strategies and related activities in place for Asia, Latin America and Africa. An annual Africa Day brings together LU-based researchers and students with an interest in the continent. This cross-disciplinary day has highlighted that much of the research that is not traditionally classified as development research should certainly be included.

In sum, the strong research environment at LU, while informal in its organizational set-up, has grown organically out of major investment in joint educational efforts, such as courses and programmes in development studies, as well as regular joint arrangements like the annual Development Research Day and the Africa Day, as well as LU's strategic investment in supporting exchange and cooperation with regions in LMICs.

4.4.2 University of Gothenburg

Development research and education at the University of Gothenburg emerged in the 1960s and 1970s when scholars from a range of disciplines within the social sciences collaborated to establish platforms on international and global issues. These initiatives were strengthened in the 1970s and 1980s, although most efforts were organized on a disciplinary basis under a variety of institutional configurations, such as peace and conflict research, development economics, human geography, human ecology and social anthropology.

Consolidation: research and education under one roof

In the mid-1980s, the Peace and Development Research Institute at Gothenburg University (Padrigu) was consolidated into an autonomous department, which gradually became one of the largest academic environments in Sweden for research and education in the field of peace and development research. Padrigu profited from institutionalization and intellectual cohesion under the leadership of Björn Hettne, the first Swedish professor in peace and development research and an international authority on development research.

In 2005, the School of Global Studies (SGS) was established through a merger of the three departments of peace and development research (Padrigu), social anthropology and human ecology, together with a number of area studies centers (Africa, Asia, Middle East and Latin America)(https://globalstudies.gu.se/lobalstudies.gu.se/). The establishment of SGS led to a considerably stronger but also a more pluralistic academic environment with around 120 staff. In the first few years, the School suffered from organizational and management problems related to the institutional amalgamation (and to a lesser extent Björn Hettne's retirement). However, there subsequently emerged a shared common direction under a stronger management structure and the intellectual leadership of an increasing number of senior researchers and professors.

In terms of education, SGS offers an undergraduate programme in development studies and development issues are also integrated into a range of other programmes and modules, especially the large BA and MA programmes in Global Studies. While the School's three PhD programmes – in Peace and Development Research, Environmental Social Science and Social Anthropology – are strongly geared towards the global South, development aspects remain strongest in the PhD programme of peace and development research.

In terms of research, SGS is one of the largest academic environments for research of relevance to the global South. The research environment has profited immensely from external funding of development research from SAREC/VR (Uforsk). Gradually, the School has become less dependent on such funding by diversifying and increasing its external funding from a range of Swedish and international research funds. About 50 researchers and PhD students within the School can be classified under the section of peace and development research. Nonetheless, the disciplinary identity of "development research" itself is under some pressure, which can be explained by the SGS's pluralistic and cross-disciplinary environment whereby many researchers/lecturers within SGS identify with other disciplines and fields of study. The struggles of development research, in the conventional sense, are further reinforced by the fact that career paths are vaguer in development research than in many other disciplines. Similarly, academic scientific journals in the field of development research often have a weaker standing compared to other disciplinary publication channels and journals, which further undermines development research as it is conventionally conceived.

There is a trend for increased networking and collaboration within the university. The Gothenburg Centre for Sustainable Development (GMV) groups about 500 researchers and PhD students from around 40 departments/centres from the University of Gothenburg and Chalmers as part of a network for research, education and collaboration on sustainable development and the SDGs (https://gmv.gu.se/).

4.4.2 Uppsala University

Development Studies, as a subject, dates to the late 1960s. Uppsala University was among the first to offer students the opportunity to study the Third world. Such educational opportunities

at Uppsala University are said to be the consequence of student lobbying of the then education minister, Olof Plame, demanding courses in development studies (ulandsstudier). The first interdisciplinary course at Uppsala University, Developing Countries and Technical Assistance (U-landsfrågor med biståndsteknik), began in 1970. Financial resources were obtained from the Office of the Vice Chancellor and the secretariat was located in premises used by Sida's Training Centre (Clasonska gården). The course was under the leadership and administration of Peter Wallensteen and Lena Wallensteen (political science) and Bo Schiller (sociology). Rather than allowing the course to develop into a department, the Faculty of Social Science in 1971 decided to place activity within the Department of Government (political science). Peace and Conflict Studies appeared at about the same time, but gradually developed into its own department.

Networks and groups

Development Studies has been organized in various ways over the years, but – unlike the Department of Peace and Conflict Research, which became an entirely independent department in 1971 – has always had its administrative base at the Department of Government, albeit sometimes as a more independent unit. For many years, Lars Rudebeck and Olle Törnquist were prominent figures in Development Studies at Uppsala, responsible for seminar series that initially reached out to the Social Science Faculty and later to the whole university. There have been various centres for development studies-related collaboration at Uppsala University, such as the Forum for Development Studies, the Collegium for Development Studies, the Uppsala Centre for Sustainable Development (CSD) and, currently, the Centre for Environment and Development Studies (CEMUS). Courses in development studies were initially interdisciplinary, involving teachers from disciplines such as economics, economic history, anthropology, education, political science and statistics.

The strength of the environment at the Department of Government has been heavily influenced by external project grants and has thus fluctuated over time. At times, development research has counted as one of the strong areas of research at the department, with both senior and junior researchers in possession of development studies grants, and many PhD students demonstrating an interest in this area of research. Research in development studies is in many ways weakly institutionalized. There is no specific professorship connected to development studies and no earmarked funding for PhD students. At present, four lecturers are employed with a particular specialization in development studies, although in practice a larger number focus their teaching on development studies. In the past few years, a bi-annual Development Research Day has been organized with paper presentations, lectures and workshops. There are also a few development studies seminars every year. The focus of development research at the Department of Government is democracy, peace-building, gender issues, the environment and climate, and migration.

Courses in development studies are inspired by the interdisciplinary character of the subject, but at the same time have a clear political science profile, with a focus on political development and policy analysis. Development studies can be selected as an independent course at the undergraduate level, but it is also a mandatory subject as part of the BA programme in Peace and Development Studies, which is run by the Department of Peace and Conflict Research. There is no longer a separate MA program in development studies, but students can still get an MA in development studies if they select certain courses within the MA programme in political science. A Coordinator of Development Studies oversees the courses offered and collaborates with those responsible for the BA programme in Peace and Development Studies. There is also close collaboration with the Uppsala Peace and Development Student

Association. Development Studies in Uppsala has links and networks both domestically and internationally. The Department of Government is also a member of the EADI.

4.4.3 Stockholm University

Until the beginning of 2000, development studies was a strong field of research at the Stockholm University (SU) departments of Political Science, Economic History and International Education. At this time, both the Department of Political Science and the Institute for International Education had their own Master's programmes focused on development studies.

Between 1995 and 2003 the Department of Political Science received support from SAREC for a programme by the Politics of Development Group (PODSU). The programme and the institutional support from SAREC made it possible to finance a professorship for Björn Beckman, and to fund several doctoral students and seminars in development studies. During this time, development studies had three associate professorships in political science. Today, the department only has one, and there are no separate BA or MA courses in development studies. There are also far fewer doctoral students. One of the problems addressed by Henrik Berglund, associate professor in development studies at the Department of political Science, is that doctoral students seldom have the time and resources to do proper field research in developing countries.

Until approximately 2005, the Institute for International Education was also receiving institutional support from Sida's Education Division. The Institute had a broad collaboration with Sida and supported it by assessing the implementation of Sida's education programmes. Sida employees could also undertake Master's level study as part of their work.

Stagnation despite a student base

Today, there are no institutional contacts and no support between Sida and departments at SU. SU currently has one Bachelor Programme focused on global development. The course is run jointly between the Departments of Social Anthropology, Political Science, Culture Geography and Economic History. The course receives around 2000 applications per semester but can only cater for an intake of about 50 students. There is thus great interest in development studies from among students. There is no Master's programmes in the field of development studies, but one is being planned with a focus on Asia within the Asia Network at SU. A 7.5 credit course is run by the Stockholm School of Entrepreneurship on Entrepreneurship in Developing Countries.

In 2017 SU sent out an internal call for seed money to initiate more research on development issues. SU provided 100 000 SEK each to five researchers for research proposals on development topics. The initiative has not been repeated since, as there is little support from the SU leadership for providing institutional support in the field of development studies.

4.4.4 Linnaeus University

The development studies environment at LNU is one of the more recent environments for development studies in Sweden. When Växjö university college became a university in 1999, internationalization was considered an important strategy for the new university. A programme

in International Social Science had been running since the early 1980s, but with a focus on European studies. The Social Science Department adopted a broader approach and recruited Anders Nilsson in 2001 (with a PhD from Global Studies at the University of Gothenburg) to build up a new programme in Peace and Development Studies. The first undergraduate course began in the autumn of 2002 and a one-year Master's programme in Peace and Development Work began in 2004. In the early years, a close link was maintained with School of Global Studies at GU. For instance, Björn Hettne and Hans Abrahamsson contributed to the teaching and the development of teaching modules and programmes. Manuela Nilsson was recruited in 2006 and Jonas Ewald in 2011 (the latter also came from SGS). The staff consists of five permanent full-time lecturers/researchers.

Research of relevance for development includes, among other things: democratization/human rights in East and Southern Africa; local and participative democracy; sustainable development; the political economy of raw material extraction; rights to education and health; peace-building in developing countries, with special focus on Columbia and the Great Lakes Region; financial systems and economic development in post-Soviet Central Asia and Egypt; direct cash transfers; and iBali – democratizing knowledge through creative storytelling in urban African schools.

With regard to education, a three-year undergraduate programme in Peace and Development (P&D) Studies began in 2009. All the courses and programmes are taught in English, which enables both the undergraduate and the graduate level courses to recruit international students, including from a range of developing countries. For instance, students involved in the one-year Master's programme originate from 10–15 countries, which gives rise to an exciting learning environment.

At the undergraduate level, 130–180 students per semester are enrolled in various P&D studies courses, and 25–30 in the one-year Master's programme in Peace and Development Work. P&D studies does not have a professor of its own but is a unit together with sociology and gender studies, which provides opportunities to pursue a PhD in development-related issues within the PhD program in sociology. There are currently two PhD projects related to development studies. The department also hosts the three-year International Social Science program with a specialization in global studies, and a 7.5 credit module on Africa South of Sahara: Political Development and Conflicts. The programmes combine peace and development studies, with an emphasis on development studies, as these areas are inextricably intertwined in countries that are struggling to restore or maintain sustainable forms of development and peace.

4.4.5 Summary

This review of five Swedish research environments demonstrates that none of the environments are homogenous in terms of a focus on a few select research problems or unified around a specific meta-theory and/or meta-methodology, which is sometimes seen as important for the creation of strong research environments (Bennich-Björkman 1998). In line with Bennich-Björkman, a key factor in the survival and evolution of many research environments is strong intellectual leadership.

The cases indicate that Lund University, Uppsala University, the University of Gothenburg and Stockholm University have been either relatively or highly successful in attracting research funding for both research projects and institutional support. For instance, the Sida evaluation (Sida 2006/27) refers to the four universities as the largest ones, and accounting for 57% of all applications to SAREC, and they regularly receive funding. The evaluation also found that many

of the "old" and strong environments were often part of Sida-funded bilateral research programmes. The evaluation therefore argued for a diversification of funding channels.

The cases studies show how direct support from SAREC to build academic environments at Swedish universities also contributed greatly to the rise of development research as a discipline at four of the universities (Uppsala, Stockholm, Lund and Gothenburg), albeit in different ways.

The review shows that institutional configurations vary a great deal. In one case, the environments have become autonomous and independent departments (Gothenburg), while in other cases development research has been integrated into broader disciplines and subjects.

Moreover, so-called complete academic environments, which are environments with strong educational profiles and cooperation among different institutes on educational programmes, have been an important factor that has strengthened and supported the survival of the research environment. Both these factors are tied to funding: intellectual and passionate individuals tend to be successful at securing project financing. In addition, education programmes are a stable source of funding for university departments.

Strong research environments in the Swedish context also tend to be educational environments. Although Sweden has no university department that specializes solely in development studies, Gothenburg, Lund, Uppsala and Linnaeus offer a range of courses and programmes in the subject. Uppsala University offers courses in development studies at both Bachelor and Master's level. The University of Gothenburg offers global development studies at Bachelor level, several courses at the MA level and a PhD programme that combines peace and development research. Linnaeus University offers a three-year undergraduate programme in peace and development studies and a one-year Master's programme. Stockholm University offers a Bachelors programme focused on global development, but offers no courses at the Master's level, which means that only a few students continue to focus on the topic for their PhD at this university. SLU offers a Bachelor level course in Rural Development (focusing on both Swedish and international development in rural areas) and a Master's level course focusing on mainly international Rural Development and Natural Resource Management, thus offering a focus on development studies from a specifically rural perspective.

There are currently no specific recurring courses at the PhD level specifically devoted to development studies. Instead, development studies is either merged with peace research or treated as a subfield of economics, geography or political science. This tends to result in that many PhD students engage in research collabioration in other disciplines than development research. Furthermore, as discussed above, the lack of career opportunities for younger research scholars is a factor that has hindered the growth of all environments for development research.

4.5 Networks as facilitators for strong research environments: Swedish and Nordic experiences

4.5.1 Swedish development-related networks

As is detailed in appendix III, there are a number of research networks that bring together development researchers and researchers that engage in development-related research. All these networks are limited in terms of focus either to one discipline, or to a thematic or geographical field. There are therefore no existing networks that are multidisciplinary and inclusive of all development researchers. This means that many development researchers are not currently part of a network.

It is also clear that networks need financing to survive, and that the networks that do not managed to secure future financing fold. This has for example been the case for the Swedish Network of Peace, Conflict and Development Research (SNPCDR) and the Gender and Development Network (GADNET). SNPCDR was established in 2005 and received funding from Sida/SAREC between 2005 and 2008. It organized a number of research seminars and conferences. An evaluation of the SNPCDR and GADNET conducted by Sida in 2008 found that: "Seminars and workshops are central to the networking process. They provide platforms for new contacts, sometimes leading to formal or informal future networking and inspiration" (Odén, 2008) and thus that the seminars and workshops form the foundation of networks. The evaluation also discussed the difficulty both networks had in attracting practitioners. The evaluation warned that without external funding, the networks would probably collapse, which is what happened in 2008 when the networks failed to secure further funds.

4.5.2 Think tanks and research institutes in Sweden

Development research in Sweden is pursued not only at academic institutions but also in specialized research institutes outside academia. The Uppsala-based Dag Hammarskjöld Foundation (DHF), which was established in 1962, was probably Sweden's first research institute to play an important role in promoting new research-based insights related to development studies internationally.

The online survey was open to researchers at independent research institutes. Although the number of respondents from independent research institutes was too low to be presented separately or represent a sector, in some highly specialized areas of research independent research institutes offer strong research environments and platforms for policy dialogue. A number of institutions were identified as having pronounced development research profiles: the Raoul Wallenberg Institute in Lund conducts human rights research and training; SEI conducts environmental research and makes recommendations on environmental policy; Stockholm International Peace Research Institute (SIPRI) conducts research on peace and conflict; International IDEA pursues research on democracy and democratic governance; and SIWI is an international policy institute on water and sanitation. Finally, the Dag Hammarskjöld Foundation regularly produces development-related policy reports but is increasingly linked – and thereby confined – to the UN agenda. All these institutes have close connections with the academic world.

4.5.3 The European scene

The *European Association of Development Research and Training Institutes* (EADI) offers European-based individuals and institutions active in the field of development research and training space for the exchange of ideas and experience, as well as facilitates for finding and exploring new partnerships. EADI's membership consists of more than 100 organizations from both academia and civil society, which are represented in an Executive Committee consisting of 28 European country representatives. EADI is also open to individual (professional and student) members.

EADI organizes a range of activities, such as a regular meeting of directors of development research institutes, but the General Conference held every three years is its primary platform for interaction between members and institutions. There are also a variety of EADI Working Groups on different topical issues within development studies. These operate autonomously and receive occasional support from EADI. EADI also publishes the *European Journal of Development Research* and its free newsletter on development research-related matters is circulated widely every other week. Its Secretariat is based in Bonn and it operates with the financial

support of the German Ministry for Development Cooperation. Six Swedish organizations are institutional members: the DHF, the Department of Government at Uppsala University, the Expert Group for Aid Studies (EBA,) the Nordic Africa Institute (NAI) and Peace and Development Studies, Department for Social Studies, Linnaeus University.

Members of the steering committee of SweDev have played a significant role in EADI. The Swedish member of the Executive Committee, which is nominated by its member institutions and officially elected at the EADI General Assembly which takes place in connection with the General Conference, is Elin Bjarnegård. The current EADI president (elected in 2017) is Henning Melber, who represented Sweden on the Executive Committee in most years between 2000 and 2014, while Fredrik Söderbaum was the Swedish Executive Committee member in the remaining years.

4.6 Nordic experience of development research networks

The formal networks/associations established in the Nordic countries in the early 1980s have accumulated a repository of knowledge of how networks play a role in supporting development research, and which factors contribute most to strong networks, as well as the factors that threaten to erode networks over time. The analysis of the role of networks in research environments is based on three case studies of the development research networks/associations in Denmark, Norway and Finland (see Appendix IV). The review of the wider Nordic experience is based on input from board members of the respective networks/ associations.

Our Nordic neighbours all established formal associations for development research between 1980 and 1985. The purpose of this report is to understand how formal networks/associations support and strengthen researchers and their organizational contexts or research environments. The analysis below therefore only selectively reflects these networks' decades of experience.

The three Nordic networks/associations state similar objectives, and facilitating multidisciplinary scholarly collaboration takes centre stage, followed by supporting collaboration and exchange with policymakers and practitioners. The networks/associations are structured organizationally in the same way. There are multidisciplinary boards and attempts are made to include non-scholars in decision-making processes.

While the particular activities of the networks/associations have changed over time, the main types of activity provide opportunities for interaction with other development researchers and to explore common research interests and possible future collaboration. All the networks/associations provide or have provided some form of national meeting to present and discuss research, and have taken an active interest in contributing to Nordic development conferences. Other key activities include thematic seminars, where development researchers in a particular policy field are matched with policymakers and practitioners. The networks can all provide examples of how being formally organized has directly facilitated intra-academic collaboration, and of regular interaction between practitioners and policymakers.

The Nordic development research networks/associations primarily target individuals and cater to a much lesser degree to the needs of research environments. Nonetheless, it could be argued that the support provided to individual researchers ultimately supports research environments. Historically, the networks/associations have supported individual researchers by providing easy access to other development researchers, which is of particularly importance in contexts where researchers are geographically dispersed or integrated into disciplines where

development research plays only a minor role in the overarching organizational context. The networks have thus played an important role in helping individual researchers to identify researchers with complementary competences, and provide space for exploring multidisciplinary team working.

The Nordic networks/associations have also played an important role in facilitating an intra-Nordic research dialogue through the biennial Nordic Development Conference. The conference provides research environments in the Nordic states with an additional space for scholarly debate where individual researchers can come together to explore common research interests in a familiar format. Thus far, these conferences have taken place in Copenhagen (2011), Helsinki (2013), Oslo (2015), Gothenburg (2017) and Copenhagen (2019).

5. Conclusions

This study has shown that Sweden benefits from a significant number of development researchers, but that the research community is fragmented and unorganized. In fact, it is apparent that there is currently no shared feeling of community among Swedish development researchers. Although there are various explanations for this, it is clear that the lack of a common research association/network is an important reason for the lack of collaboration within the research field. This study provides evidence that fragmentation and lack of collaboration have not only undermined individual research capacities, but also negatively affected research environments in the field. Although a few research environments have managed to maintain the necessary critical mass to produce high-quality research and teaching, these environments are not representative of the larger community of development researchers. The Swedish development research community is spread over a significant number of university departments and research centres, but very few of these are defined by or geared towards development research. Hence, most Swedish development researchers are active in academic environments where the focus lies elsewhere. Unlike other disciplines and subjects, and unlike our Nordic neighbours which all have established development research networks, there is no Swedish research association or research network that can facilitate research collaboration in the field of development research. The biannual Development Research Conference (DevRes) constitutes the only official meeting space for Swedish development researchers. Although DevRes is valuable, each conference is a one-off event which suffers from a lack of continuity and of any strategy to foster long-term interaction and collaboration. There is no doubt that collaborative spaces for interaction between researchers and between researchers and practitioners improve academic innovation, as well as the quality and relevance of research. It is therefore possible to conclude that *the Swedish development research community is both fragmented and in need of intensified collaboration.*

The research community displays a high degree of diversity in terms of disciplinary belongings. Researchers are found across all faculties and report employment and affiliations across a wide range of disciplines and academic departments. Swedish development research has thus expanded far beyond the domain of social sciences into natural science and medicine/global health. While development research has traditionally been seen as a specific social science discipline, characterized by being problem-oriented, multi- and interdisciplinary, normative and of specific use for developing countries, it has now become more diversified and many observers now perceive it as including all research that is relevant to poor countries or related to development in one way or another. Many respondents are affiliated to departments and research centres within the social sciences but pursue research in the field of natural resource management or medicine and health. The Swedish Research Council (VR) through its instrument for supporting development research (Uforsk) is identified as the primary source of funding for Swedish development researchers. Although many scholars manage to secure funding, a drastically increased number of scholars are competing for a relatively limited number of rather small grants, designed for individual researchers or small research teams for relatively short periods of time. This is perceived as a major obstacle to maintaining a coherent research environment for development research. The lack of funding for institutional support is perceived as another obstacle in this regard. It is therefore possible to conclude that *while the discipline has expanded, there is also increased competition for limited funding and there are few funding instruments for integrating the research community.*

Even though most development researchers do not benefit from being part of a strong research environment or belonging to a development network, they remain productive in terms

of research and teaching, and in their research communication. Nonetheless, the study shows that development researchers wish for greater opportunities for interacting with practitioners, policymakers, and the surrounding society. The problem is that successful interaction between researchers and practitioners does not simply emerge asa result of good intentions but rather requires some sort of organized collaborative space. While some arenas for such collaboration already exist, they are at best usually ad hoc or annual events that lack any strategic planning or follow-up. Our conclusion is therefore that the *development research community is a dynamic research community in search of increased collaboration with the policymaking community.*

It is our hope that this report has been able to capture many of the most important experiences and needs of the Swedish development research communty. One of our most important conclusions is that a Swedish Development Research Network could be one important means of integrating the research community in terms of both research and education. The network could also become crucial for strengthening interaction with practitioners and policymakers.

As a result of these insights, we recommend that policymakers and funders of development research should:

1. Support the institutionalization of SweDev and its attempt to achieve financial independency. The network has the potential to facilitate interactions between researchers, lecturers as well as students at the various research environments around Sweden. It could also facilitate contacts and cooperation between researchers and development practitioners and policymakers by for example organizing dialogues and seminars. Our recommendation is that policymakers and funders of development research supporting SweDev during an initial start-up phase.

2. Conduct a similar mapping of policymakers and practitioners' priorities and needs pertaining their interactions with the development research community.

3. Consider a special call from (Uforsk) development research funds with an aim to support research environments and interaction between Swedish development researchers.

4. Set up a specialised funding line for designed to facilitate and deepen the interaction between researchers and practitioners. This funding line could have similar rules as the funding programme by Riksbankens Jubileumsfond's "Flexit programme".

5. Support and create new spaces for practitioners' education. These could for example be courses on a specific topic adapted to the current needs of practitioners. These types of courses could offer a reflective space for practitioners and support researchers by providing information on current knowledge gaps in practice.

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Appendices

The appendices constitute the following background material:

Appendix I. Steering Committee of the Swedish development research network (SweDev)

Appendix II. The Swedish development research survey

Appendix III. Swedish development-related networks

Appendix IV. The Nordic development research associations network

Appendix I. Steering Committee of the Swedish Development Network (SweDev)

Interim Steering Committee of the Swedish Development Research Network (SweDev), August 2018

Eleni Akillu, Karolinska Institutet
Elin Bjarnegård, Uppsala University
Jonas Ewald, Linnaeus University
Flora Hajdu, Swedish University of Agricultural Sciences
Magnus Jirström, Lund University
Richard Lalander, Södertörn University
Henning Melber, Nordic Africa Institute
Zehra Sayed, University of Gothenburg
Cecilia Strand, Uppsala University
Fredrik Söderbaum, University of Gothenburg
Janet Vähämäki, Stockholm University
Emelie Zonabend König, Swedish University of Agricultural Sciences

SweDev Steering Committee, October 2019

Elin Bjarnegård, Uppsala University
Jonas Ewald, Linnaeus University
Flora Hajdu, Swedish University of Agricultural Sciences
Magnus Jirström, Lund University
Rickard Lalander, Södertörn University
Henning Melber, Nordic Africa Institute
Cecilia Strand, Uppsala University
Fredrik Söderbaum, University of Gothenburg (Chair)
Janet Vähämäki, Stockholm Environment Institute (Ex-officio Programme Director)

Appendix II. The Swedish Development Researcher Survey

Part I. Questions to individual researchers

1. What is your current position?
2. Which university/research institute are you primarily active at?
3. At which disciplinary domain are you primarily employed? or if employed by a research institute, which specific thematic area related to development research are you in charge of?
4. Please enter the name of your department
5. What is your primary research context/s (choose all that apply)
6. Estimate how much of your time (in percentage) during the past 12 months has been dedicated to development research?
7. Has the previously stated research activity level been fully funded?
8. How was the abovementioned research primarily funded?
9.What percentage of your position was earmarked for teaching development studies during the past 12 months?
10.Are you part of a formal development research group or network, that collaborate on joint development publications (peer reviewed journals, books), pursue funding and/or have active platforms for exchanging ideas?
11. How many development-related peer-reviewed papers (journal articles, book chapters, conferences papers) did you publish during the past 12 months?
12. The next set of questions will cover activities outside academia. List any development research related activities carried out during the past 12 months
13. A Swedish development research Network
In order to identify current and future priorities for the network, we need to map potential members' needs. This section surveys your opinions on future priorities.
14. What in your opinion should be the primary focus of a future association for development researchers? Kindly rank the following activities.
15. Research environments in Sweden

The next section of the survey is intended to map research environments in Sweden. If you are not a manager of a research group and/or independent research center, you will be taken to the end of the survey when answering "no".

Part II. Questions for research managers

This section of the survey is intended to map research environments in Sweden, and the conditions in which research is conducted. The questions asked, should be answered in your capacity as manager/leader of a department, research group and/or independent research center that conducts development related research.

15. What is your position
16. How many active researchers are part of your team, including PhD students, and/or research assistants? (Active, as in currently funded)
17. How is the development research that you oversee funded? Check all that applies
18. How much of your time as manager is dedicated to fundraising?
19. Briefly describe the primary focus of the development research that is carried out under your leadership
20. List your main domestic (Swedish)research partners. Include the primary partners from academia, industry, civil society and/or government entities, that your department/unit/group currently collaborate with.

21. List your main international partners. Include the primary partners from academia, industry, civil society and/or government entities, that your department/unit/group currently collaborate with.
22. Describe your main challenges to create and sustain a strong research environment?
23. Does the environment also offer courses in development studies? Check all that applies.
24. Do you have any other comments, questions, or concerns regarding the establishment of a future development researchers' network?
25. This concludes the formal survey, and we thank you! Please indicate by providing us with your contact information, if you would be willing to take part in a potential follow up interview.

Appendix III. Swedish development-related networks

There are some existing networks in Sweden connected to the field of development studies. These either have a thematic or a geographical basis, or are located only at a specific Swedish research institution. This appendix lists the networks that were identified in the survey.

Forest, Climate and Livelihood Research Network

The Forest, Climate and Livelihood (Focali) research network is a Swedish research network focused on forest/bio-energy, climate change and poverty-related issues. Several Swedish universities and institutions are represented in the network. Its purpose is to contribute the provision of relevant knowledge to Sida and other Swedish authorities on the effective use of forest operations to achieve climate- and poverty-related targets. Focali also aims to increase the flow of relevant information between scientists, industry, government and civil society. **http://www.focali.se/en**

Nordic Africa Research Network

The Nordic Africa Research Network (NARN) produces the *Nordic Journal of African Studies*, see https://www.njas.fi/njas/about

Peace Research in Sweden

Peace research in Sweden (PRSIS) is a network of peace research institutions in Sweden. It organizes biennial conferences on peace research. A PhD conference was organized in 2019. http://peaceresearch.se/

Gender and Development in Practice

The network Gender and Development in Practice (GADIP) was established in 2007 to facilitate the exchange of knowledge and experience between researchers and practitioners, for example, by translating academic discourse into NGO language and telling academia about the research needs of NGOs. It is a forum for dialogue between practitioners and researchers, where practitioners have the opportunity to be updated on the most recent research in their areas of interest, and where researchers are confronted with experiences in the field. Since July 2011, GADIP has no longer received research funding but continued to operate as an NGO. GADIP is a democratic organization in which practitioners and scholars cooperate and learn from each other, leading to a reflexive dialogue. The network is hosted by the School of Global Studies in Gothenburg, see https://globalstudies.gu.se/english/cooperation/gadip

The Resistance Studies Network

The Resistance Studies Network (RESIST) is a forum for scholars engaging with practices of resistance. The network aims to bring scholarship informed by empirical sensitivities to actual practices of struggle together with philosophical, theoretical and ethical interrogations of such practices. The network is a collaboration between the School of Global Studies in Gothenburg, and the universities of Sussex and Massachusetts (UMass). http://resistancestudies.org/?page_id=26

The Association of Swedish Development Economists

The Association of Swedish Development Economists (ASWEDE) is an association for development economists that seeks to promote Swedish development research by organizing seminars, conferences, speeches and discussions, and promoting collaboration among development economists in Sweden. The network is hosted by the Institute for International Economic Studies (IIES) at Stockholm University. http://aswede.iies.su.se/

The Swedish International Agricultural Network Initiative

The Swedish International Agricultural Network Initiative (SIANI) is an open and inclusive network that supports and promotes multisector dialogue and action around sustainable agriculture for food security, improving nutrition and the eradication of hunger. The network is funded by Sida and has its secretariat at the Stockholm Environment Institute. https://www.siani.se/

The Forum for Asian Studies

The Forum for Asian Studies aims to strengthen and support research and education on Asia, and to encourage the exchange of researchers and students with universities in Central, East, South East and South Asia, and with other research institutions with a focus on Asian studies. The Forum is multidisciplinary and has affiliated researchers from across the Faculty of Social Sciences at Stockholm University. Its core activities are a monthly seminar and regular conferences and workshops. The forum also funds visits by foreign scholars and students, as well as visits abroad by staff and students at Stockholm University. The activities of the Forum cater mainly to the staff and students at the Faculty of Social Science at Stockholm University, but its seminars are open to a wider audience. https://www.asianstudies.su.se/

Forum for Africa Studies

The Forum for Africa Studies is an interdisciplinary centre at Uppsala University. It was set up as an initiative of the humanities and social sciences at the university. Its purpose is to support research on Africa in Uppsala University and to facilitate contacts and the exchanges of research information between departments within and outside the university. Forum leads research projects, organize lectures and round-tables, and host its seminar series "Friday Seminar on Africa Studies". The forum is a centre hosted by the Department of Cultural Anthropology and Ethnology, http://www.afrikastudier.uu.se/sv/

Appendix IV. Nordic associations of development research

The development research association of each Nordic country is introduced separately, followed by an analysis of how almost four decades of experience can inform the Swedish development research community's processes for the creation of a useful network that remains viable over time.

1. The Association of Development Researchers in Denmark

The Association of Development Researchers in Denmark (FAU), was launched in 1982, with the objectives of (a) promoting research on developing countries; (b) expanding and strengthening relations among development researchers in the social sciences, natural sciences and humanities; and (c) supporting the dissemination of development research to a wider public.

Governance structure: The FAU is run by a board of six officers. To ensure continuity, three of the six members are elected in alternate years for a period of two years. The board seeks to be representative of all the important research institutions that carry out development research. A diverse board has been key to staying connected with development researchers' needs. Governance structures have remained stable over time.

Members and membership offer: Membership is open "to any person or institution that supports the Association of Development Researchers". Membership fees are structured in a tiered system that ranges from 175 DKK for students to 750 DKK for organizations. The FAU's membership offer currently includes a newsletter with six issues per year, FAU Nytt, that covers Danish and international development research, information on upcoming meetings such as seminars and conferences, minutes from the general assembly and the chair's report. Members also receive a discounted subscription to the journal Forum for Development Studies (FDS). The FAU also participates in the Joint Nordic Development Conferences.

Funding: Funds are primarily derived from membership fees. Some activities, such as seminars and conferences, are supported by the Danish government on a case-by-case basis.

Benefits of being organized: At the policy level, the association has at least historically had a significant influence on the development discourse and its core themes. The association has been a key partner and been invited to serve as an adviser and make recommendations on a range of policy topics. The FAU has also had an impact on the policies of universities and research institutions, and more specifically improved employment conditions for young scholars. The FAU has played a key role in successfully securing more funding for development research.

The position and policy impact of the FAU were greatest during the first two decades of its history, when it had strong representation from all relevant research environments in Denmark and was therefore able to represent the broader community. The FAU had regular contact with the Directors and Heads of Department of the key research environments. FAU also had regular contact with the larger consultancy firms in Denmark, as well as NGOs, business associations and government, particularly the Ministry of Foreign Affairs (MFA) and Danida. During these years, the FAU was able, in collaboration with individual bodies, to influence the MFA and other relevant entities on policy formulation. The FAU's influence over the Danish policy agenda has diminished over time, however, as a result of dwindling membership levels.

Challenges encountered: The FAU is dependent on members contributing their expertise and time without monetary reward. However, there has been a growing trend, which began in the late 1990s, for academic institutions to reorient themselves towards primarily emphasizing and rewarding academic outputs such as peer-reviewed publications, and attracting external funding, making conference presentations and teaching. Voluntary work and services to professional/academic citizenship have thus been increasingly pushed out and lost their former status as part of an academic's core activities. These changes have impacted the FAU negatively, making it increasingly difficult to solicit voluntary work from members, including board members.

The FAU recognizes that it missed an important opportunity at the end 1990s/early 2000ss to secure a long-term commitment to the principle of service to the profession/academic citizenship, thereby ensuring that voluntary work in the service of the profession was recognized by partner academic institutions and the wider community of stakeholders. Today, working conditions vary greatly. Some institutions allocate working hours and some funding for travel to meetings to contribute to the FAU and its activities. Other employers regard this as extracurricular activity to be carried out outside of working hours.

The FAU has traditionally organized an annual conference and an FAU seminar, but dwindling member support meant that neither a conference nor a seminar was held in 2019. The lack of space for interaction with the development researcher community has also eroded the interest of young scholars (Master's and PhD level) in the association.

Key lessons learned: The FAU's strong position and impact on development policy in the 1980s to the early 2000s was a direct result of becoming a successful node for interaction between research environments and a space for academia to engage with other key stakeholders. A key lesson emerging from the FAU's experiences is board diversity: ensuring that the board adequately represents key academic environments, as well as other key stakeholders such as policymakers and practitioners.

Another lesson is the importance of securing academic employers' commitment early on to support individual members by recognizing their contribution as part of what in the Danish context is called academic citizenship. A network/association is entirely dependent on the contributions of individual members to its activities. Serving as a board member or contributing regularly in other ways to an entity should be formally recognized, and directly supported by allocating working hours as part of that individual's contract.

2. Norwegian Association for Development Research

The Norwegian Association for Development Research (Norsk Forening for Utviklingsforskning, NFU) was established in 1983. It works to promote development-related research and training in Norway, while also facilitating interdisciplinary exchanges between members of the Norwegian development research community.

Governance structure: The NFU is run by a board, which consists of eight researchers representing different universities and research centres on a geographical and disciplinary basis. Besides the board, the NFU has an elections committee and a network coordinator. Although not initially a consideration, the gender balance of the board is now actively monitored. One NFU board member serves as the EADI representative.

Members and membership benefits: NFU membership fees range from 250 to 490 NOK. Members are served by a website and a bi-monthly newsletter, which primarily shares information on upcoming conferences, events, seminars and job opportunities. The newsletter and other relevant information are shared through Twitter and Facebook. Besides these digital spaces, members also receive a print subscription to the *Journal for Development Studies* (Taylor & Francis) as part of their membership.

The NFU also organizes a bi-annual national conference together with Norwegian research institutions and universities. The conference typically brings together approximately 150 people over two or three days. The NFU also co-organizes Nordic conferences in cooperation with sister institutions in the Nordic region. Another benefit of NFU membership is reduced conference fees for domestic and regional conferences.

Funding: The NFU is funded through a combination of individual membership fees and institutional support of 8000 NOK per year. The Norwegian Research Council, and in particular the NORGLOBAL programme, has funded the main conference by contributing 300-500,000 NOK.

Benefits of being organized: The development community in Norway is relatively small and under pressure both financially and as an academic sub- and cross-disciplinary field. A key benefit of the NFU is its support for maintaining a cross-disciplinary community for researchers across Norway and for creating a critical mass.

Being an entity also facilitates contact and cooperation with universities. A request from the NFU to university departments and research institutes to answer calls for conferences or support Master's and PhDs students' participation in national and Nordic conferences is regarded as a request from an institutional partner. It is also easier to plan and organize events such as conferences and to draw on the institutional support available at various universities and research centres.

Being an organization also facilitates fundraising. The NFU as an association has successfully lobbied various academic institutions, the Norwegian MFA, NORAD and the Norwegian Research Council for financial support, which has been used to fund conferences and network opportunities for South- and North-based scholars alike. That said, this work would benefit from being better coordinated.

Challenges: Although the NFU still provides a number of services to its members, it has been forced to scale back such provision. The association used to give an award to the best Master's thesis in development research. The NFU is currently experiencing a downward spiral, in which membership losses have made it difficult to maintain activities due to the lack of financial resources. The NFU is at an all-time low in terms of paying members, which had in the past reached 200–400. Due to its commitments to maintaining the Forum for Development Studies for members and hosting conferences, the NFU has been forced to cut all other activities, which has made membership less attractive to both old and new members. The NFU is currently considering a number of actions to address the situation:

- Abolishing the membership fee to increase the number of members;
- Finding financial support from other channels;

- Re-introducing the Master's student prize to increase interest among younger scholars; and

- Broadening board membership and the areas its members represent.

There is a commitment from institutions to provide regular support (8000 NOK annually) and it is applying for network support from Norglobal to ensure a regular and steady income over 3-4 years to gain time to identify long-term solutions. A larger and more diverse membership would reduce the workload for individual board members, making it better equipped to fundraise and remain innovative in terms of how it can best serve the community of development researchers in Norway.

Key lessons learned: A key lesson is the importance of maintaining physical meeting places for the community and its interaction with external stakeholders. The biannual conference has been a very important place for interaction among the community and functioned as a port of entry for young scholars by facilitating contact with more senior scholars. Furthermore, conferences have served as a platform for debate where the NFU has invited national development aid agencies, politicians and representatives from funding agencies to discuss the development community's priorities and the representativeness of those priorities, as well as the funding available to respond to these.

Digital spaces, such as social media, webpages and newsletters, are important but must be maintained by a coordinator if they are to serve their purpose. At the NFU, the position of coordinator has been held by a Master's student, who is tasked with updating digital spaces and sending out information to the membership.

Another best practice is to continually support young academics. This can be done in different ways, such as by reducing fees for young academics and having an annual Master's student prize for the best thesis in the field of development. The prize brings attention to the field and rewards academic excellence, while also attracting younger members to pursue a career in development research.

Based on the association's current challenges, a critical lesson from the Norwegian perspective is to devote significant attention to continuously monitoring and analysing members' changing needs. Keeping a count of how many recipients open the newsletter or engage in online activities does not adequately capture what members need. Qualitative data enables a deeper understanding of changing member needs and allows the association to be more responsive.

3. The Finnish Society for Development Research

The Finnish Society for Development Research (FSDR) is a multidisciplinary scientific society that provides a meeting point for development studies researchers and students, and other academic fields in which development-related research is being pursued. Besides facilitating cooperation between academic institutions, the society also cooperates with a range of Finnish non-governmental and governmental organizations active in the field of international development.

Governance structure: The FSDR is governed by a board of 12 primary board members and a number of deputy board members. It attempts to recruit board members from different institutional backgrounds and age groups in order to best represent its members and their needs.

Members and membership benefits: Membership is open to development scholars, practitioners and students, as well as anyone who is interested in development-related research and debates. Membership fees range from €25 for individuals to approximately €40 for institutional membership. At the membership level, benefits include various membership services, such as information on relevant development-related conferences and meetings – the annual conference, summer day and policy events – as well as "collegial support for your scholarly aspirations at different levels". Members can attend the annual conferences free of charge.

Funding: The association is funded by membership fees and private institutions. The association does not currently receive any regular funding from the Finnish government.

Benefits of being organized: The FSDR states that there are several benefits of being a formal organization. A primary benefit is stability. Being a registered association with clear governance structures and responsibilities assigned to board positions and members, who stay in place for at least one year, provides greater consistency and stability in comparison with a network. Furthermore, a clear understanding of the board's work and role as a governing body makes it is less likely that this will be reinterpreted in times of less active board membership. In short, this makes it easier to reactivate board work.

Furthermore, as a formal actor on the development scene, the FSDR has managed to become a household name among the development research and practitioners' community in Finland. It therefore provides a platform for contributing to debates on development. To ensure wider coverage of FSDR events, various media outlets are invited to attend.

The FSDR has also organized open seminars with staff at the Ministry for Foreign Affairs, in which researchers associated with the FSDR present research on select topics. These forums have allowed researchers to engage directly with practitioners and policymakers. As a formally registered association, it is possible to apply for funding from public and private sector institutions. Being a formal member of the Finnish Association of Learned Societies helps with networking, funds activities and offers free venue booking at its building in Helsinki

Challenges facing the FSDR: The FSDR recognizes that formalization, brings certain organizational requirements, such as increased administration, keeping minutes of meeting, organizing annual meetings, providing membership services and accounting, that are dependent on a well-functioning board and a committed chair, secretary and treasurer.

Another set of challenges concern remaining attractive to members. The annual conference is an important platform for exchange, where a diverse body of members comes together, but it is notable that it is difficult to identify a core membership and the benefits that would ensure support over a prolonged period. A further challenge is to find the right level for membership fees, perhaps through reduced fees for students, that is affordable but still gathers enough funds to be able to offer attractive events to members.

Key lessons learned: Flexibility has been an important survival strategy for the FSDR. There have been some changes over time concerning the association's statutes, membership fees, the size of the board and the focus of the society, all based on the changing needs of the membership as well as the capacity of the board. Changes are discussed by the board, communicated to members and voted on at the annual meeting.

A partly related theme is to embrace change as an ever-present feature of organizational life. It is important not to stagnate, and to be open to introducing new activities, such as blogs and

podcasts, while also allowing time for them to find their format and their audience. Similarly, some activities become less relevant over time and should eventually be phased out.

The importance of board member capacity and commitment during their tenure cannot be overstated. The FSDR is dependent on an active board and having enough resources to organize attractive events for members and external stakeholders, while also producing a diverse and interesting newsletter. There have been times when the board was less active, and fewer benefits were being offered to members, resulting in a loss of members.

Another key lesson is to have a clear understanding of members' priorities. A key goal of the FSDR is to bridge the gap between researchers, practitioners and policymakers, which is also what members prioritize. How best to facilitate that dialogue, however, is a moving target.