

## **Programme evaluation of Master of Science Programme in International Development and Management (LUMID): Statement from external expert group**

### Assignment and external expert group

The assignment of the external expert group (see composition below) has been to evaluate the Master of Science Programme in International Development and Management (LUMID). The evaluation is based on Lund University's eleven criteria for quality enhancement, with support from the Faculty of Social Sciences' instructions<sup>1</sup>. The assignment includes raising the strengths, challenges and development opportunities of the learning environment and the programme/programmes.

Prior to the evaluation, the expert group were given access to LU Box with a large number of documents from the department and the faculty, including the department's self-assessment and input of students.

On (26-27 May 2021), a site visit (Due to Covid-restriction, it was through Zoom) was conducted (see the program in appendix).

The external expert group:

- Ashok Swain, Uppsala University (chair of the expert group)
- Linley Chiwona Karlton, Swedish University of Agricultural Science
- Esse Nilsson, Sida

The main strengths and challenges of the programme, and the external expert group's reflections and recommendations

*(The external expert group statement is to include an analysis of the main strengths and challenges of the learning environment and the programme/programmes. The statement also includes the external expert*

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<sup>1</sup> *Instructions and procedures for programme evaluations by external experts at the Faculty of Social Sciences (2019-09-19, reg. no STYR 2019/1232) and Instructions for external experts regarding programme evaluation at the Faculty of Social Sciences (2019-09-19, reg. no STYR 2019/1262)*

*group's reflections and recommendations for development, based on Lund University's eleven criteria for quality development. The criteria below can serve as headings in the statement.)*

The Master of Science Programme in International Development and Management (LUMID) is a two-year Master's degree programme at the Faculty of Social Sciences of Lund University, Sweden. The LUMID programme came into existence in 2006, and for the last 16 years, it has been hosted and administered by the Department of Human Geography. A robust development studies milieu supports this highly popular and well-regarded Master's degree programme at the university. It gets teaching and supervision support from several other departments at the university, including departments of political science, sociology, economic history, and health sciences.

The language of this two-year programme is English. It annually admits 40 students (Swedish and international) out of approximately 1100-1400 applicants. Students are trained to develop a solid theoretical overview of development studies, interdisciplinary research, critical thinking, and how to write research papers using mixed methods in the first two semesters. In the third semester, students opt for an internship in a developing country. In the final semester, they write the final thesis. The program has successfully provided a supportive environment for the admitted students to complete the required course works, internship, and thesis writing. Thus, a high share of the students who joined the programme has been able to complete it.

The varied academic and social background of students has been a challenge to maintain a standardized academic quality and develop a cohesive social capital among the group. It is also a concern that the number of students joining the program from developing countries has been reduced in recent years. However, the program is still highly international in character. It brings together a group of highly motivated students from different disciplinary, ethnic and cultural backgrounds and provides them a fantastic opportunity for mutual experience-based learning. The LUMID program has contributed to the knowledge and character development of the students; it has also offered them training to make career choices of their choosing. As the Alumni survey shows, most of the students, after completing the LUMID programme, have been offered job opportunities in the development sector.

## **1. That the actual study results correspond to learning outcomes and qualitative targets**

*In addition to the learning outcomes stated in the Higher Education Ordinance, LUMID promises its students after completion of the program, (1) be able to apply their knowledge and understanding, and problem-solving abilities to new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of international development and management, (2) analyse and critically examine development theories, policies and strategies in a variety of contexts, ranging from the micro-level to the international level, (3) analyse specific development needs within the abovementioned contexts, (4) understand and reflect critically upon key concepts and approaches of project and programme management in the sphere of development, (5) formulate development policies and strategies relevant to particular development contexts, on the basis of the theoretical, analytical and practical skills acquired during the programme, (6) apply these policies and strategies in real-life settings in developing countries, (7) access policy documents and quantitative data from governments, nongovernmental organisations, international organisations, academic journals and public data-bases and adopt an analytical and critical approach to this data and information, (8) identify the correct qualitative and quantitative techniques for data collection and analysis in a developing-country context, and (9) monitor the academic and non-academic development within their field of study, employ referencing systems and possess knowledge about scientific channels of communication.*

To provide these learning outcomes and achieve qualitative targets, LUMID's focus is two-fold: Learning by doing and teach critical thinking using a mixed-method approach. The programme consists of 120 ECTS divided among nine courses, out of which the Master's thesis is worth 30 ECTS. Besides methodological training, the first year provides a theoretical grounding in development studies, natural resource management, urban and rural development and livelihoods, global health, development organization, and programme management. The courses have theoretically high quality and are taught by well-qualified professors, lecturers, PhD candidates as well as external practicing consultants. Students within the programme, get adequate training in development perspectives. However, though the training is provided on programme management, it is somewhat less than training on theory and method.

In the first semester of the second year, students take two field-based courses in developing countries. They spend the semester being affiliated with an organization working on development issues. While taking these two courses in developing countries, students get field-based training on programme management and collect data for their thesis writing. This applied knowledge on programme management and problem-solving largely compensates for the relatively less emphasis in the first year on the topic.

In the second semester of the second year, students write their Master's thesis. The LUMID programme provides group supervision and encourages independent and critical thinking. Master theses from the program are of high quality, methodologically solid, and invariably a satisfactory combination of theory and empirics. Overall, the evaluation finds that the courses and training provided within the LUMID have been successful in imparting learning outcomes as the programme has promised. Some improvements can be made by revisiting the literature to include more authors from the global south, bringing diversity in the resource teams, and strengthening the research methods course to be more comprehensive and improving the training on programme management.

## **2. That the programme focuses on students' learning**

The LUMID programme for the teaching and learning activities focuses on an interdisciplinary approach, critical analysis of theory and practice, the use of mixed methods, and applied learning. Nine courses of the programme are framed to enhance the knowledge and understanding of the students in Development Studies and programme management and to acquire specialised methodological expertise in the field of Development Studies.

Learning outcomes are evaluated through a range of examination forms. LUMID programme actively encourages group work, and the courses ask for group assignments from the students. Group supervision is also provided for writing the Master's thesis. Group works, group assignments, group supervision, besides offering the advantage of peer review, also encourage interdisciplinarity. Oral group presentations and other forms of examination also catalyse critical analysis of theory and practice. The method course also trains the students to make critical assessments of works carried out by organizations they are attached to for the internship and collect data to write their theses. Final thesis supervision and the group supervision in which students participate significantly contribute to students' learning of mixed and applied methodologies and critical thinking.

LUMID programme receives high-quality students as the competition to join the programme is very high. Thus, the expectation from the programme is also relatively high. The programme has been largely successful in fulfilling the expectation and the requirement in providing academic and theoretical knowledge. Given the geographical, logistical constraints and pandemic-forced restrictions, the programme has worked on teaching 'project and programme management skills' and 'problem solving skills'. There are still expectations from the students about improved learning in these areas.

### **3. That the programme is based on a scientific foundation and proven experience**

Teachers working within the programme are highly competent and have the relevant expertise for each and every course LUMID offers. The teachers' pool is drawn from eight different departments/centres, which clearly reflects the program's interdisciplinary strength. All the courses are led by professors or senior lecturers with long experience in teaching. Teaching in the programme also judiciously combines the experienced teaching staff and also young faculty and Ph.D. candidates. All the teachers have sufficient experience in conducting their research in developing countries. Several of them are also engaged in providing consultation services to organizations and associations in the development cooperation sector. Master thesis supervisors are experienced and competent, and the thesis examiners are three professors from three different disciplines. This has helped to produce Master theses from the program, which are though interdisciplinary in nature at the same time, are solid in their own subject areas as well.

LUMID also engages guest lecturers from consultancy firms, government organizations, and NGOs with long experience in the development sector. These guest lecturers are invaluable for the programme in offering an applied approach in teaching and training. The programme may consider diversifying this guest lecturers' pool to provide a Southern perspective to development cooperation.

The program and its course contents are guided by a Steering Committee, which the Faculty appoints. Six Steering Committee members are Professors and Senior Lecturers from different disciplines, and they have needed expertise and experience to pedagogically guide the programme.

### **4. That teaching staff, including supervisors, have appropriate expertise in terms of subject, teaching and learning in higher education and subject teaching as well as other relevant expertise, and that teaching capacity is sufficient**

Based on the nine courses offered in the LUMID programme the course convenors and teachers involved with the programme gives a true reflection of the competencies. Of particular note is the Global Health course as an exception that has the course convenor and assistant course convenor who are both PhD candidates. The courses are a progression in terms of learning for the student with the study programme director being quite engaged with teaching in the introductory course to frame the programme and concepts that form the common thread of the programme. From the schedules, interviews, literature and publications by

the staff, it is clear that the teaching staff are well anchored in the subject matter of the courses. They apply a combination of lectures, seminars, group work, case discussions and student presentations.

Some improvements could be made given the nature of the programme Development in Practice, in terms of having teaching staff that represent diversity and development: global south, gender and literature authored by them.

In the field courses offered in year two, a combination of methods is employed to ensure that students benefit from peer learning and peer feedback. The course convenor has sufficient expertise in field methods and is supported by an ample team. Teaching in this course is predominantly “distance education” – but with detailed two-way follow-up of the students with the facilitators.

The human resources available for teaching each course vary based on the format of the course. Nevertheless, each course has more than an adequate number of teachers that represent field experience as well as mastery through the publications. The table below gives an overview of the staffing per course.

The teacher qualifications for the individual program courses are detailed in the table below.

	Prof	Sen Lec	Ass Sen Lec	Ph D	Ph D cand	Msc	B.A.	Sum
MIDA11	2	1	1	1	1	1		7
MIDM12		4		1		1	1	7
MIDA24	1	1		2		1		5
MIDM45	2		2	2				6
MIDA13	2	1 (docent)			3			6
MIDM26		3 (inkl. 2 docent)	1	1		2		7
MIDM58		1		1		2		4
MIDM38	1	1	1					3
MIDM19	4	6 (inkl. 4 docent)	1					11

In terms of supervision of the master’s thesis and based on the quality of the submitted and examined thesis the programme adequately meets this need. However, a couple of things could be improved upon based on interviews with the students:

- Expertise is sometimes missing, in terms of supervision for thesis. The current method of submitting your topic of interest and then a potential supervisor selecting your topic disadvantages some of the students. Take more account of the diversity in the classroom.
- Even though efforts are made to find an external supervisor they may not be well informed to properly guide the student or ensure that the thesis complies with the LUMID requirements. Efforts should be made to reduce student weariness.

## **5. That the programme is to be relevant for the students and meets the needs of society**

As indicated before, LUMID's focus is two-fold: Learning by doing and teaching critical thinking using a mixed-method approach. Through the implementation of the nine courses, students are taught theoretically and practically about development using a holistic approach. The courses weave through development by including aspects of natural resource management, sustainable development goals, urban and rural development, global health, and field methods. By enabling the students to undertake an internship, whereby they can apply the theory they have learned, students get to have a hands-on experience of development in practice. This course takes the student through the process of learning by doing, enhances the student's analytical capabilities, and prepares the student for eventually undertaking their thesis work. Overall, this approach and combination of classroom, field and practice, produces a final human resource that is ready to be gainfully employed and give back to society.

Through the development organisations and programme management course, students have the opportunity to interact with practitioners in the field. One observes that most of the resource persons are consultants. A suggestion brought forward by the students is to engage practitioners actively in the field as well as practitioners from the Global South to balance the dominance of Global North resources and experience.

In the interviews, students also expressed some concerns on the emphasis and balance between academia and practice. It might be useful to think about this, so the students feel that they are getting the expertise advertised and that they applied for.

## **6. That the students have an influence on planning, implementation and follow up of the programme**

Students were overall very happy with the programme and the courses. This is evident by the high number of applicants each year. Congratulations! As one student stated:

*"a degree from Lund University is worth something"*

The alumni surveys and interviews with the students revealed some issues that we find to be very useful for the programme moving forward. These are presented ad libitum below:

- Thesis support has been quite varied and is still a problem to figure it out. It depends a lot on who you get as a supervisor. Some students get a lot of sympathy and support while others do not.

More attention and support could be accorded to students that are not familiar with the Swedish environment.

- It is bothering to see that assignments are seldom graded anonymously. This introduces unconscious bias.
- The fact that we should spend 40 hours reading in the internship course while also trying to find the internship alone is discouraging
- The internship course does not have enough budget to support us as students
- The literature was very much from a Global North perspective, so I took it upon myself to look for literature from the Global South, and also literature written by women. In the first course this seems to be listened to somewhat, but still, a long way to go
- Some teachers and course leaders are receptive to changing and refreshing the literature while others are quite resistant.

## **7. That an appropriate study and learning environment is available to all and includes a well-functioning support system**

Like most Swedish universities, Lund University is no exception in providing the basic functions that should be available for all students, staff and employees. Scientific writing, project reporting, and other tools are available to the learners thus facilitating learning. Equality, gender and disability policies exist, and students are made aware of their rights. Distance learning platforms, library services that can be accessed off and on campus made it relatively easy to access information during the virtual classroom period. We commend the programme for having a steering committee that diligently follows the programme to ensure a high-quality standard.

As 2020 was an exceptional year with COVID19 ravaging the whole world, students were caught unawares with the strange study context. So were the teachers. Nevertheless, the pandemic also provides an opportunity to examine what could be improved, as illustrated by the students:

- With COVID-19, I think we should have more support – they expected us to do internships in developing countries. But they had to include other options of development with Covid, and this also broadened the thinking about development
- In some batches, persons of colour have not felt at ease
- Fee paying students and scholarship students may require extra support in and outside of the classroom, culturally and contextually.



## **8. That there is continuous follow up and development of the programme**

The LUMID follows a well-functioned process for regular follow up and continuous development of the programme. The ten-member steering, while taking decisions related to admission, course syllabi, literature lists, and programme syllabus, regularly discussed the program's content and development. LUMID's Director of Studies also plays the anchoring role in programme and course development and follow-up. Course convenors are also tasked to develop the course, taking the student evaluation into serious consideration. Students have the possibility, and they are encouraged to anonymously submit their individual course valuation providing quantitative as well as qualitative assessments and reflections on the course. The Steering Committee discusses and advises the development of the programme taking into account the programme and course evaluations and Alumni surveys. Overall, LUMID has an excellent structure for the follow-up and development of courses and the programme.

## **9. That internationalisation and an international perspective is promoted in the programme**

The LUMID programme is about international development, development cooperation and sustainable development and aims to be relevant to contemporary and on-going global development. The programme aims to attract cadres of international students, notably from the global South, and to provide young people with post-graduate training for either careers in international organisations, in national development agencies, in civil society organisations or for students to pursue academic research careers.

Students are particularly attracted to two main components of the LUMID programme, which are (1) the strong focus on management and (2) the emphasis on practical approaches to global development (demonstrated by evaluation sheets, student and staff interviews). This is what students perceive as the "selling points" of the programme and why many are attracted to apply to the LUMID programme. Whereas an amazing number of students graduate and find employment in international development organisations (an even spread across government, civil society and slightly less regarding the private sector), there are however some concerns from the students with regard to international perspectives, management components and practical approaches to development.

### *International perspectives*

International development as an idea is a relatively recent phenomenon, that stems from the post-war era following World War II and the Marshall Aid Plan. The prior historical colonisation and decolonisation processes of

global scale in the sixties cemented ideas of a civilised world of the northern based colonial powers vis-à-vis the uncivilised world of the global south, or at least in need of development. The history of development in these countries have been overlooked everywhere as a rule. Although LUMID clearly addresses many of the historical aspects around international development, students are wary of a “northern-based” conceptualisation and approach to international development within the programme. The literature for various courses have been described by students as over-representing scholars from Northern universities or institutions and often white male authors. Likewise, to demonstrate development dilemmas in Northern countries, we could defuse unwanted dichotomies and instead point to a shared vision of global responsibility for sustainable development. This environment could more easily bring about discussions, perspectives and experiences that LUMID-students from Southern countries bring to the classroom without them being “tokenised” or brought to highlight specific country experiences (examples of this have been noted to the evaluators). Experiences of development experiences could equally be sought from students of Northern origins, compared and discussed with global development in mind, without compromising the LUMID niche of focus on the South (i.e., guest lecturer).

#### *Management of development cooperation – the project as a model?*

Although *the project* within conventional development cooperation remains, its relative prevalence has diminished. The same applies to the Logical Framework as a planning and management tool, which nevertheless appear at times in disguise within new public management and results-based management. Although these approaches are very important to understand, international development agencies today, exercise a richer plethora of funding instruments and management, such as core funding, programme-based funding, guarantees and direct grants to partner organisations (government to government i.e., the multilateral system). But the management of development interventions is not only about aid instruments, funding mechanisms and the management of these, but also about management in terms of process, participation, transparency, accountability, non-discrimination, gender and power relations as well as ownership. Thus, LUMID may consider in widening the meaning of management in development cooperation. Some students have also remarked that there has been a tendency to lean towards Northern and male orientations of management. In the case aid cooperation takes place in conflict and post-conflict locations, planning and management become even less predictable, where more risk-sensitive and flexible management styles are applied by necessity. The Corona pandemic had resulted in management based on prevention, flexibility, and trust to a larger extent. Finally, within natural resources management, a range of different management frameworks are used, representing management beyond the project and the logical framework approach. With the LUMID

course already attracting worldwide students with a curriculum of expert knowledge of management within development cooperation, the Programme may consider redesigning and expanding this part of the programme.

#### *Hands-on skills for practitioners*

Most development agencies (government and non-government) apply different tools to understand, analyse, and manage development (including monitoring and evaluation) to assess and manage portfolio interventions. This is also reflected in the LUMID programme and there is a clear selling point to students, offering practical skills and learning throughout the course work. The course structure and several courses demonstrate this ambition (i.e., MIDM12, MIDA24, MIDM 26, 38 and 58). The taught methods tend to be geared towards research work, while many students have expressed a desire for more practical skills, suggesting that the LUMID programme could benefit from concrete tools that are used in development planning and cooperation. Examples include hands-on skills in;

- Gender planning and analysis, gender budgeting
- Human rights-based approaches
- Poverty analysis, including social, power and conflict analysis
- Monitoring and evaluation, including the ability to comprehend audit reports
- Anti-corruption
- Environmental impact assessments
- Policy and decision-making processes (public administration vis-à-vis civil society)
- The design of Terms of References (for procurement of external consultants)

In order to support teaching competence within the LUMID programme, facilitation of these skills could be arranged in collaboration with guest lecturers and practitioners from diverse development agencies, including those based in the global South (invited or digital facilitation).

#### **10. That gender equality and equal opportunities perspectives are integrated in the programme**

The LUMID programme adheres to the Lund University Policy for Gender Equality, Equal Opportunities and Diversity, under which an annual gender equality report is produced. The Department of Human Geography stipulates rules for the departmental Health and Safety plan (the Work Environment Policy, mandatory in Swedish work places), and establishes

routines regarding victimisation and discrimination, in a separate policy (The policy to counteract victimisation and discrimination at the Department of Human Geography). All documents assessed in this evaluation display adequate goals and measures, and in the latter departmental policy there are references to the seven grounds of discrimination. The list of masters thesis titles displays that at least 15 out of 30 titles relate to gender equality, men and women, including four titles that focus on health issues and two on sex work. No case of discrimination on the basis of gender has been reported to the evaluation team from staff or students, but perceived tokenism towards people of colour has been mentioned. Furthermore, there is criticism of gender imbalance from the students regarding teaching components, including that of the management discourse, and that the reading lists do not enough reflect women and Southern scholars, Southern institutions and a diversity of management practices.

To some extent the international development discourse is indeed shaped and framed by Northern perceptions of development and practice and has also been dominated by male scholars. However, this continues to change in the world and the LUMID programme is in a unique position to actively promote a more diverse and contemporary understanding of what development means to different people and in different contexts, in order to be truly international and inclusive. This would also positively impact on the relevance of the programme. Today the SDG goals are global and apply to all countries in the world. That means that more complex, more contextual and more diverse models and representations are required to explain international development, today and in the future.

#### **11. That subject-relevant perspectives on sustainable development are promoted in the programme**

The LUMID programme is described as an interdisciplinary Master's programme in international development cooperation. A major part of the students come from non-Swedish countries, including African, Asian and Latin American countries. Because of COVID-19, the non-Swedish part of the student group has decreased in the last batch. Still, the international blending of students from different development contexts and experiences, is a major strength of the programme and valued among both students and staff. The programme's composition of development and interdisciplinary themes and topics, adds to this richness and resource of the student learning environment. Judging from documentation, from discussions with LUMID staff and students and perhaps particularly through the review of selected student dissertations, the convincing evidence is that LUMID delivers high-quality and advanced learning for the students of the programme. In addition, a vast majority of the students secure relevant employment following the receipt of their MSc degrees.

The LUMID programme thereby fulfils its aims and objectives and can thus be considered successful.

Whereas all programme courses clearly are relevant to the LUMID outcomes, no single higher degree can contain all aspects of international development. Some central development issues could be better placed and visible in the course syllabi, for instance *sustainable development in all its three dimensions, social, economic and environmental sustainability*, as of the Sustainable development framework and Agenda2030. The syllabi and reading lists give no comprehensive block of sustainable development, where all three dimensions of sustainability are explained, explored and analysed. The 17 sustainable development goals (SDGs) seem to receive relatively little attention, in part or generally throughout the LUMID programme, including the fact that sustainable development and the SDGs apply to the whole world, North and South. There are signs that common global goals have started to change current thinking within the global development discourse. Historical perspectives leading up to this global agenda, could equally be part of the syllabi, from the Brundtland report and the early international development targets (ITGs) formed before the millennium and later replaced by the millennium declaration and millennium goals (MDGs). Content on the full meaning and practice of sustainable development (social, economic and environmental), would presumably be best addressed in the initial course on international development perspectives (MIDA11). This would enable students to gain an overall understanding of today's global development objectives, from the outset.

Given that development agencies get more involved in development challenges in conflict and post-conflict countries as well as development challenges relating to natural hazards and climate change, the practical reality gives two broad, emerging and urgent implications of sustainable development, which are (1) that conflict, conflict sensitivity and resilience need to be analysed and understood, and (2) that long-term development cooperation needs to be linked to humanitarian aid and vice versa. LUMID, being an attractive MSc programme for young people who wish to pursue a future career in international development, would benefit from and enhance relevance to the programme if integrating these key aspects in the course content.

### **Summarised views and recommendations**

Overall, the Evaluation team finds that LUMID is an impressive and standout Master's programme. The courses are well planned and thoughtfully designed, emphasizing a practical and interdisciplinary approach. The programme, in general, combines theory and hands-on management skills to a large extent well. The programme, in its 16 years of existence, has made a commendable international reputation. The success rate of the students completing the programme and finding a job of their

choice is very high. The programme continues to be popular. That has facilitated a group of well-qualified and highly motivated students from a large pool of applicants in joining the programme every year. However, there are certain areas, the evaluation team believes that further improvements can be made to make the programme better. The recommendations are the following:

#### 1) More Time Needs to be Allocated for the Programme Management

LUMID is a unique Master's programme that encourages students with multi-disciplinary backgrounds. They come from different parts of the world, and several of them come to the programme with some prior work experience. The program also requires students to do an internship in developing countries. All these program characteristics need more time for management and coordination than a regular Master's programme in any Swedish university. Currently, the Director of Studies of LUMID is allocated only 30-40% of her time to run the programme. We believe that managing the programme needs to be the primary task of the Director of Studies, so the time allocated to the job needs to be increased to at least 50%.

#### 2) Frequent Changes of Programme Directors Must be Avoided

We have observed that there have been frequent changes, at times yearly, in the programme directors of LUMID. In the last seven years, LUMID has been directed by six different directors. This is very unusual, and these changes are neither good for the teachers nor the students of the programme. This makes it difficult for programme development and follow-up. We would strongly recommend that the host department take necessary steps that the Director of Studies is employed on a long-term basis rather than in an ad hoc manner. Considering employing a permanent staff member rather than someone needing funds to fill their time must seriously be considered.

#### 3) Need for a 'single window' for Internship support

The internship is a vital part of the LUMID programme. The second year of the programme is virtually based on the internship as the internship also influences and guides the Master theses of the students. The programme also has precise requirements on the type of countries and organizations to host the interns. Given the importance and condition of internships within the programme, it is important that one person must have the primary responsibility to manage the internship course. Time and economic resources allocated for this task. The involvement of several staff advising students for the internship is likely to create confusion. We would recommend that one person be the in-charge of the internship course.

#### 4) More Emphasis on hands-on management skills

Though the LUMID programme is on international development and management, the focus of training has been primarily international development and much less on management. The less emphasis on teaching and training of hands-on management skills can be seen as not delivering what has been promised to students. It will be good if, in the first year of teaching, the training on management skills can be further strengthened with the help of guest lecturers and practitioners from different development agencies, including those based in the global South. This would enable the students to gain attractive skills for future employment. The internship term could provide time to test and internalise practical skills and/or critically review these in the dissertation work that follows. As for the benefit of aid agencies, there is added-value of recruiting candidates with good knowledge of such skills.

#### 5) Research Method training and supervision need Improvement

The programme offers a course on 'Theory of Science and Methods' in the first semester. The course is of high quality. However, it provides a 'smorgasbord' of methods for the students. There is a need for further coordination and coherence in the time allocated for the different components among different instructors. The method course also can be better adapted to train students on methods related to studying and analyzing program management in the development sector. At the time of thesis writing, the supervision support needs better coordination as well. The international students can possibly get some support from the course-in-charge and/or programme management. We see this as an important support function required; to select and decide their thesis supervisors as they do often lack experiences of selecting their supervisors on their own.

#### 6) Domination of Northern literature & Northern Perspective

In today's world, when international development is so much more than the share transfer of resources from rich to developing countries, the LUMID programme would benefit from a widened understanding of global development cooperation. For instance, many Southern-based countries have become donor countries in their own right, south-to-south development cooperation is common, and aid resources nowadays include additional development actors, such as non-governmental organisations, the private sector, foundations, and private transfers (ie remittances). At the same time, the world has seen the *graduation* of development targets set originally for *the developing world* (i.e., the South), to include *development in all countries in the whole world* with the Sustainable Development Goals and Agenda2030. Similarly, Sweden has a

significantly diverse Global South population in the academy that is seldom included in the Swedish development arena. Engaging such expertise are some low hanging fruits that the LUMID programme could explore. The LUMID programme needs to more clearly relate to this, while retaining the focus on Africa, Asia and Latin America should remain in the future. The inclusion of more literature and perspectives of authors and practitioners from the South, with a gendered balance between male and female scholars, would enable a more internationally embedded learning environment.

#### Appendix: programme for site visit

26 May 2021

09.00-10.00	Department/programme management
10.00-10.15	Break
10.15-11.15	Students
11.15-11.30	Break
11.30-12.00	Study adviser/education administration.

27 May 2021

14.00-15.30	Teaching staff representatives (with a short break around 14.45)
15.30-16.30	The external expert group works in private session
16.30-17.00	Feedback to programme management