

Skicka in Universitets- och högskolerådet

Ansökan till Linnaeus-Palme Partnerskap

8699 - Umeå universitet, Institutionen för språkstudier

Bekräfta och skicka in

8699 - Umeå universitet, Institutionen för språkstudier

Sökande (Linnaeus)

Tidigare sökt och fått beviljat medel inom Linnaeus-Palme

Ja

Projekt

UMU049

År

3

Organisation

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Webbplats

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Ämnesområde

Främmande språk (023)

Kontoinnehavare

Umeå Universitet

Organisationsnummer (10 siffror, utan bindestreck)

2021002874

Betalningssätt

Bankgiro

Plusgiro / bankgironummer

5050-0719

Mina betalningsuppgifter tillhör samma enhet/organisation

Ja

Önskad text på utbetalning

Språkstudier 1620 LinnaeusPalme UniSey 2017/18

Partner (Palme)

Lärosätetsnamn på engelska

University of Seychelles

Institution på engelska

Faculty of Arts and Social Development

Lärosätetsnamn på originalspråk

University of Seychelles

Country

Seychellerna

Ort

Anse Royale, Mahé, Seychelles

Webbplats

<http://www.unisey.ac.sc/>

Yttrande från partneruniversitet

Yttrande_UniSey_Linnaeus-Palme_2017-2018.pdf

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Ramansökan

UmU_Ramansök_Linnaeus-Palme Partnerskap 2017.pdf

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Universitetsadjunkt/Lecturer

Typ av utbyte

Lärar- och elev-/studentutbyte

Lärarytbyte

Typ	Förnamn	Efternamn	Startmånad	Veckor	Timmar	Extra
Linnaeus	Anders	Steinvall	2017-11	4	10	Nej Nej
Linnaeus	Florence	Sisask	2017-11	4	10	Nej Nej
Palme	Joelle	Perreau	2017-11	4	10	Nej Nej
Palme	Olga	Klymenko	2017-11	4	10	Nej Nej

Studentutbyte

Typ	Förnamn	Efternamn	Nivå	Termin	Veckor	Poäng	Extra
Linnaeus	Ylva	Bladh	Grund	HT17	12	8	Nej
Palme	Merna	Eulentin	Grund	VT18	12	8	Nej
Linnaeus	Emilia	Sennström	Grund	HT17	12	8	Nej
Palme	Sharon	Adrien	Grund	VT18	12	8	Nej

Sökt bidrag

	Lärare Linnaeus		Lärare Palme		Student Linnaeus	Student Palme	Totalt sökt
Deltagare	2	2	2	2	8		
Veckor	8	8	24	24	64		
Grund	46 000		73 000	40 000	80 000	239 000	
Admin *	2 000		8 000	4 000	4 000	26 000 *	
Totalt Belopp		48 000		81 000	44 000	84 000	265 000

* Inkluderat projektbidrag: 8 000

Projektbeskrivning

A. PROJEKTETS SYFTE OCH MÅL/THE PROJECT'S AIMS AND OBJECTIVES
1. Beskriv projektets syfte och mål på kort respektive lång sikt. Beskriv även hur projektet bidrar till målen för Linnaeus-Palmeprogrammet. Ange kortsiktiga och långsiktiga mål på institutionsnivå samt för lärare och studenter. De kortsiktiga målen ska kunna uppnås inom projektperioden. /Describe the project's aims and objectives in the short- and long-term, as well as how it contributes to the objectives of the Linnaeus-Palme Programme. Provide short-term and long-term objectives at department level and for teachers and students. The short-term objectives should be achievable within the project period.

The programme is now entering its third year of teacher exchanges, and it is also the first year during which we contextualise student exchanges under the project. On a departmental level, our long-term aim has been to establish a viable and mutually beneficial exchange program that is well integrated in the programs and the academic cultures at both the Department of Language Studies at Umeå University (henceforth DLSU) and the Faculty of Arts and Social Development at the University of Seychelles (henceforth FAUniSey). With the above in mind, our focus has been particularly strong on multilingual and multi-cultural issues, including aspects such as language and power, the role of minority languages in post-

colonial teaching contexts and the challenges facing such contexts, all issues central to democracy and human rights. All of these are of obvious interest to both departments, but especially to teacher training at DLSU, where "Global Challenges" is a profile focus in all programs. From a FAUniSey perspective, one of the long-term goals has been that the exchange program contribute to the professional development of staff and the ambition of the university to develop their own autonomous programs. Today, many programs under the university are bought from, and controlled by, foreign universities, such as the University of London. With this in mind, we have come to focus efforts on literary and linguistic studies in the subject of French in particular, since this program, run in collaboration with Reunion University, has left the most room for the development of a more local profile. We have also placed emphasis on Academic Writing, which is a subject that benefits all programs at UniSey, and where FAUniSey is solely in charge of their own course development. For this exchange period, candidates have been handpicked with the above in mind. Our long-term aim for the student exchanges is that they be directly related to the above profiles. With this in mind, we have handpicked Linnaeus students, particularly teacher trainees, who are interested in issues related to multilingualism and education and who aim to write Bachelor/Master's projects in this domain. From UniSey, our students are all teacher trainees from French, as it is in this subject that there is room for exchange activities. One of the main short-term goals of this exchange period is also to trial student exchanges and to make sure that aspects such as accommodation, travel etc. function well. We are convinced that the project as a whole has and will increase teachers' and students' experiences and knowledge of global issues related to language and democracy and that this in turn will result in an increased capacity for our students to work with questions related to these. We are already seeing evidence that our teachers' experiences are being integrated into their teaching and that their experiences are contributing to the general global challenges profile of the department.

B. PROJEKTPLAN/PROJECT PLAN3. Presentera en projektplan för hela projektperioden och redogör för hur de planerade aktiviteterna ska bidra till att ni uppfyller projektets syften och mål. Ange en tidsplan för planerade utbyten, redogör för hur undervisningen kommer att ske och motivera antalet deltagare./Present a project plan for the entire project period and describe how the planned activities will contribute to you fulfilling the project's aims and objectives. Provide a time plan for planned exchanges, describe how teaching will be undertaken and justify the number of participants.

The bullet list below is an attempt to break down the overall goals in yearly activities.*2014/15 (Planning) completed and reported 2015: Drawing up frameworks for the exchange. *2015/16 (teacher exchange Phase 1) - completed and reported 2016: This year we focussed on teacher exchanges in the subjects French and English, and global issues related to these languages were in focus. The main goal was to gain first hand experience of our respective academic environments. *2016/17 (teacher exchange phase 2) in progress: The main aim is to establish a 'broad participant base', involving more individuals and more subject domains. In our evaluation we will focus particularly on how experiences gained from the collaboration have enriched regular course content and teaching practices in all of our key areas (linguistics, literature and language didactics) with special focus on global language issues. *2017/18 (student exchange phase 1; teacher exchange phase 3): Our first year of student exchanges. We plan for two students from respective university to partake in the exchange program (4 in all). We have identified individual candidates in both institutions. During this phase we also want to work with developing mutual blended learning courses. Creolistics and Academic Writing are of particular interest here. *2018/19 (exchange phase 4 and evaluation phase): We should now have a clearer idea of what works and what

does not and thereby be able to improve the framework for student exchanges. It is our ambition that we by that stage have launched at least one common Master's course. The choice of teachers will take this development into account. This is also a year during which we plan to evaluate the project up to this stage more thoroughly. *2019/2020, (stability/sustainability phase): By autumn 2019 we hope to have a clear picture of our partnership from a sustainability perspective. This includes overviewing areas of particular mutual interest and how these have been practically integrated into existing programs and courses, and also the development of mutual course modules. Overall, the ambition is to produce a mutual sustainable academic partnership that goes beyond the project framework. The current application involves teacher and student exchanges. It is a key stage in the development of student exchanges, as well as in the consolidation of a stable teacher base in both institutions. This motivates the inclusion of Florence Sisask as she has already contributed greatly to the UniSey environment. Anders Steinvall (a teacher with experiences from Erasmus exchanges) has a good knowledge of the field of academic writing, the development of which was initiated at UniSey 2015/16. The choice of Palme teachers (Olga Klymenko and Joëlle Perreau), is also motivated by the idea of consolidation: both teachers have been trialled and tested and have much to contribute to the DLSU environment in terms of their knowledge of post-colonial language situations.

C. KAPACITET OCH FÖRBEREDELSE/CAPACITY AND PREPARATION. 4. Beskriv er institutions kapacitet att bedriva internationella samarbetsprojekt som innehåller lärar- och studentutbyten?/Describe your department's capacity for conducting international collaborations that include teacher and student exchanges.

The Department of Language Studies at Umeå University (DLSU) is well equipped to run international collaborative projects which include teacher and student exchanges. As language department, it has a long history of organizing both student and teacher exchanges. The department is an active Erasmus partner and has previously managed Linnaeus-Palme exchanges successfully. Thus, administrators and teaching staff have all the necessary experience to accommodate exchange teachers and exchange students. DLSU welcomes a large numbers of exchange students every year; in 2016, 772 international students were registered at the department, mostly in courses relating to Swedish as a foreign language and English for international students. While such courses may not be relevant for the Linnaeus-Palme exchange, the numbers demonstrate the readiness among administrators to deal with various issues (such as credit transfer, visa, certificates of enrolment etc.) that might come into play with international students. Umeå University has a very good organization for incoming students and is frequently ranked among the best in Europe among international students in the International Student Barometer (ISB). The university also provide flats for rent for guest teachers and guest researchers. Because of the large volumes of incoming students, there is also a good capacity and good routines for assisting students for housing. Furthermore, there is a buddy program in place so that incoming students can quickly feel that they are part of a buddy system. In the context of this specific exchange, the fact that there are two doctoral students from the Seychelles in the department will certainly be of great value for both teachers and students. Also note that we have already trialled student exchanges to the Seychelles outside the project framework. In 2015 two teacher trainee students did their internships in the Seychelles, and towards the end of 2016/17 we organised a minor field study exchange, Magnus Rudström, who did a study related to language issues. In both of the above cases student exchanges have been very successful and UniSey have taken very good care of our students, both in terms of logistics (accommodation, permits etc.) and academically

(supervision). Having run for a few years, the project is well established in the department and is supported by the departmental management. Thus, offices, and all other staff benefits are available to the incoming teachers. Further, the department is willing to allow teachers to use professional development time for participating in project work and exchanges. Recruitment work at the Linnaeus partner follows the established communication channels which is used for all internationalization work. This work is carried out by international coordinators, who have time set aside for these tasks. The two contact persons for the project, Anders Steinvall and Florence Sisask, have long experience from this work.

5. Vilka förberedelser har ni gjort inför den här ansökan? Redogör även för hur det tidigare samarbetet med er partner har fungerat./What preparations have you made prior to this application? Describe how the previous collaboration with your partner has worked.

The current application is well prepared/grounded in both departments. By now we have had time to find good procedures for organizing the details of an exchange (housing, scheduling, welcoming the exchange teachers). We have also put our systems through stress tests, with which they have coped very well. For example, despite a late cancellation in the 2015/16 exchange due to health reasons, we could find a Palme replacement suitable for the exchange and fit the new teacher into a context where her competence provide an added value. A similar Linnaeus cancellation, though with more time for adjustment, in the 2016/17 exchange could be dealt with in the same positive way. It should be noted that the changes have happened in both directions, which only goes to show a readiness in both partners to deal with unexpected challenges. In addition to the mere teaching activities, which are to be expected from the exchanges, activities have been organized at both campuses in order to maximize the outcomes of the exchanges. These activities have been in line with the overall goal of the project. For example, Mats Deutschmann, previously a contact person for the project, has visited University of Seychelles on various activities related to teaching and research 2015-17, and has well-established contacts. Further, no fewer than two Seychellois candidates, Justin Zelime and Ronia Anacoura, have managed to obtain posts as doctoral students at DLSU. Both are currently active in both environments spending approximately 34 months in the Seychelles doing field research every year. They thereby become key people in the long-term project since they know both environments well and can inform participants of the exchanges both in the Linnaeus context and in the Palme context. We (Linnaeus and Palme participants) have also talked about the exchange during several seminars and meetings. Further, both the Linnaeus and Palme institutions are closeknit communities so any new participant in the project has easy access to more experienced members of the project. To be noted here also is that there have been further activities between our universities that go beyond this project. For example, the previous Dean for the Unisey faculty, Sherley Marie, was funded to come to Umeå University for one week during spring 2015, when she gave a research seminar and also contributed to teaching in regular courses in the Swedish as a Foreign language program. The Dean of the Faculty of Humanities at Umeå University, PerOlof Erixon, visited the Seychelles for the graduation ceremony, in early November 2015, and the Rector of Umeå School of Education visited the Seychelles in December 2016. These visits show how the project's ambitions are supported by the general structures at both universities. We have also held a workshop in Umeå on gender issues in education (comparing Seychelles and Sweden) with invited speakers from the Seychelles (Mahrookh Pardiwalla).

6a. Ansöker ni om bidrag för språkutbildning?/Are you applying for funding for language courses?

Nej

6b. Ansöker ni om bidrag för visumresa/-or? /Are you applying for funding for travel to obtain a visa/visas?

7a. Hur tänker ni förbereda deltagande lärare på respektive lärosäte?/How do you intend to prepare participating teachers at each university?

Preparation for the participants in the projects involve both practical aspects (we are careful to put all participants in the picture so they know what to expect), as well as academic preparations. In the latter case we have established direct links between the Palme and Linnaeus lecturers so that they can exchange teaching materials, schedules, lesson plans etc. well in advance of any exchange. Thus, the teachers involved in the exchange know several months before the exchange what is expected of them, except, of course, when unexpected changes occur. As mentioned earlier, these channels have worked very well in previous exchanges and have stood the test of changes very well. The networks that have been established as a result of previous exchanges and other activities make it easy for participating teachers to form informal contacts with teachers at both receiving institutions. In documenting what previous teachers have experienced, the project is constantly trying to improve the information to the incoming teachers in order reduce anxiety and stress before the exchange, as well as frustration over unfamiliar procedures during the exchange. In formalizing this information we avoid that important details might be forgotten by individuals, an essential element in quality assuring our activities. The information includes tips and observations about the academic life and teaching (classroom layout, class sizes, teaching methods, student profiles, practicalities such as working spaces, photo copying procedures, access to Internet, overhead projection etc. etc.), but also tips about the practical sides of every-day life (where to buy phone subscriptions and bus cards, where to shop, weather aspects etc. etc.). Worth mentioning here too is the fact that Linnaeus participants have stayed at the same location during each visit and the landlord knows the context of the project, and has greatly helped to make participants feel at home. Also note that three of the four exchange lecturers in this application have been involved in prior Linnaeus-Palme exchanges, and the fourth teacher has experiences from Erasmus exchanges, so they have good readiness for this exchange.

7b. Hur tänker ni förbereda deltagande studenter inför ett utbyte och hur ska studenterna under utbytet introduceras på respektive lärosäte?/How do you intend to prepare participating students for an exchange and how, during the exchange, should the students be introduced to each university?

Preparing students for the exchange is essential at both ends. With respect to this we have planned so-called pre-briefing meetings, where students will have an opportunity to meet individuals who have previously visited/worked in the respective environments. In these meetings, we aim to address academic, administrative and social aspects, and we will involve international coordinators, exchange teachers as well as student representatives with first hand experience of Umeå and the Seychelles. From Umeå, for example, we have two PhD students from the Seychelles and a former Minor field study participant (Magnus Rudström) who spent almost three months in the Seychelles gathering data for his Bachelor thesis, a resource we aim to use in the pre-briefing procedures so that students get a Swedish student perspective on the exchange. In the Seychelles there has been a long exchange project between Teg Centralskola, Umeå, and La Digue Secondary School, and we aim to use some of these students in the pre-briefing at the Seychelles end, as well as staff who have already visited Umeå. When it comes to introduction procedures during the exchange, there is an institutionalised procedure for how to receive exchange students at Umeå University, where we have well established introductory activities coordinated by the international office, including a formalised 'buddy system' whereby each student gets assigned a Swedish host student. The international office also helps with accommodation etc. In spite of this readiness

by the university as a whole, we will also assign local hosts in DLSU. Our ambition here is that the Linnaeus exchanges take place first and that the Swedish exchange students then act as hosts for the Palme students (and that the Palme students could be expected to host the initial Linnaeus student exchange). UniSeY have less formalised procedures for taking care of exchange students given that it is a very small university in its early years of development. However, the advantage of such a small environment is the closeness it affords. When Magnus Rudström (mentioned above) visited Seychelles he was overwhelmed by the friendly reception he received. Not only did UniSeY help him enormously with finding suitable accommodation etc., but he was 'adopted' by the entire department, and invited to the homes of the lectures, parties etc. We are thus fully confident that the Linnaeus students will be well taken care of, and that the hosting job for the Palme students should not be very demanding at all.

D. SAMARBETE OCH ÖMSEIDIGHET/COOPERATION AND RECIPROCITY8. Vilka är respektive institutions starka sidor och vilka utvecklingsbehov tillgodoses av detta samarbete hos respektive institution?/What are each department's strengths and what development needs are satisfied by this cooperation at each department?

DLSU hosts about 120 staff with a range of competences in the fields of linguistics (including Creolistics), literature and language didactics. The organisation boasts an active teaching and research environment in all of the above domains in more than eight languages, including English and French. Over the last five years a profile of 'Global Challenges' has been established at DLSU, where two focus areas in research (and teaching) of particular relevance to our project are the role of minority languages in education and multilingual/plurilingual teaching – so-called translanguaging. Worth mentioning here is that Umeå University is the first university to provide teacher training for Sami teachers, and there are many parallels to be drawn between the history of Sami in education in Sweden, and the role of Seychelles Creole in education in the Seychelles. The combination of experienced and dedicated teaching staff and an active research team working in close unison (teachers often fill both roles) means that current research is closely integrated in the teaching, and thus the theoretical research paradigms listed above often form an integral part of the teaching, particularly in teacher training programs. Here, the first hand experience of UniSeY staff in these matters, and the experiences of Palme staff from being given the opportunity to work in an environment where translanguaging is an everyday reality (and where Seychelles Creole as a language of low prestige is struggling to find its role) bring a new dimension to these issues in the Swedish classroom context. In addition, many of the lecturers at UniSeY were active in the language planning and implementation processes when Seychelles became the first Creolespeaking nation in the world to introduce a Creole language in schools. Further, teachers at UniSeY have valuable hands on experience of preparing future teachers for working in a multilingual environment. In contrast, UniSeY itself is a very young institution still struggling to find its autonomy and the forms for its organisation. With regards to these challenges DLSU is an invaluable support. For example, DLSU has a long experience of online teaching, a teaching format UniSeY is currently trying to develop. Similarly, the ambition of UniSeY is to increase its autonomy and to start giving programs under its own regime (currently many programs are actually bought from French and English universities), is greatly supported by DLSU (morally and in practical terms – helping to build curricula for example). Research is another area where DLSU supports UniSeY in many ways (we have two PhDs from the Seychelles at DLSU today). In summary, DLSU thus has much to offer UniSeY in terms of structural models for (online) teaching, use of learning management systems, research and administration, while UniSeY can provide our students and staff with valuable

knowledge as regards multilingual teaching, and the role of minority languages in education.

9a. Beskriv hur deltagande institutioner kommer att samarbeta kring rekrytering, förberedelser, arbetsbeskrivning, handledning, uppföljning etcetera? Beskriv även ansvarsfördelningen./Describe how participating departments will cooperate on recruitment, preparation, work descriptions, supervision, follow-ups, etc.? Also, describe the allocation of responsibility.

This Linnaeus-Palme project is entering its fourth year (counting the planning trips). During the three years that the project has been running, we have been positively surprised at how smoothly things have run. Collaborative communication has worked excellently, and in spite of our different cultural communicative norms (how long you wait before one answers an e-mail, for example) we have managed to solve all practicalities (time-tabling, travel, accommodation etc.) and hitches (changes in plans due to illness, missed flights etc.) in an exemplary fashion. The key here, we believe, is that our 'team' constitutes several dedicated individuals at both ends – a broad and dedicated participant base. Here it is also worth mentioning that many of the staff from UniSey who have been involved in the exchange, hold senior positions, which helps when decisions have to be taken at short notice – Joëlle Perreau is Dean of Faculty, Annie Laurette, who participated during the 2015/16 exchange period is head of French and Olga Klymenko is head of English. The main responsibility in dealing with aspects such as applications, budget, and reporting falls on the Linnaeus partner. All issues are however discussed in detail together with the Palme institution who has taken a very active role. Practicalities such as accommodation, local travel etc. have been shouldered by respective exchange partner (Umeå looks after participants from UniSey and vice versa). Flight tickets are booked from Umeå. Ensuring that exchange students get relevant quality teaching is the responsibility of respective institution, but here Linnaeus students writing thesis work in the Seychelles will have the added support of a Swedish supervisor (likely someone who has been part of the exchange scheme and who knows the context). Evaluations and disseminations of the project are carried out at both ends, but the responsibility of summarising the results falls on Umeå. The responsibility for preparing students for the exchange will fall on respective department, but here it is obviously essential that we help each other out and keep open channels of communication. On this note it is worth mentioning that communication has primarily been conducted via e-mail, but that Skype also has proved a viable channel. In the coming years, we anticipate an even closer collaborative relationship mainly due to two factors. From this year, student exchanges are included in the program, which will mean that new challenges have to be solved collaboratively. From a more long-term perspective, we are also planning joint online courses (Creolistics, Colonial perspectives and Academic Writing), something which obviously will lift collaboration to new levels.

9b. Ange om delar av bidraget kommer att föras över till Palme-institutionen/-lärosätet?/State whether any of the funding will be transferred to the Palme department/university?

Ja

9c. Om ni svarat ja på 9b – beskriv rutinerna för överförandet och hur ni säkerställer att UHR:s villkor kommer att följas av Palme-institutionen/-lärosätet./If you answered yes to 9b – please describe the routines for this transfer and how you will guarantee that conditions placed by the Swedish Council for Higher Education (UHR) will be complied with by the Palme department/university.

As a way of easing the administrative complications involved when paying daily expense funds to Palme participants we have devised a system whereby we transfer funds to UniSey so that per diem compensations can be paid out by the institution where the Palme participants are employed. This

procedure has been verified with UHR and Swedish tax authorities and adheres to Swedish tax laws. To ensure that the funds are used correctly and to minimise risks we do not transfer any funds for a participant until all practicalities are settled and the air tickets are booked and paid. UniSeY are also made aware of the fact that they are liable to repayment should the exchange not take place for one reason or another. We also check with all participants that they have actually received per diem compensations equivalent to the sums transferred. University of Seychelles have also been informed of the conditions placed by the Swedish Council for Higher Education, and have signed the formal agreement for the transfer of funding.

E. RISKHANTERING/RISK MANAGEMENT10. Presentera en riskanalys för ert projekt. Inkludera förebyggande åtgärder och krishanteringsplan. /Present a risk analysis for your project. Include preventive measures and a crisis management plan.

We deem risks for corruption minimal in this project. Seychelles is known for transparency and has an excellent record in this respect. Neither do we see the recruitment of students and teachers at either end as problematic. The main risks that we foresee are related to structural aspects. Eight years after its launch, UniSeY, an autonomous organisation, is still finding its role in the national education strategy. It is thus difficult to foresee where things will end up in the long term, and who exactly will decide over its future. For example there have been substantial changes in the structure of teacher training – central to our exchange activities. In 2014/15, Seychelles Institute of Teacher Education (SITE) took over the initial two years of teacher training from UniSeY by launching a twoyear Diploma program organised through SITE. This was done on decree of the Ministry of Education in order to meet a national shortage of teachers. Thus, UniSeY is now only in charge of the more academic courses during the final two years leading up to a Bachelor in Education. Internships (VFU) have to be organised through SITE and the Ministry of Education. Maintaining good relations with the SITE and the Ministry of Education is thus of outmost importance. Further, although UniSeY is working on increasing its autonomy, it is currently partly dependent on outside universities (primarily University of London and University of Reunion) for supplying program content, something we also have to take into account in our work. At DLSU we see a general risk that current economic structures at Umeå University make it difficult to work with projects such as LinnaeusPalme. There is little consensus as to whom is responsible for the actual costs of such ventures. Although there is a general understanding from higher instances (Head of department, Dean and ViceChancellor) of the extra work involved in projects such as these, the issue of cofinancing is sensitive. There is no part of the university that feels directly economically responsible, with the result that many of us put in a lot of unpaid work on project applications, reporting, hosting, organising practicalities etc. Such a situation is obviously a threat to the sustainability of any project. In order to handle the potential risks above we have to remain flexible and be prepared to adapt our goals to new circumstances, and establish and maintain good contacts with the other institutions (SITE, and the Ministry of Education in particular) that have stakes in the programs and courses we are collaborating around. In order to ensure future teacher practice internships (VFU), for example, we have had several meetings with the Ministry/SITE explaining the program framework, including these institutions in discussions/planning of aspect of the project that involve teacher training. Realistically, we also have to be prepared to put in many 'free' hours but we are all aware of this.

F. UTVÄRDERING/EVALUATION 11. Beskriv hur och vid vilka tillfällen projektet/partnerskapet ska utvärderas av studenter, lärare och kontaktpersoner vid Linnaeus- respektive Palmeinstitutionen. Hur

kommer ni att analysera och följa upp resultaten från utvärderingarna?/Describe how and on which occasions the project/partnership will be evaluated by students, teachers and contact people at the Linnaeus and Palme departments. How will you analyse and follow-up the results of the evaluation?

We will conduct similar evaluation procedures at both institutions, using a method that has been successful so far. We expect exchange lecturers to keep a continuous diary of their stays and we will use their notations as a starting point for a small-group evaluation directly after an exchange. Participants are the exchange teacher(s) and contact people at both institutions. This kind of evaluation has worked really well to capture the experiences of exchange teachers and to improve aspects of the exchange such as the communication between teachers before the exchange. For this new project period, we also aim to conduct an overall qualitative evaluation at the end of the period, based on all the interview data as well as a survey on how the experiences gained during exchanges have been made available to students and teachers at the partner institutions who have not participated in the physical exchanges. The ambition is to give this survey the format of an online questionnaire, which then will be sent out to coworkers affected by the exchange and students who were taught by teachers who have been participating in the exchange. Such a format will give us a broader picture of the impact of the exchanges and give us a chance to work with other involved than just the teachers directly involved with the exchange. A possible problem could be the response rate, but we will try this method and see if it works. As far as the student exchanges are concerned, we believe implementing a similar method as the one described for the teachers above (diary during and group discussion after the exchange) is a good way. In our experience, it captures most of the difficulties perceived by the participants, and makes it easy to address these. For the first student exchange it is, of course, of great importance to give the participants a chance to complete a careful evaluation of all aspects of the exchange. In our experience, the free format of the diary and the group discussion invites to detailed and constructive feedback. Such feedback will of course lead to a review of the problematic area identified so that the next participant will not experience the same problem.

12. Motivera ert behov av utvärderingsresor och beskriv hur de ska bidra till att stärka samarbetet. Beskriv även kortfattat upplägget för respektive utvärderingsresa och varje deltagares funktion./Justify your need for evaluation trips and describe how they will contribute to strengthening collaboration. Also, provide a brief description of the format for each evaluation trip and the function of each participant.

Not relevant this time. Evaluation trips are being planned for the next application, however.

G. FÖRVÄNTADE RESULTAT LÄRARE/EXPECTED RESULTS TEACHERS 13. Hur ska projektet ge deltagande lärare globala kunskaper som de kan använda i sin undervisning? /How will the project provide teachers with global knowledge that they can use in their teaching?

As has been pointed out elsewhere in this application, the theme of global issues attracts a lot of interest at DSLU. Naturally the very nature of the department (a language department) encourages an interest in other languages and cultures, but the department also has an expressed research/teaching profile related to Global challenges where issues such as minority languages and postcolonial theory are included (see <http://www.sprak.umu.se/forskning/globalautmaningar/>). We are confident that by being involved in a project like this, participants will gain practical experiences that will deepen their understanding for global issues. We have planned several activities that go beyond mere teaching in our exchanges visits to schools and other institutions, partaking in seminars, social events etc., activities that we hope will give our participants a more holistic understanding of respective social culture and professional culture. Here we must also add that all participants are already deeply interested in global issues – this is why they want to

explore new (academic) territories. The project is a means for many of us to develop these interests in a practical way that goes beyond mere teaching. To satisfy our curiosity about how things are done in other parts of the world. Note also that research interests and networking is something that all of us are pursuing in parallel with our teaching obligations. We expect the project to increase teachers' competencies and the ability to work with global issues in several ways: For the Linnaeus teachers this will be an opportunity to gain first-hand experience of working in a trilingual context. We believe that working in the Seychelles will increase our awareness of the linguistic and cultural challenges facing indigenous languages in postcolonial contexts, and thereby enrich our teaching of such issues in the future. In English, for example, one of the courses included in the teacher training programs concerns English as a global language and its consequences, and here the language situation in the Seychelles provides an excellent example. Seychelles is also a good example of the international Francophonie. For the Palme teachers, we believe that the increased understanding of theoretical frameworks around matters such as postcolonialism, Creolistics and world literatures which Umeå can provide will better equip them to work with such issues locally and globally. In addition, an insight into other administrative structures than those they are used to will help in developing UniSey, which is a very young organisation.

14. Hur kommer lärarna att sprida de globala kunskaper och erfarenheter som de inhämtar genom projektet på respektive institution/lärosäte?/How will teachers disseminate the global knowledge and experience that they gain via the project at each department/university?

At DLSU, global issues form an integral part of literature, linguistics and language didactics. Matters such as the linguistic consequences of globalization, postcolonial theory and literature, indigenous languages and their role in education all figure in our courses and programs. In addition, we try to integrate our personal experiences in order to exemplify many of the theoretical issues the courses take up. As has been the case up to date, we will disseminate project activities at various seminars and workshops at both institutions. In DLSU we have two seminar series that are of particular interest: the didactic seminars and the university pedagogic seminars. To date the PalmeLinnaeus group have been active in these contexts and we aim to continue being so. In addition, there is much course development in the department where insights and experiences from the exchange can be used when developing new course content. One such example, is the planning of a Master's course in "Colonial legacies", which takes a postcolonial perspective on language and culture. At UniSey, we expect the exchanges to lead to similar benefits. UniSey is currently working on developing a new Bachelor of Education program and here it is our firm belief that experiences from teaching in Umeå will provide new ideas.

H. FÖRVÄNTADE RESULTAT STUDENTER/EXPECTED RESULTS, STUDENTS 15. Hur ska projektet bidra till att deltagande studenter får globala kunskaper inom sitt ämnesområde?/How will the project contribute to participating students gaining global knowledge in their subject?

The Linnaeus students in this application will do internship in schools and project work for their degree paper. Such work and analyses will provide them with rich opportunities to reflect on differences between Sweden and the Seychelles. However, more importantly, supervisors and tutors from the Palme institution will help the students consider their own post-colonial perspective on what they are seeing. Such an important experience and its implication would be impossible to gain by merely post-colonial theory in Sweden. Simply put, the full implications cannot be understood unless we experience such circumstances first-hand, and they will probably benefit the students for the rest of their working careers and lives. The reverse is more or less true of the global perspective gained by the Palme students. In studying at DLSU in a

Swedish context, the Palme students will be able to reflect on the comparative freedom that a Swedish institution has vis-à-vis canonized French and English cultural traditions. Given the awareness of post-colonial structures at DLSU, courses in literature and culture are very different from the often canon-centred courses at Unisey. The comparatively stronger theoretical perspective on post-colonialism at DLSU will equip the visiting students with a framework with which they can view what's going on from a new angle. Thus, the exchanges in both directions is very likely to provide students with rich opportunities to question their habitual way of understanding what they are seeing and adopt other perspectives – the essence of acquiring global knowledge.

16. Hur ska projektet bidra till att öka deltagande studenters intresse för att arbeta inom utvecklingssamarbete?/How will the project contribute to participating students gaining global knowledge in their subject?

This question is intimately linked to the previous one, which is also obvious as the English text is the same. In the way we understand the world, providing someone with the opportunity to acquire a global perspective and global knowledge will also be the most important trigger for increasing their interest in working with global issues at some level, be it in education or elsewhere. Our experience from other kinds of exchanges (Erasmus, North2North etc) is that students who participate in such exchanges are very enthusiastic when they return and frequently engage themselves in international work at some level at the university, be it as buddies in buddy-programs, as ambassadors for internationalization, or merely as guests at internationalization events.

I. UTBYTESPLANERING LINNAEUS- OCH PALMESTUDENTER/EXCHANGE PLANNING, LINNAEUS AND PALME STUDENTS

17a. Hur säkerställer ni att studenterna kan tillgodoräkna sig utbyteskurserna som en del av sin utbildning och att Linnaeusstudenterna garanteras möjlighet till studiemedel?/How will you ensure that students can transfer credits for exchange courses as part of their programme and that the Linnaeus students are guaranteed the opportunity to receive a student grant?

We are confident that there will be no problems here. We will use the established procedures that are used in other types of exchange (Erasmus, North2North etc). The procedure will be that the Linnaeus students who go away on the exchange will have to be registered on a course at their home department, or a course linked to the home department (the latter, in the case of student teachers), and the courses, or modules that they take during the exchange have to be approved by the a director of studies or subject coordinator before they depart. This procedure guarantees that there is no problem with credit transfer. In so far as the exchange will include work linked to a degree project, supervision will be provided by the Palme institution during the exchange, whereas the actual examination will take place back at the Linnaeus institution. The nature of such supervision will be defined in signed agreements before the exchange. Again, we are here in familiar territory as this is an established procedure for Erasmus exchanges. The same is true in the case of internships in schools.

17b. Hur arbetar ni med att säkerställa att studentplatserna fylls och nyttjas för respektive Linnaeus- och Palme-institutionen? Beskriv särskilt hur svenska lärosätet arbetar för att rekrytera och motivera studenter att genomföra utbytet med partnerinstitutionen./How are you working to ensure that student places are filled and used for the Linnaeus and Palme departments? Specifically describe how the Swedish university is working to recruit and motivate students to go on an exchange with the partner department.

As mentioned earlier, we have had no problem in recruiting participants for the exchange. Since the program is well established at both institutions and since students come into contact with Palme and

Linnaeus lecturers in their ordinary courses, recruitment may actually take place on an every-day basis, in the classroom. Moreover, DLSU (often together with the whole Faculty of Arts at Umeå University) has an event every term (a recurring "Internationalization day") when we inform students of exchange possibilities. At these events, students who have been on such exchanges are expected to participate and give accounts of their own experiences. There are also examples of more personal forms of dissemination that we have used in the past. The last time two students were in the Seychelles on an internship (activities that were conducted outside the LinnaeusPalme framework), for example, they gave an account of their experiences in a blog which other students had access to. In addition, they presented their exchange on an internationalisation event. But, as emphasised above, an important means of recruitment is 'word of mouth', personal contacts and by raising interest for the program by integrating experiences and examples in our every-day teaching. We (Linnaeus and Palme teachers alike) have a tendency to go on a bit, and Seychelles/Umeå are familiar places to all of our students.

J. ETISK PRÖVNING/ETHICAL REVIEW18. Planerar ni att genomföra ett projekt som kräver etisk prövning?

Etisk prövning är obligatorisk för projekt där samarbetet omfattar humanförsök/-studier och/eller djurförsök. Intyg skickas till Universitets- och högskolerådet./Are you planning to conduct a project that requires an ethical review? An ethical review is obligatory for projects where the partnership includes human trials/studies and/or animal testing. Certification must be sent to UHR.

Nej

K. LÄRARUTBILDNING/TEACHER EDUCATION19. Kommer deltagande lärare eller studenter i det här projektet att komma från lärarutbildningen? /Will teachers or students participating in this project come from teacher education programmes?

Ja

Läs villkoren här [Rektor/rektors motsvarighet accepterar villkoren](#)

Allmänna villkor för bidrag inom Linnaeus-Palme partnerskap

Vid tillämpning av dessa allmänna villkor definieras innebörden av följande ord eller uttryck som nedan:

"Ansökan om bidrag" är den ansökan som ligger till grund för UHR:s beslut om beviljat bidrag.

"Beslutsbrevet" avser UHR:s meddelande om beslut om beviljat bidrag och överenskommelse som kommuniceras till projektägaren. I beslutsbrevet regleras vilka dokument som ingår i överenskommelsen och i vilken ordning de gäller.

"Beviljad ansökan" avser det elektroniska dokument som innehåller kompletterande uppgifter om projektets omfattning och beviljat bidrag som UHR har beslutat om. URL-länk till beviljad ansökan finns i beslutsbrevet.

"Bidrag" avser totalt beviljat finansiellt stöd från UHR till projektägare för aktuell aktivitetsperiod. Bidraget utgörs av stipendiemedel, resebidrag för lärare, bidrag för administrativa kostnader samt, i de fall de söks och beviljats, även bidrag

för språkutbildning och visumresa.

”Projektägare” är den som inkommer med ansökan om bidrag och som UHR beslutar om att bevilja och utbetala bidrag till, inom ramen för LinnaeusPalmeprogrammet. Projektägaren är avtalande part gentemot UHR och ansvarig för att säkerställa att samtliga villkor i detta dokument efterföljs.

”Projektet” utgörs av den samlade insatsen med aktiviteter som projektägaren beviljats bidrag för att genomföra.

”Projektdeltagare” är de studenter, lärare eller annan personal som genomför aktiviteter som finansieras inom projektet. Projektdeltagare är inte avtalande part gentemot UHR.

”Projektbeskrivning och beviljad budget” avser det elektroniska dokument som innehåller specifika uppgifter om det beviljade projektets omfattning och finansiering.

”Tredje part” är en registrerad organisation till vilken bidraget helt eller delvis vidareförmedlas genom projektägaren och som inte är avtalande part gentemot UHR. En projektdeltagare är inte tredje part.

”Överenskommelsen” avser UHR:s och projektägarens respektive åtagande. Överenskommelsen är att likställa med ett ingånget avtal. Överenskommelsen utgörs av dessa dokument som har företräde i följande ordning:

- Av UHR godkända tillägg och ändringar
- Beslut om beviljat bidrag enligt ansökan
- Projektbeskrivning och beviljad budget
- Allmänna villkor för bidrag inom Linnaeus-Palme partnerskap
- Instruktion för finansiell rapportering för bidrag
- Uppdragsbeskrivning för revision
- Ramar och kriterier, Linnaeus-Palme partnerskap 2017

§ 1 – Överenskommelse mellan UHR och projektägaren

När ansökan skickas in accepterar ansökaren villkoren för ingående av överenskommelse med UHR. Överenskommelsen träder i kraft då UHR beviljar bidrag och gäller, oavsett om det beviljade beloppet motsvarar ansökt belopp eller inte.

§ 2 – Beslut och överenskommelse om beviljat bidrag

UHR skickar beslutsbrev till projektägaren via e-post.

I beslutsbrevet framgår överenskommelsens omfattning och giltighetstid, projektets aktivitetstid, beviljat bidrag, beviljat antal deltagare. Där finns också en URL-länk till beviljad budget samt eventuella särskilda villkor.

Projektägaren är ansvarig för att bidraget endast används för att täcka kostnader som anges i beviljad budget. UHR:s skriftliga godkännande erfordras inför ändringar i budgeten.

§ 3 – Ersättningsgilla kostnader

Ersättningsgilla kostnader är kostnader som har uppkommit under aktivitetsperioden enligt § 16 och som möter alla nedanstående villkor. Kostnader som täcks av anslag, bidrag från annan part eller på annat sätt, är inte ersättningsgilla.

Ersättningsgilla kostnader ska:

- finnas med i ansökan om bidrag och ha godkänts av UHR i beviljad budget.

- vara berättigade enligt vad som anges i Ramar och kriterier 2017.

- kunna identifieras och verifieras i projektägarens bokföring.

- vara rimliga, berättigade och följa principerna om ansvarsfull ekonomistyrning, framförallt vad avser hushållning med resurser och kostnadseffektivitet.

- för resor inom projekten motsvara biljett till lägsta tillgängliga pris enligt IATA. I samband med beställning av resa ska möjligheter alltid utnyttjas till bästa pris eller rabatter enligt statliga ramavtal i de fall det är tillämpligt.

- i de fall de är personalrelaterade vara i enlighet med kollektivavtal.

- för löner bokföras på ett systematiskt sätt under hela aktivitetsperioden och kunna verifieras med underliggande dokumentation.

§ 4 – Utbetalning

UHR:s utbetalning är villkorad av att projektägaren uppfyller villkoren i denna överenskommelse.

Utbetalning sker i svenska kronor (SEK) och i enlighet med vad som föreskrivs i beslutsbrevet. Ingen rekvisition behövs.

§ 5 – Vidareförmedling av medel till tredje part

Om projektet inkluderar vidareförmedling av medel från projektägaren till tredje part, ska det framgå i ansökan om bidrag. Projektägaren ska alltid ingå avtal med tredje part innan några medel kan utbetalas från projektägaren till tredje part. Projektägaren

ska ansvara för och säkerställa att alla tillämpliga villkor i avtalet mellan UHR och projektägaren förs vidare i avtal med tredje part, och alla efterföljande led, om medlen vidareförmedlas från tredje part till annan.

Om tredje part ska genomföra upphandlingar, ska denne tillämpa Sida Procurement Guidelines eller annat regelverk, efter UHR:s godkännande. Sida ska ha rätt att göra särskild revision av upphandlingar som genomförs av tredje part.

Projektägaren är ansvarig för uppföljning av de medel som vidareförmedlas till tredje part vilket omfattar värdering av partners organisationskapacitet, intern kontroll och risk, såväl som uppföljning och

utvärdering av verksamheten.

§ 6 – Rapportering

Projektägaren ska skicka in en resultatorienterad slutrapport och en finansiell rapport till UHR senast vid aktivitetsperiodens slut, enligt vad som anges under §16 i detta dokument. Rapporten ska analysera uppnådda resultat i förhållande till förväntande

resultat för programmet samt eventuella förändringar. Rapporten ska innehålla en uppdaterad riskbedömning och en redogörelse för genomförda och planerade åtgärder för att hantera risker. Den finansiella rapporten ska redovisa projektets användning av budget, jämfört med beviljad budget, i enlighet med UHR:s instruktion för finansiell rapportering. Rapporten ska även redovisa alla tredje parter till vilka medel vidareförmedlats i projektet. Återbetalade medel från tredje part ska redovisas, inklusive outnyttjade medel. Även eventuell egeninsats, kostnadsdelning med tredje part och andra givares bidrag ska specificeras. Lämnade uppgifter måste ha tillräckliga underlag.

I slutrapporten ska projektägaren redovisa hur mycket som har vidareförmedlats till andra parter.

Projektägaren ansvarar även för att Universitets- och högskolerådets deltagarenkät besvaras av respektive deltagare direkt efter avslutad utbytesperiod och att det samlade resultatet av enkäterna inkluderas i slutrapporten. Deltagarenkäten finns i ansökningssystemet.

När slutrapporten skickas in intygar projektägaren, genom rektor eller motsvarande ekonomiskt ansvarig, att inlämnade uppgifter är korrekta.

§ 7 – Antikorruption

Projektägaren ska arbeta aktivt för att förebygga, motverka, upptäcka och identifiera alla former av korruption och oegentligheter. Projektägaren ska, i planering och genomförande av verksamheten, ta hänsyn till risken för korruption och oegentligheter samt identifiera risker och riskreducerande åtgärder. Om en betydande risk för korruption identifierats, ska riskreducerande åtgärder vidtas för att minska denna risk.

Projektägaren ska omedelbart informera UHR vid misstankar om korruption eller oegentligheter. Projektägaren ska omedelbart vidta åtgärder för att stoppa korrupt beteende när sådant konstaterats, och när så är relevant även vidta rättsliga åtgärder. Projektägaren ska löpande informera UHR om hur ärendet fortlöper.

Projektägaren ska uttryckligen förbjuda projektdeltagare eller andra som deltar i aktivitet som finansieras inom projektet, eller hanterar projektmedel, för sig själv eller annan, att ta emot eller låta sig utlovas, begära eller lämna, utlova eller erbjuda muta eller annan otillbörlig belöning, ersättning, kompensation, otillbörlig vinning eller förmån av något slag som kan utgöra illegalt eller otillbörligt beteende.

Projektägaren ska kräva att projektdeltagare, samt organisationer till vilka bidrag har vidareförmedlats och deras personal samt konsulter, på samma sätt arbetar aktivt för att förebygga och aktivt agerar på korruption och oegentligheter.

§ 8 – Immateriella rättigheter

Sida och UHR har fri nyttjanderätt till material och resultat som projektägaren producerar inom ramen för projektet. Nyttjanderätten är kostnadsfri och obegränsad i tid och innefattar rätt att sprida och att mångfaldiga resultatet samt nyttja det i andra sammanhang.

§ 9 – Synliggörande och information

Vid hänvisning till verksamhet som, helt eller delvis finansieras av Sida och administrerats av UHR ska projektägaren synliggöra att verksamheten finansieras av Sida. Sverigelogotypen ska därvid användas vid produktion av informationsmaterial och för informationsaktiviteter.

Projektägaren ansvarar för produktionen av informationsmaterial och för informationsaktiviteter. UHR:s logotyp får inte användas i sådant informationsmaterial. Benämningen "Styrelsen för internationellt utvecklingssamarbete", "Sida", "Universitets- och högskolerådet" eller "UHR" eller översättningar därav får inte användas på sätt som kan uppfattas som att Sida eller UHR medverkat i utformningen eller står bakom de åsikter som framförs.

§ 10 – Revision

Om det beviljade bidraget från UHR överstiger 100 000 SEK är projektägaren ansvarig för att slutrapporten revideras. Revisionen ska utföras av en auktoriserad eller godkänd revisor som är extern, oberoende och kvalificerad. UHR:s mall för uppdragsbeskrivning för revision ska tillämpas. Avsteg från uppdragsbeskrivningen kräver UHR:s godkännande i förväg.

Revisorns rapportering ska innehålla de iakttagelser som revisorn har gjort under granskningsprocessen (ett så kallat "management letter").

Projektägaren ska samarbeta med och bistå UHR vid eventuella tilläggsgranskningar, uppföljningar och revisioner som UHR kan komma att begära.

Även Sida och Riksrevisionen har rätt att granska/revidera hur projektmedel inom ramen för det svenska biståndet använts, och därvid ska projektägaren lämna sådana uppgifter som efterfrågas och som behövs för granskning.

Medel som vidareförmedlas till en samarbetspart ska underställas revision hos denna samarbetspart om den vidareförmedlade summan överstiger 100 000 SEK.

Vid vidareförmedling av medel ska projektägaren tillse att UHR, Sida och Riksrevisionen har rätt att granska/revidera hur de vidareförmedlade medlen använts, och att tredje part därvid lämnar sådana uppgifter som efterfrågas och som behövs för granskning.

§ 11 – Säkerhet

Projektägaren ska säkerställa att projektdeltagare vid utlandsresor är informerade om Utrikesdepartementets reseinformation, och vid behov rådgör med berörd utlandsmyndighet inför och under utlandsresan.

Projektägaren ansvarar för att alla studenter och lärare som deltar i utbyten är försäkrade.

§ 12 – Etiska riktlinjer

Projektägaren ansvarar för att säkerställa att projektdeltagare vid utlandsresor inom ramen för projektet känner till skyldigheten att beakta de vid varje tidpunkt gällande etiska riktlinjer vid utlandstjänstgöring som utfärdas av Regeringskansliet.

§ 13 – Fastställande av slutligt bidragsbelopp, återkrav och återbetalning

Det slutgiltiga bidragsbeloppet för projektet fastställs av UHR efter att projektägaren har lämnat in slutrapporten och denna har godkänts av UHR.

Om redan utbetalade medel överstiger det av UHR fastställda slutliga bidragsbeloppet kan UHR kräva att projektägaren återbetalar överskjutande belopp.

UHR har rätt att kräva återbetalning av utbetalat bidrag, helt eller delvis, om projektägaren inte kan visa att bidraget har använts enligt godkänd budget, eller om projektägaren på annat sätt har brutit mot villkoren i överenskommelsen. Det kan till

exempel handla om att projektet redovisar kortare utbytesperioder än överenskommet, avbrutna utbytesperioder, ej genomförda utbyten eller att utbytet har genomförts med obehöriga deltagare.

Återbetalningen ska vara UHR tillhanda inom 20 dagar från utfärdandet av betalningsanmodan.

§ 14 – Avbrutet projekt

Om projektägaren bedömer att projektet inte längre kan genomföras effektivt och ändamålsenligt kan projektägaren skriftligt begära att projektet avbryts och att överenskommelsen sägs upp. Om projektet avbryts efter att UHR har utbetalat medel till

projektägaren kan UHR kräva att projektägaren inkommer med slutrapport till UHR. Projektägaren ska återbetala överskjutande bidragsbelopp i enlighet med § 13 i detta dokument.

§ 15 – Ändring i projektet

UHR:s skriftliga godkännande erfordras inför ändrad användning av bidrag, ändrad tidsplan eller andra väsentliga ändringar i projektet. Ändringar ska meddelas till UHR i förväg och godkännas skriftligen innan de genomförs.

§ 16 – Aktivitetsperiod och utbytesperiod

Med

aktivitetsperiod avser vi hela den period under vilken projektet får uppbära kostnader. Det vill säga att faktiska kostnader måste ha uppstått inom och ska vara betalda inom perioden. Aktivitetsperioden för Linnaeus-Palme partnerskap 2017 är:

Datum för beviljande 2017 till sista möjliga rapporteringsdag, 15 november 2018.

Utbytesperiod är den period som utbyten får ske. Med utbyte avser vi läraroch studentutbyte, visumresa, språkutbildning och utvärderingsresa. Personerna måste alltså vara tillbaka och ha avslutat sitt utbyte inom denna period. Utbytesperioden för Linnaeus-Palme partnerskap 2017 är:

Datum för beviljande 2017 till 30 september 2018.

§ 17 – Rätten att ändra i villkor

UHR förbehåller sig rätten att vid behov ändra i ovanstående villkor efter att en överenskommelse med projektägaren har träffats. Om en förändring görs får projektägaren ett skriftligt meddelande om vad förändringen innebär och har då rätt att dra sig ur överenskommelsen om så önskas.