

Regional Educational Development Research in Sweden of Forty Years

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Abstract

In order to examine regional educational development in combination with school development in Sweden during the last 40 years, this paper presents the results of an integrative, systematic literature review. The study shows a sprawling result: a dozen regional projects mostly directed to higher education, little debate, mostly descriptive studies, weakly evaluated governmental educational initiatives, and hardly any research or debates ranging from preschool through the whole school system. However, the most important implication is the need for reanalysis of the values that permeate the entire school system and the community of life values in rural areas.

Keywords: Literature review, Regional educational development, School improvement, Sweden, Rural values

1. Introduction

Two counties in Mid Sweden, Jämtland and Västernorrland, have identified regional educational problems. These counties have lower educational level and school achievements compared to other parts in Sweden (Skolverket, 2014) and have a relatively large proportion of an out-migration of well-educated individuals from the region (Statistiska centralbyrån, 2014). The national school results have, in some parts of the region, steadily declined for nine years; in other parts, they also need to be improved (Skolverket, 2014).

An effort to connect to regional educational development in the school context is the research project "The Best Regional Education Systems in the World" which is a partnership among the Mid Sweden University, companies and public sectors in Mid Sweden, and three selected schools in the region of Mid Sweden. The underlying assumption is that the regional educational system needs to contribute to the regions welfare and the intent behind the project is to make it possible for a region like Mid-Sweden to develop in a positive way for people, companies, and the public sector, which is also in line with Ambos and Schlegelmilch (2010), Florida (2002) and Olsson and Wiberg (2003). This study should also be viewed in light of the major role of institutions for growth and prosperity, where, in particular, the institutions' ability to change and adapt to new circumstances is of great importance. The institutional framework can lead to success, stagnation, or declines in the regions (North, 1990).

To contextualize that project, an integrative, systematic literature overview of the current debates and conclusions within regional educational development in Sweden is provided, including a consideration of the relationships among regions, education and success factors. Therefore, the aim of this sub-study in the project is to identify regional educational development research and regional school improvements across a variety of contexts of associated literature published between 1983 and 2013. For Nordic educational research, this is highly relevant because of problems with regional equality as well as expertise relocation and its repercussions on the entire education system (Dahlström, 1996; Svensson, 2006). First, to contextualize the findings of the review, this article provides an overview of the current debates and conclusions within regional educational development and school improvements internationally, including a consideration of the relationships among regions, education, and school improvements. Second, the method of the review is outlined. The integrative literature review has many benefits for the scholarly reviewer, including evaluating the strength of the scientific evidence, identifying gaps in current research, identifying the need for future research, bridging between related areas of work, identifying central issues in an area, generating a research question, identifying a theoretical or conceptual framework, and exploring which research methods have been used successfully. Third, a summary and discussion of the outcomes of the review are presented. This is structured around two levels of analysis of the review data: a general overview concerning the distribution, research foci, associated theoretical framework, methods, and design of the articles reviewed, followed by a thematic analysis of regional educational development research in relation to school improvements from a national perspective.

2. Previous Research

The past decade may have witnessed considerable expansion and development within the field of regional educational research (From & Olofsson, 2014). The importance of higher education for a region's growth has increasingly attracted international attention in many countries, such as Russia, Britain, Canada, Turkey, China, and Australia, and in all continents. If countries want to be globally competitive, regional innovation systems need to be strengthened. In order to achieve this, cooperation among higher educational institutions, public authorities, and the business sector becomes vital. Regional engagement, academic excellence, and research are complementary activities (Ambos & Schlegelmilch, 2010; Weibull & Nilsson, 2010). In order to allow innovative efforts in peripheral regions to be as productive as they are in core areas, they need to be complemented by huge investments and human capital (Crescenzi, 2005). The role of human capital and the creative class as well as technology factors sharpen regional development. For regions to compete, evolve, and survive, education is crucial, and there are clear links between education and regional development (From & Olofsson, 2013; Florida, Mellander, & Stolarick, 2010). Also, a good education system, ranging from preschool through elementary school and high school to university level and postgraduate education, is vital to development. This mutual relationship is described by Hernandez and Goodson (2010) and Veugelers and Ziljstra (2010) and emphasizes that initiatives in the classroom or department are influenced by the surrounding context of the school, the district, and the nation. Of course, such initiatives are important not only from a regional perspective, but also from a national and international context. A further aspect is the concept of regional management, which seems to play an important role for regional headquarters to develop into dynamic competence centers (Ambos & Schlegelmilch, 2010). In Sweden, regional educational development, in corresponding with academic attention, is problematized and researched (e.g., Persson, 2003; Westerlund, Deiaco & Johansson, 2005). This key question has to be asked of politicians: How can we make sense of current regional educational research and debates in order to navigate the research evidence to allow for critically informed decisions to be made about the influence of regional policy decisions? (Gullstrand & Hammarlund, 2007). A key question for a practitioner teaching in school or higher education today could be as follows: How can we make sense of current regional educational research and debates in order to implement the results in teaching and courses? (Svensson, 2006a,b).

3. Aim and Methods

The aim of the study was to deepen the knowledge of previous research on regional educational development and school improvements in Sweden as well as to capture and describe the phenomenon of variation in different contexts. This study is based on an integrative and systematic literature review (SLR), inspired by Polit and Beck's (2008) model which provided a flow chart of the literature review and a qualitative, thematic, content analysis. Integrative literature reviews offer a means for researchers to search for and assess what is known about a particular topic with to the aim of finding a solution to a particular problem or suggesting directions for future research. It is described as being the broadest category of research reviews, combining the findings of a range of different research designs including those of

qualitative and quantitative studies (Evans, 2008).

To analyze the contents of the various texts, a descriptive content analysis was performed. Content analysis means that the contents of the results of the studies were examined methodically and progressively while interpreting texts to find prevalent phenomena. The content analysis model is characterized by its identification of distinctive categories which are then narrowed down to even more specific categories. Traditional content analysis can be divided into three steps: selection of focus texts, encoding of the texts, and interpretation of the results (Auhiva, 2008). During the second step, problems can arise mainly with connotative interpretations, which require expertise and are best reviewed collaboratively. The situational context was taken into account, so the “maximum variation sampling” was achieved (Franzosi, 2008). Maintaining scientific integrity involves great attention to validity during the phase of the integrative review, and not defining the operational definitions too narrowly or too broadly. The reviewer must balance the definitions and methods review constantly during the research process. The integrative literature review has many benefits to the scholarly reviewer, such as identifying gaps in current research and a need for future research, bridging between related areas of work, and highlighting central issues in an area (Cooper, 1998). A thematic integrative study design was chosen to obtain a holistic understanding of the subject. This approach, in accordance with the method allows researchers to combine data from the theoretical literature as well as empirical literature (Whittemore & Knafl, 2005) which also makes the analysis more complex and difficult. The purpose could also therefore be answered from a wider range of sources.

3.1 Strategy and Inclusion Criteria

Employing progressively detailed inclusion criteria, the systematic review of the literature involved multiple phases: an initial identification of potential studies via an advanced search of PRIMO¹; subsequent screening of abstracts and titles; a review of 13 books, 4 book chapters, and 3 reports on the theme, and an in-depth review and theoretical analysis of 14 full articles. An automated advanced search of this database was conducted using increasingly refined search criteria to identify those potentially relevant studies for use in the review (see Figure 1).

¹Primo is the discovery tool for Mid Sweden University, a single access point where one can find articles, books and journals that the library has procured - both print and digital full texts.

**Summary of Method of
Review**

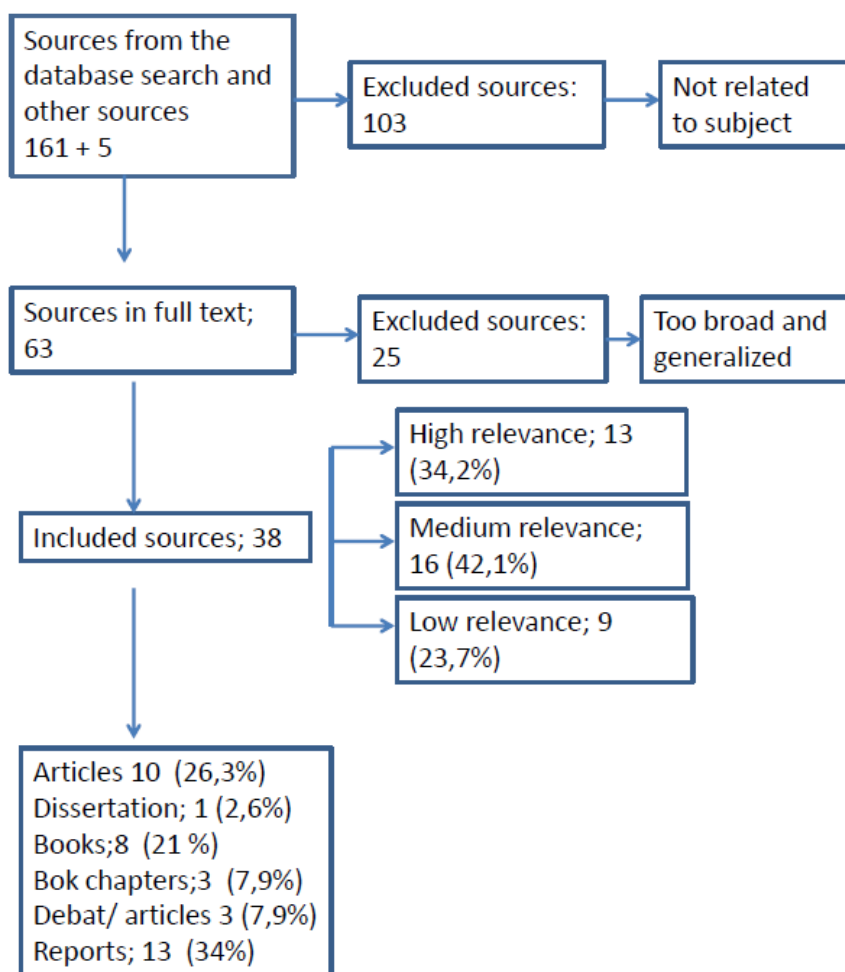


Figure 1. Summary of Method of Review

Keywords used were regional educational development*, school improvements*, school efficiency*, regional school development*, school effectiveness*, and Sweden* with different combinations—both the Swedish and English words. The literature search was limited to 1983–2013 and to publications written in English or Swedish. The limitations of these years was due to that the first text was recovered 1983 and the literature review was undertaken 2013.

The next phase of the review involved the retrieval and screening of the full articles. Using the more detailed information from each of the full articles, the inclusion criteria were reapplied. In addition to the original inclusion criteria, those full articles/texts that formed the initial in-depth review were also judged and selected on the basis of the extent to which they provided comprehensive accounts of different aspects of the nature, methodology, and findings of the study. Using the remaining 38 sources, a thematic analysis (Braun & Clarke, 2006) of the data was then carried out to identify key themes occurring within the sources. The sources were reviewed and evaluated concerning content, scientific quality, and relevance. The assessment of the relevance of the articles was done in collaboration with

members of the research team. Data processing, assessing quality, sorting, categorization, and examination of the items were made using assessment documentation through an thematic analysis (see Appendix I). Articles are presented in matrix (see Appendix II).

4. Results and Analysis

This section outlines the outcomes of the review. It is structured around two levels of analysis: 1) distribution of themes, years, methodological approaches, assessed relevance, sources and languages of the articles reviewed; and 2) followed by a thematic analysis and discussion of the data in relation to the nature and impact on regional educational development and school improvements.

4.1 Distribution

A total of 168 sources were included in the initial review; 103 of these were then excluded, leaving 63 full text sources for in-depth review. Further, 25 sources were excluded and regarded as irrelevant content for the study. Thus, 38 sources served as the basis for this literature review.

As shown in Appendix I (table 1), researchers found there were six themes in overlapping clusters. In all, 28.9 % of these sources focused on different regional projects, 15.8% focused on different kinds of “mental images” for students in connection to regional development, 13.1 % were debate articles, 10.5 % focused on higher educational and research and for the theme of women, 7.9 % focused on regional educational initiatives, 5.2% focused on both higher education (HE) and research and regional projects, 5.2% were a combination of HE and research and regional educational initiatives, and 2.6% were a combination of women and regional educational initiatives.

The reviewed sources had been published in 1986–2013. As we can see in Appendix I (table 2), the majority of the sources were published in the first decade of the millennium (2001–2010); not less than 68% of all texts were published these years. Regarding the different sources published, table 3 shows that 34.2% were reports, 26.3% were articles, 21% were books, 7.9% were book chapters or debate articles, and one was a thesis. The methodological approaches were overwhelmingly qualitative (94.7%), and the same was true for the language, which was almost exclusively Swedish (92.1%) (see table 4 and 6). The estimated contextual relevance in relation to the purpose of the study was as follows: 44.7% medium, 31.6% high, and 23.7% low (table 5). To determine contextual relevance the research team was used to inter-rater reliability tests to determine the strength of the determinations.

Efforts in regional educational development in Sweden were directed to adults, higher education, regional projects, and initiatives. Most of the sources were published in 2001–2010, which is natural as the major regional economic initiatives were implemented years before. Most studies are descriptive with qualitative approaches and written in Swedish. Only a quarter of the texts could be classified as research, which also has repercussions on the texts’ relevance. The research texts were more highly scientifically valued. However, by using an integrative literature review, this study shows what is known about this topic and also provides a large variation sampling.

4.2 Thematic Analysis

One dominant theme was regional projects, which, to some extent, overlapped with two other themes: regional education initiatives and higher education and research. In addition, three other themes—debate, women and mental images—could be discerned.

Regional projects. A dozen regional projects are described or/and evaluated in these forty years. Some examples are regional sustainable development for municipality population growth (Augustinsson & Nilsson, 2005), regional efficiency and innovate production methods (Rylander, Ebbesson, Törn, & Abbasian, 2010), regional vocational higher education programs (Fregidou –Malama & Jakobson, 2008), research on regional and local development processes (FoU-Centrum i Söderhamn, 2005) and female entrepreneurship, equality, and inclusion (Lundgren, 2007).

Regional educational initiatives. Two educational projects reviewed governmental funding. Regional educational investments (RUS) received 120 million during 1988–1991 that were applicable to high school, adult education, and college collaborations (UHÄ Report, 1992, a, b, c). The conclusions are that entrenched and elaborate project proposals should be based on real regional needs, the funding was less than what municipalities were hoping for, and that referrals from RUS should have been clearer. Another education initiative was an allocation of 150 million Swedish Crowns (SEK) for collaboration between higher education and municipalities during 2002–2004, (Westerlund et al. 2005; Unge & Samverkansdelegationen, 2005 a, b). Eighteen projects establishing new educational initiatives were described and evaluated. Results were new cooperation structures, increased coupling of regional and local development projects, strengthening of local learning centers, a raised level of education and human capital customized to local labor market needs, and the promotion of cooperation between different actors. However, the following was recommended:

Shall collaboration between the university and the community be a dynamic force in regional and national development; it must be built on both education and research, based on fixed resources and guided by a long-term strategy. (Westerlund, Enrico, & Johansson, 2005, p. 76).

One Swedish region, Västra Götaland, had a prominent role in the literature review and involved education, research, regional development, and autonomy. There is a high correlation between knowledge about higher education in general, and a positive image of its activity, which provides a positive outlook for higher education among the general public. This region had no high level of regional identification (Nilsson, 2000), but the idea of a coherent and uniform education system where citizens, educators, and politicians are able to engage across school boundaries and ideological plank has this been an issue, so even it is important to engage in international affairs and build up external contacts.

Higher education and research. Universities and regions (also named *the twins*) have historically been mutually interactive regarding education and regional vitality (Olsson & Wiberg, 2003). The importance of higher education and research in all educational programs stimulates regional development (Weibull & Nilsson, 2010). Universities have historically been associated with growth, but now there is a regional competition (regionalism), and new

ideas about regional growth and new contextual analysis are needed:

. . . the presence of colleges and universities seem to be an almost necessary condition for regional economic growth, it is not a sufficient condition. Something else is also needed. The question is what (Olsson & Wiberg, 2003, p. 31).

Universities, colleges, and research have expanded since the 1990s in Sweden as an important factor in times of increased operating environment dependency and increased global competition. Higher education institutions were expanded with great expectations about growth in the regions. However, it seems expectations were difficult to fulfill (Sörlin, 2000). As the knowledge society is characterized by spatial concentration, the strong regions have expanded while the weaker ones have decreased in size (Persson, 2003). Research and education have the most industrial effect in cities with more than one million inhabitants. When knowledge societies are formed, the coordination of several policies, a rich culture, and a rich local community life is important (Florida et al. 2010).

Debates, development, winding up, democracy, and entrepreneurship. In 1986, the role of education in economic and regional development had already been problematized by Östlund. The author recommended that educational initiatives would apply to all age groups (not just youth), that the local work would be so attractive that well-educated would stay there or move there. He also focused on the importance of good differentiation of labor, investment in higher education as a regional educational initiative and development resource, forms of collaboration between industries and universities, and investing in government or governmental agencies.

Regional partnerships could be seen as a threat or a realization of democracy (Hudson, 2001). Hudson asked what opportunities the new regional partnerships have to strengthen or weaken democracy in the context of the regional growth agreements. Quite similar questions were expressed by Bergström- Levander (2003) and Gullstrand and Hammarlund (2007). One consequence is that higher educational investments in rural areas weaken Sweden's growth. Another is that a county, which already has a highly educated workforce strengthen, thus its favorable age structure. Regional growth will be reflected in regions' education levels.

An open question regarding whether entrepreneurship education can contribute to the local community change and development was asked by Olofsson (2006). He described the promotion of entrepreneurship conducted in Västernorrlands County and wanted to create a discussion about entrepreneurship opportunities in rural areas (Olofsson, 2006).

Women. Women's situations were also a focus. Their position in the labor market and the education system was based on reports from the county administrative boards that were analyzed by Ericsson (1987). Traditionally, female occupations tended to become increasingly important for the women's labor market, and there were large regional variations in the labor force distribution on work requiring different skill levels. The differences were greater for women compared to men.

The efforts appeared to continue to have a bias towards the previously dominant working areas (Hammar & Svensson, 2005). In the regional areas, women's participation and importance did not change, but a start of development at the local level could be discerned

(2001–2005). These authors ask themselves where all the women had gone in regional development. The same question was asked by Hard (2007)—it was more specifically regarding how gender mainstreaming is integrated in regional growth policy. Women's ability to define and influence social and regional growth in different regions is severely limited, by issues such as meeting times and standard office hours and getting women appointed and called into leadership positions.

Another perspective of women in a male-dominated periphery and experiences from northern Scandinavia involved descriptions of young people's migration patterns from Troms County. The focus is on rural youth migration patterns. The periphery is dominated by male economies and recreational activities. Rural women are less visible, and their activities are not as valued as males' activities. Young men tend to follow in their fathers' footsteps, while young rural women break from the mother's life path. The young women in rural areas are breaking new ground by continuing in higher education. The young men at risk of being left behind become "losers" (Dahlström, 1996, p. 28).

Mental images. Mental images are another theme. There seems to be correlations between the children's statements about their future and the outcomes in middle age. Children with low and surprisingly high expectations (about 25%) suffered from increased mortality, economic problems, and weak attachment to the labor market during middle age. Expectations may have been self-fulfilling prophecy, but the analysis also showed that the expectations mainly reflect background facts known to the children—e.g., childhood conditions, parents' characteristics, homeland possibilities, their own abilities and performance (Halleröd, 2011). The concepts of past and future in the construction of lifelong learning can link and harmonize the interests of the individual, society, and the future, which can be emphasized in schools and education according to Petersson, Olsson, and Popkewitz (2007).

Popular education's role in local development in rural areas has been linked to village movement; it is dominated by bottom-up approaches and strongly linked to voluntary work carried out by the local inhabitants themselves in Sweden, which are presented by Eriksson and Forsberg (2010) and discussed in relation to theories of social development and common identity.

The driving forces associated with young people's experiences of the home municipality Söderhamn and migration from smaller towns have been researched by Eriksson, (2006,b) under the heading "Winning and Disappear." Young people are forced to relate consciously to norms of "youth" and "normality". The interacting factors demonstrate large differences in adolescents' actual and perceived influence and participation. Young people who wanted to stay in the region did not feel wanted by the local rulers, and this made the paradox concerning which young people and "who count" clear. Young people's views on participation are not matched by the adults' perception of how young people should take part in political life (Svensson, 2006, a). In summary, these five sub-themes, women's situation, mental images, historical awareness, handling popular education using a top-down approach, and changing the view adolescents' life path choices, could be important for school development in rural areas.

5. Concluding Reflections

5.1 Results

In summary, this integrative literature review revealed a sprawling result: there has been too little debate, and the sources were descriptive studies, for example, historical overviews or descriptive evaluations. In addition, one-third of the sources were official reports. The discussions, debates, and investments pertaining to universities and education programs' role in the Swedish rural areas began in the mid-1980s. Even then, the role of universities for rural and Sweden's prosperity was discussed in the light of increased global competition. The most important factor for the development of the municipalities and the regions seemed to be education and a connection to research and innovation regarding the development of rural areas (e.g., Crescenzi, 2005; From & Olofsson, 2013; Hernandez & Goodson, 2010; Veuglers & Zijlstra, 2010). At the end of 1990, higher education expanded with great expectations about growth in the regions. The state invested several hundred million in a few projects in 1995–2005 on education for adults and collaboration between municipalities and higher education.

Results obtained from this investment are cooperative structures, learning centers in the municipalities, developmental entrepreneurship projects, and workforce supply. However, these results show that premises from the government should have been clearer, project proposals must be based on real regional needs; fixed resources and a long-term strategy would have been desirable. These large government economic initiatives strengthened the likely possibilities for adults to study and stay in rural areas, such as strengthening learning centers in many rural municipalities. The focus was more of a practical nature namely trying to create more jobs and there were no clear ideological rewrites or a long-term strategy. None of these efforts in regional educational development include education of youths.

A region that, in the 1990s, had already distinguished itself from the rest of Sweden was Västra Götaland (Weibull & Nilsson, 2010; Nilsson, 2000). It formed the early region in this area, interacted widely with the college, and created good relations with the public. The idea of a coherent and uniform education permeated the region where citizens, educators, and politicians engaged across school boundaries and ideological barriers. The road to knowledge-intensive societies through the university was clear. A dozen regional development projects were evaluated during the years 1973–2013. These are mostly good examples of how people in towns, districts, or regions managed different projects, from new regional collaboration to the creation of innovative production, to higher vocational education in rural areas, to women's entrepreneurship. They can serve as good examples, but the scientific follow-ups and evaluations would have benefitted from more scientific designs. They are mostly descriptive reports without a methodological approach. Since many projects appear to have been successful, it would be beneficial, from a societal perspective, to extract a lot more knowledge with greater awareness of monitoring and evaluation.

Clearly, the large expansive regions have developed (i.e., have been promoted) and expanded, while rural areas have not had this development (Bergström- Levander, 2003; Gullstrand & Hammarlund, 2007). Rather, these areas have failed to flourish and development is stagnant.

One can also ask where regional political strategies are with a holistic approach. The government invested a lot of money during 1990–2005, but what have the rural regions gotten out of this? Did it have the desired effect? Paradoxically, the knowledge of prosperity has increasing regional disparities, which Sörlin warned of in 2000. The research clearly shows that education and opportunity/proximity to the university are important for regional development (Sörlin, 2000), but something more is needed. The question, though, is what?

Perhaps we see in this project actors or informal institutions of civil society that see themselves as emerging institutions, when the formal institutions do not seem to function properly when it comes to regional development and education. With no formal education or constitutional factors may guide development in the countryside in a positive regard, impulses from , for example, associations, social groups and businesses to bring about changes

This overview shows the absence of previous relevant research for our project. There is no research and there are no debates ranging from preschool through the whole school system. Good education systems, ranging from preschool to universities, are vital for development. This mutual relationship is described and emphasizes that initiatives in the classroom or department are influenced by the surrounding context of the school, the district, and the nation (Hernandez & Goodson, 2010; Veugelers & Ziljsra, 2010). Studies about the school improvement and the impacts on students and regional development are also missing. Young people's and women's voices are also absent. One explanation may be that existing institutions do not function properly for regional development (cf, Douglas, 1990). Therefore, representatives of civil society made themselves a part of institution-building and o in to affect school and training for regional development.

5.2 Pedagogical Implications

There are many pedagogical implications to address. First, it is important to evaluate the attitudes generally speaking in schools and society in rural areas concerning regional educational development. What is better and worse for young people's development and future in rural areas? The winning-and-disappearing mentality could be problematized. Are young men/women winners if they move to a big city and study? Or, can they be winners if they stay in the countryside working and studying? There is need for a review of life values in schools in rural areas. What implicit or explicit values are passed on about the future in the rural area? How can teachers influence future beliefs about the rural areas? Furthermore, it is equally relevant to consider the potential impact of regional educational improvements throughout the school system.

Another issue is to listen to youth and women's voices and discuss with them what is necessary for them to stay on and enjoy the countryside. What are their visions? What is needed for them to stay?

An implication for the government is to value a unified regional political grip on the whole educational system and have a long-term strategy. What is the intention behind regional educational development and different projects? This study is highly relevant for Nordic

educational research because of problems with regional equality, expertise relocating, and repercussions for the entire education system.

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Appendix

Appendix 1.

Table 1. Distribution of themes

Themes	# of Articles N= 38	% of articles
HE & Research	4	10,5%
Regional educational initiatives	3	7,9 %
HE & research+	2	5,2 %
Regional projects		
HE & Research + Regional educational initiatives	2	5,2 %
Regional projects	11	28,9%
Women	4	10,5 %
Women, Regional projects+ educational initiatives	1	2,6 %
Mental images	6	15,8%
Debate	5	13,1 %

Table 2. Distribution of sources reviewed by year

Years	# of Articles N= 38	% of articles
1983- 1989	2	5,3 %
1990-1995	5	13,1 %
1996-2000	2	5,3 %
2001 - 2005	13	34,2 %
2006 - 2010	13	34,2 %
2011 -	3	7,9 %

Table 3. Distribution of sources reviewed by year

Distribution of sources	# of Articles N= 38	% of articles
Articles	10	26,3%
Dissertation	1	2,6 %
Books	8	21,0 %
Book chapters	3	7,9%
Debate/articles	3	7,9%
Reports	13	34,2%

Table 4. Distribution of methodological approach

Methodological approach	# of Articles N= 38	% of articles
Qualitative	36	94,7 %
Quantitative	2	5,3 %

Table 5. Distribution of Relevance

Relevance	# of Articles N= 38	% of articles
High	13	34,2 %
Medium	16	42,1 %
Low	9	23,7%

Tabel 3. Languages

Language	# of Articles N= 38	% of articles
English	3	7,9 %
Swedish	35	92,1 %

Appendix 2. Article matrix

	Author	Year	Country	Methodological Approach	Data collecting	Analysis Level	Relevance	Theme
1.	Weibull, L. & Nilsson, L.	2010	Sweden	Qualitative study, descriptive	Literature study	Content Analysis	High	HE & research
2	UHÄ-rapport	1992	Sweden	Quantitative study, descriptive	Survey study	Content Analysis	Medium	Regional projects
3	UHÄ-rapport	1992	Sweden	Qualitative study, descriptive	Interviews, document studies, strategy studies	Content Analysis	Medium	Regional projects
4	UHÄ-rapport	1992	Sweden	Qualitative study, descriptive	Literature, surveys, documents, interviews	Content Analysis	Medium	Regional projects
5	Sörlin, S	2000	Sweden	Qualitative study, descriptive	Literature study	Content Analysis	Medium	HE & research
6	Bergström-Levander, I.	2003	Sweden	Qualitative study, descriptive	Literature study	Content Analysis	High	Debate
7	Nilsson, L.	2000	Sweden	Qualitative study, descriptive	Qualitative study, descriptive	Content Analysis	High	HE & research+ Regional projects
8	Gullstrand, J. & Hammarlund, C.	2007	Sweden	Qualitative study, descriptive	Qualitative study, descriptive	Content Analysis	High	Debate
9	Holmgren, A	2007	Sweden	Qualitative study, descriptive	Case studies	Content Analysis	Medium	Regional initiatives
10	Augustsson, S. & Nilsson, A.	2005	Sweden	Qualitative study, descriptive	Case studies	Content Analysis	Low	Regional projects
11	Olofsson, A	2006	Sweden	Qualitative study, descriptive	Literature study	Content Analysis	High	Debate
12	Westlund, H, Deiac, E.	2005	Sweden	Qualitative	Document	Content	High	Regional

	& Johansson, M.			study, descriptive	studies, case studies	Analysis		projects
13	Rylander, D., Ebbesson, I., Törn, E. & Abbasioan, S.	2010	Sweden	Qualitative study, Descriptive	Literature study	Content Analysis	Low	Regional initiatives
14	Samverkandelegationen	2005	Sweden	Qualitative study, descriptive	Document studies, case studies	Content Analysis	Medium	Regional projects
15	Lorendahl, B.& Persson, L.O.	1992	Sweden	Qualitative study, descriptive	Literature study, document studies	Content Analysis	Medium	Regional projects + Regional initiatives
16	Unge, S. & Samverkansdelegationen	2005	Sweden	Qualitative study, descriptive	Literature study, document studies,	Content Analysis	Low	Regional projects
17	Unge, S. & Samverkansdelegationen	2005	Sweden	Descriptions	Descriptions of cases	Descriptions	Low	Regional projects
18	Qvist, M.	2011	Sweden	Qualitative study, descriptive	Interviews, documents observations	Content Analysis	Low	Regional projects + Regional initiatives
19	Fregidou -Malarna, M & Jakobsson, S.	2008	Sweden	Qualitative study, descriptive	Document studies, interviews, focus group interviews	Content Analysis	Low	Regional projects
20	FoU-centrum I Söderhamn	2005	Sweden	Qualitative study, descriptive	Research review, Literature study,	Content Analysis	High	HE & research, Regional projects
21	Östlund, H.-E.	1986	Sweden	Qualitative study, descriptive	Qualitative study, descriptive	Content Analysis	Medium	Regional initiatives
22	Westlund, H.	2004	Sweden	Qualitative study, descriptive	Qualitative study, descriptive	Content Analysis	Medium	HE & research
23	Eriksson, A—L.	1987	Sweden	Qualitative study, descriptive	Literature study, Document studies,	Content Analysis	Medium	Women
24	Olsson, B. & Wiberg, U.	2003	Sweden	Qualitative study,	Literature study,	Content Analysis	Low	HE & research

				descriptive	Document studies,			
25	Hudson, C.	2001	Sweden	Qualitative study, descriptive	Literature study, Document studies, case studies	Content Analysis	High	Debate
26	Lundgren, M.	2007	Sweden	Qualitative study, descriptive	Documents, observations, survey	Content Analysis	Medium	Regional projects
27	Asplund, E. , Lagerqvist, A, Heydebreck, P. Dahlén, L. & Norberg, A.	2009	Sweden	Qualitative study, descriptive	Literature study, document studies, interviews,	Content Analysis	Medium	Regional projects
28	Halleröd, B.	2011	Sweden	Quantitative study, descriptive	Surveys	Content Analysis	High	Women
29	Eriksson, L. & Forsberg, A,	2010	Sweden	Multi Methods	Literature study, document studies, interview, surveys,	Content Analysis	High	Mental images
30	Aktuell forskning & Utveckling	2005	Sweden	Descriptive	Literature study, Document studies,	Content Analysis	Medium	Debate
31	Svensson, L.	2006	Sweden	Interactive research approach	Surveys, interviews, , focus group interviews	Content Analysis	High	Mental images
32	Eriksson, L.	2006	Sweden	Interactive research approach	Focus group interviews	Content Analysis	High	Mental images
33	Hammar, S & Svensson, L	2005	Sweden	Interactive research approach	Surveys , focus group interviews	Content Analysis	Medium	Women
34	Hård Ursula	2007	Sweden	Qualitative study, descriptive	Surveys	Qualitative study, descriptive	Low	Women

35	Petersson, K., Olsson, U. & Popekewitz	2007	Sweden, USA	Qualitative study, descriptive	Document studies	Qualitative study, descriptive	Medium -	Mental images
36	Dahström, M.	1995	Norway	Quantitative, descriptive	Surveys	Content Analysis	High	Women
37	Lendahls Rosendahl & Rönnerman	2007	Sweden	Qualitative study, descriptive	Interviews	Content Analysis	Low	Mental images
38.	Dimenäs, Kolback, Wede & Norlund	2013	Sweden	Qualitative study, descriptive	Documents, field notes, reports	Content Analysis	Medium	Mental images

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