

Registration number	Grants manager	Project title	Abstract
SG2015-5972	Karolinska Institutet	Training and Research Academic Center (TRAC) Sweden-Vietnam	The aim of the proposed project is to establish a Training and Research Academic Center, a sustainable infrastructure for collaborative research and higher education involving Swedish and Vietnamese partners aiming to strengthen scientific, administrative, clinical and teaching capacity and promote evidence-based health policy. It will strengthen Swedish university's international competitiveness through access to a setting with health challenges that are prevalent for a majority of the world's population and increasingly important in the Swedish context. The ultimate aim is contributing to better health and poverty alleviation globally. Swedish Universities have long been active in Vietnam training a large number of PhDs and master students which has created a cadre of well-trained researchers and teachers, of whom many now have central positions in hospitals, universities and ministries. To safeguard past and current investments it is important to develop a basis for long-term sustainable research and training environments. Each Swedish university itself is too small to have representation. The project is innovative as it will be the first instance when five Swedish universities jointly establish a Training and Research Academic Centre serving as a academic hub in the most dynamically developing part of the world.
SG2016-6522	Lunds universitet	MIRAI-Connecting Swedish and Japanese Universities through Research, Education and Innovation	Seven Swedish and fourteen Japanese universities have come together to conduct a project in research, education and innovation, to strengthen academic collaboration between the two countries. The activities will be carried out both in Sweden and Japan over two years, and include PhD courses, workshops, research seminars and short term mobilities. The topic and focus of the project will be within the broader contexts of large-scale research facilities, life sciences, sustainability, ICT, and innovation processes. The project is specifically directed at researchers at an early stage of their career (junior researchers), to provide them with knowledge, contacts and networks to become future leaders of joint research and education activities between the two countries' universities. Through this project, large-scale research facilities in Sweden will receive exposure in Japan and be promoted for joint research activities. Collectively, this initiative will help generate long-term collaborations and research excellence between Sweden and Japan. The experience gained from this project will also be used to develop a model for binational academic cooperation that can be extended and applied to promote academic collaborations with other countries in the future.
SG2016-6524	Karolinska Institutet	Doctoral Supervisor Training – A Hub for Collaboration and Internationalisation	Background: High quality doctoral education is of paramount importance for new generations of researchers who will have a career either in academia or in other sectors of society. Universities should create mechanisms to select the best doctoral candidates and to provide the best possible conditions for becoming independent researchers. Universities are thus responsible to provide high quality supervision for their doctoral candidates. Swedish universities are at the forefront of organizing supervisor training and introducing institutional policies in connection to this. Karolinska Institutet (KI) has created a comprehensive supervisor training programme that receives international accolade. Supervisors and doctoral candidates are often located in more than one country, a situation demanding expertise in supervisor-doctoral candidate relationships and several aspects of internationalisation. Aim: To enhance the strategic research and training competitiveness of KI and to create an international strategic hub for doctoral supervision training with a high quality training-the-trainers programme and mutually beneficial collaborations with universities of strategic importance. The results of the project will be incorporated in KI's training offer and disseminated nationally and internationally. Purpose: To enhance the quality of KI's doctoral supervision training, to share best supervision practices and strategies and to create still more effective international collaborations.
SG2016-6528	Kungliga Tekniska högskolan	Mutual Innovation Capacity (MIC) - Challenge Driven Education for global Impact	KTH, DIT, UDSM (incl. UDICTI) intends to set up a strategic partnership program to develop mutual capacity in challenge driven education for global impact. The project will enable KTH to integrate societal challenges of developing countries like formulated by the sustainable development goals into the engineering curriculum. For the first time, engineering graduates at KTH will have the opportunity to acquire knowledge and skills to provide solutions to complex challenges in emerging and developing economies as part of their regular curriculum. KTH and our Tanzanian partners will strengthen the capacity of their teachers to lead students' teams in challenge driven education. A joint IT platform for collaboration, dissemination and interaction with external stakeholders will be launched. The project will strengthen the partnership with the World Bank and other external stakeholders; it will support institutional development for a competitive role of KTH in internationalization and global impact for a better tomorrow.
SG2017-6952	Uppsala universitet	South Africa - Sweden University Forum	South Africa-Sweden University Forum is a project that will run from 2017 to 2020 and will bring together researchers, students, industries, funding agencies, NGOs and other societal actors from Sweden and South Africa to discuss global challenges and their impact on society. The partnership consists of 27 universities, with seven Swedish and 20 South African universities taking part in the proposal. The project is inspired by best practices developed in (amongst others) previous STINT Strategic Grants projects like The Glocal Classroom (coordinated by Malmö University) and Swedish Academic Collaboration Forum (coordinated by Lund University). The project will build on these experiences and concepts but also add new and innovative ways to work with internationalization. The main activities in the project are the following: 1.1Comprehensive research seminars with surrounding outreach activities to engage governments, funding agencies, industry, NGOs, students and the surrounding society 2.1Short term research mobility 3.1A joint, interactive platform to spread the ideas, knowledge, methods and solutions produced in the project
SG2017-6955	Stockholms universitet	ASIAQ: The Arctic Science IntegrAtion Quest	The ASIAQ project unites six Universities from three continents and four countries (Russia, Japan, USA and Sweden) in an endeavour to jointly advance research and education for a sustainable Arctic. Specifically, ASIAQ focuses on Arctic waters: those on land and the Arctic Ocean. Their well-being is of fundamental importance in the times of rapid climate change and its impacts on not only global climate, economics, politics, but also on health and well-being of indigenous and local communities in the Arctic. However, responsibility for a sustainable Arctic cannot be confined to people in the Arctic. Neither does water recognize geographic, political or disciplinary boundaries. Therefore, researchers from four disciplines that commonly work independently: Arctic Engineering and Technology (AET), Arctic Physical Sciences (APS), Arctic Medicine and Health (AMH), and Arctic Social Sciences (ASS), will work together in ASIAQ in order to address the fundamental challenges facing the Arctic ecosystem and its inhabitants through the common link of Arctic waters. Special emphasis will be placed on involving early career scientists into ASIAQ because these young people will be the ambassadors of future cooperation in a globalised world, both across geographical and discipline boundaries, but also across cultural and traditional ones.
SG2017-6960	Handelshögskolan i Stockholm	Stockholm School of Economics strategic internationalization program – From international to global: Developing teaching, research and business in Africa with a built-in faculty and student exchange program.	This is a project that aims to broaden our international strategy into a truly global one. We aim to develop a research, teaching and business development center that aims to strengthen our institutional network with partners in Botswana, Namibia, Kenya and Uganda and to initiate student and faculty exchange within research and education as well as within our administration. The Center is part of our overall strategy to maintain a position as the number one international institution in Sweden and driven by institutional demand from students and faculty at SSE and our partner schools. The project includes five workshops, four in Africa and one in Sweden, student exchange and faculty exchange. The objective is to capitalize on the STINT grant to create a sustainable research center with an endowed chair in business against poverty, 10 international cases for both the Swedish and the international market, 10 theses in Africa, 90 student exchanges in Uganda and Kenya and 2-3 faculty from each partner participating in the project.
SG2017-6956	Karolinska Institutet	Internationalisation of the Curriculum (IoC) – A Framework for Action	Due to the increasing internationalisation of Higher Education, many universities have made it central to their strategic policies. Karolinska Institutet (KI) has started internationalising its education programmes and shifted focus to its defining element, the curriculum. By connecting strategic planning to student learning, the curriculum plays a major role in the success or failure of internationalisation policies. Despite the resources invested in internationalising education, the role and power of the curriculum have been overlooked. The aim of this project is for KI to adopt the process of internationalisation of the Curriculum (IoC). IoC breaks new ground in connecting research-based evidence with practice by applying innovative curricular design to internationalise teaching and learning. It is a consultative process involving university leadership, academic programmes, the students who study them, and the academics who design, deliver and assess them, as well as support services. KI must instigate a paradigm shift in its conception of education by developing the underpinning values, beliefs and priorities it has thus far set. IoC will provide such a framework for KI, that will, in turn, provide a frame of reference for Swedish Higher Education Institutions.
SG2018-7506	Lunds universitet	Strategic Internationalization of Research and Education in Precision Health and Everyday Democracy (PHED)	In November 2017, Lund University approved our concept for Strategic Internationalization of Research and Education in Precision Health and Everyday Democracy (PHED). The project builds on existing expertise at Malmö and Lund Universities, with invited, collaborating universities in the USA and Brazil. We have co-authored this application with our consortium members to ensure that the theme, activities, and events resonate with the strategic goals of all participating institutions. The commitment of our own and collaborating institutions is reflected in generous co-financing from Swedish and international partner institutions that exceeds the funding requested from STINT. The project will span over three years, 2019 through 2021, and will bring together scholar-scientists and students from five different institutions, non-profit agencies, and three nations. To meet important societal challenges, Lund (co-ordinator) and Malmö Universities will establish an international research and educational consortium characterized by collaborations across the borders of medical, social, political, and biological disciplines.
SG2018-7507	Karolinska Institutet	Developing an integrated platform for improved internationalisation – KI-China strategic platform	KI-China strategic platform aims to develop a novel model of internationalisation for Karolinska Institutet (KI) and other Swedish universities through implementation of the integrated and structured KI-China collaboration. The project will establish a COORDINATOR TEAM of the KI-China collaboration, to collect and analyse the data/information of the collaboration for setting-up a "KNOWLEDGE BANK of the KI-China Collaboration". The coordinator team and the knowledge bank will then execute the "FACILITATION" roles to facilitate KI leadership's strategic decision making on the KI-China collaboration; to reinforce KI partnerships with leading Chinese universities; to promote cutting-edge research collaboration on both theme/university and individual research group levels; and to enhance education collaboration on all three circles of higher education. The KI-China strategic platform will develop an "ASSESSMENT" machinery to evaluate collaboration outcomes, and to reinforce existing collaboration. Importantly, we wish to generalize our new operating model of the KI-China collaboration, and to share our successful and less successful experiences in internationalisation with other Swedish universities. The KI-China strategy platform may be proved as an efficient and novel operating model for structured and outcome-driven internationalisation, and the knowledge gained from the project may help to strengthen internationalisation at KI and other Swedish universities.
SG2019-8118	Mälardalen University	Comprehensive internationalization through digitalization, innovation and global-regional coproduction	Mälardalen University (MDH) has a strong profile on coproduction with the industry, society and public sector, with many years of experience in developing methods and results within that setting. The university commits in its strategy to deliver research and knowledge for the benefit of the society and strongly believes that this concept developed and successfully implemented in Sweden also can be successful in an international context. In this project, we will coproduce internationally with universities in two neighbouring countries of Latin America, Colombia and Panama, as well as their regional partners, to support and develop several strategic internationalization initiatives at all three universities. Our goal is to make significant steps forward in integrating internationalization in our core mission education and research, by implementing a set of actions together with our partners, including virtual exchange, lifelong learning, global-regional development and innovation and entrepreneurship. The project involves several different organisational units and disciplines supporting internal cooperation and adding multidisciplinary dimensions to the international partnerships. The project been discussed, and is strongly supported, on all significant levels, including vice-chancellors, school and faculty deans, administration, and the faculty members. We all expect a strong impact on the strategic university level of the participating partners.
SG2019-8119	Lunds universitet	Joint courses for Sustainable Societies in Chile and Sweden	Sustainable society is the overarching theme of the ACCESS Swedish-Chilean research platform, and it encompasses concepts such as the need to address the use of natural resources, contemporary phenomena such as migration and democracy and antibiotic resistance. An important component for fostering a new generation of academic scientists adept at intercultural communication and interdisciplinary research is joint educational projects. This proposal aims to create a strong educational component within ACCESS that builds upon the solid foundation of the ACCESS research platform. The endeavor presents a challenge to work across borders in a sustainable way, to enhance the depth of the present collaboration and to develop new tools for teaching in an international context. A three year program with an annual cycle to develop and offer new courses will bring together Chilean and Swedish academic scientists, and utilize the complementary expertise, experience and perspectives to enhance research within ACCESS.
SG2020-8596	Stiftelsen Högskolan i Jönköping	TOWARDS INCLUSIVE INTERNATIONALIZATION: INTERNATIONAL UNDERSTANDING AND INTERCULTURAL COMPETENCE OF STUDENTS AND FACULTY	The aim of this project is to develop, implement and assess activities for advancing the international understanding and intercultural competence of students and faculty. This timely and necessary. There is increasing attention towards creating inclusive learning environments that provide international understanding and intercultural competence for all students, and where an understanding of hegemonies of the global North are reflexively attended to. The activities are organized into the following thematic areas: 1) virtual exchange, 2) college learning, and 3) college and campus readiness. The proposed is led by Jönköping University (JU)—which is a young and responsive university, characterized by a high degree of internationalization, an entrepreneurial spirit and a strong focus on collaboration with community and academic partners. The project contributes to further develop the institute's international profile and its commitment to co-creates knowledge with key stakeholders—both locally and globally. JU has recently updated its vision and positions itself as “leading as a collaborative, internationally connected and globally oriented university”. The project is consistent with the University's priorities and has the strategic and financial commitment of university leadership. It is a true endeavor to collaborate across the boundaries of the different schools as well as with selected partner universities.
SG2020-8603	Handelshögskolan i Stockholm	Stockholm School of Economics (SSE) and Jönköping International Business School (JIBS) trans-African Internationalization Project: Building knowledge through networks	The purpose of this project is for SSE and JIBS to become the first higher education institutions in Sweden that have a trans-African network and a deep knowledge of Eastern and Southern African business contexts. The project consists of SSE/JIBS introducing the case-method of teaching in universities from the following countries: Kenya, Uganda, Ethiopia, Rwanda, Tanzania, Botswana and Namibia as well as facilitating the writing of local-expert business cases in Ethiopia and Rwanda. The project emanates from emerging research findings from SSE's ongoing STINT Africa project in which it was found that the dominant educational method used in higher education was that of one-way teacher to student communication. As educational methods influence the skills of graduates, we draw the conclusion that the current lack of graduates skills is due to the current method used. Hence, the introduction of case teaching. The project context was chosen as it provided a mutually beneficial activity for partners and offers a win/win situation for all partners involved. SSE/JIBS build and develop their networks and tacit knowledge through working with our African partners in common activity. Our African partners gain the requisite knowledge to introduce and use a new educational method.
SG2020-8605	Sveriges Lantbruksuniversitet/ SLU	Global Challenges University Alliance 2030	The goal of GCUA 2030 is to enhance the capacity of its partners to contribute to Agenda 2030 and the SDGs through increased strategic international collaboration. A key objective is to equip the next generation of researchers, teachers and academic leaders with knowledge, tools and networks that will strengthen their capacity to work across disciplines, to conduct translational research and, consequently, in the long term, to be able to better position universities/HEIs to contribute to sustainable global development. In a novel approach, GCUA 2030 provides an open, flexible and inclusive collaborative model. The core element of GCUA 2030 is a global learning forum primarily for PhD students, but open also to master students and post docs/young researchers. The engagement of university teachers/researchers and university leadership will stimulate and ensure networking, knowledge-sharing and co-learning at all levels within and among GCUA 2030 universities. Through the range of scientific disciplines as well as the geographic spread of partners globally, GCUA 2030 participants will be exposed to and get an understanding of a variety of context-related priorities and perspectives on sustainable solutions for the future. GCUA 2030 aims to have a balanced group of participants, both regarding gender and university affiliation.
SG2021-8932	Uppsala universitet	SASUF 2030	SASUF 2030 is a transformative project uniting 38 universities from across Sweden and South Africa. Bringing together leading researchers, teachers, students, university leaders and other stakeholders, the project will develop joint solutions to the challenges posed by the UN Sustainable Development Goals (SDGs) and Agenda 2030. With the momentum built between South Africa and Sweden over the past few years, SASUF 2030 will pilot new and innovative ways of working with strategic internationalisation. In addition to the broad spectrum of activities already successfully proven in our initial collaboration, SASUF 2030 will introduce a range of new tools such as grants to develop virtual exchange, the inclusion of students in all aspects of the partnership and a new, interactive format for bilateral research seminars. Thanks to our diverse university network, the support of hundreds of researchers in both countries, the SASUF Student Network (with more than 900 members) and the embassies in both countries, SASUF 2030 will constitute a formidable force for contributing to the Agenda 2030 and represent a significant new phase in the bilateral relationship between Sweden and South Africa.
SG2021-8934	Chalmers Tekniska Högskola	Sweden-East Africa University Network – knowledge development for sustainable development (SWEAFUN)	Sweden East Africa University Network (SWEAFUN) is a new strategic joint initiative from Chalmers University of Technology (Chalmers) and partner universities in East Africa to increase collaboration and exchange that promote global sustainable development. The initiative offers novel opportunities to pursue research, training and utilization in the realm of sustainability through collaboration with partners in low-and middle-income countries (LMICs), an expressed priority of Chalmers. The goal of SWEAFUN is to galvanise the base for strategic and equitable collaboration and to kick-start activities in selected areas, which will function as thematic working groups: Food and Nutritional Health, Sustainable Energy Innovations, Air Quality, Data Driven ICT, and Drinking Water Health Assessment. SWEAFUN will help coordinate activities, facilitate sharing of new knowledge and experiences, promote trans-disciplinary collaboration and strive to foster long-term partnerships. After 18 months, participants will meet in Kigali, Rwanda, to share progress, consider new collaborative opportunities and plan ahead. SWEAFUN is expected to provide actors at Chalmers with opportunities to collaborate productively with partners at East African universities. Collaboration through the initiative is also expected to offer novel approaches to produce and explore new knowledge that is of high relevance for attaining Agenda 2030.
SG2023-9204	Lunds universitet	Sweden Korea Education, Research, and Innovation Collaboration (SKERIC)	SKERIC is a joint proposal between eight leading Swedish and Korean universities, building on a longstanding history of cooperation. SKERIC aims to equip some of the best and brightest young researchers and innovators with the necessary tools, skills, and networks to become leading researchers, academic leaders and outstanding innovators, capable of addressing pressing societal challenges as well as advocating for democracy and academic freedom.
SG2023-9208	Högskolan i Halmstad	Indicators: Development and Implementation of support for internationalization in first cycle degree programmes	The ambition in this project is to support the educational programs better to further develop internationalization and, in the end, more global students. Based on the University's vision, goals and strategy, HJU has developed a set of indicators for measuring and developing first cycle programmes and used them in a pilot study (spring 2023) on a small number of programmes. This project aims to scale-up the use of these indicators and to develop a support structure.
SG2024-9380	Umeå universitet	Tackling Global Challenges Through Swedish-Japanese Synergy: MIRAI's Blueprint for Sustainable and Engaged Internationalization	The MIRAI, which means "future" in Japanese, consortium is a joint effort by 10 universities from Sweden and 7 from Japan. In this project, MIRAI initiates renewal, teaming up to tackle big global issues and set new standards for how international collaborations can work well into the future. Today's challenges are complex and require insights from many different areas. However, integrating competencies from different fields is tough due to deep-seated organizational and cultural barriers. Despite this, MIRAI is ready to take them on, building upon its robust foundation and experience in bringing together experts from various disciplines. This project focuses on activities that encourage working together across different fields, addressing issues that affect the world. It aims for broad transnational and interdisciplinary participation, incorporating a suite of activities like a student Olympiad, global challenge engagement events, long-term exchanges, skillset training sessions, and knowledge transfer toolkits. This effort aims to provide valuable opportunities for students and early-career researchers to dive into international and interdisciplinary research, helping them to develop skills to communicate and collaborate effectively within and beyond academia. Additionally, this project works on sharing knowledge on how to advance international university partnerships well and aims to strengthen the academic community with sustainable ways of working together.
SG2025-9524	Uppsala universitet	South Africa - Sweden University Forum+ (SASUF+)	SASUF+ aims to deepen research, education, and innovation collaborations between 12 Swedish and 25 South African universities, while expanding the model to other African countries. Building on previous successes, the project has reached a level of maturity that allows for decentralisation and broader regional inclusion. The initiative supports the United Nation's Sustainable Development Goals and the African Union's Agenda 2063 by enhancing virtual collaboration, increasing student engagement, and promoting interdisciplinary research in four key thematic areas: Sustainable Health, Green Transition, Migration and Urbanisation, as well as Democracy, Social Justice, and Indigenous Knowledge Systems. The project includes AIMday (Academic Industry Meeting Day) events to connect actors from academia, industry, and societal sectors, expanding access to an Africa-wide network to increase research collaborations, and creating opportunities for early career researchers. It also features leadership training for students and hackathons focused on sustainable solutions. By fostering multi-level partnerships and engaging in policy dialogues aligned with African Union (AU) - European Union (EU) funding, SASUF+ aims to make a lasting impact across academic, societal-, and industry sectors. Its decentralised leadership model ensures inclusivity, long-term sustainability as well as a diverse and relevant agenda.
SG2025-9528	Högskolan väst	Embodying Work Integration best practices in Continuing technical Education: A Sweden-India Joint Initiative - EWICE	University West (HV) and Jönköping University (JU) in Sweden propose a partnership with BITS Pilani, Hyderabad Campus, India, to prepare aspiring engineers for the workplace and keep practicing engineers updated with the latest technology. This collaboration will cover all aspects of higher education in technology, from curriculum development to experiential learning and evaluation. It aims to create an ecosystem involving government, higher education, and industry stakeholders, fostering continuous learning with flexibility and choice. Designing programs for professional engineers is a key focus. Given the project's scale and complexity, a one-year preparatory phase is recommended to lay the groundwork for program design, customization, and institutionalization across Sweden's industry base. This concept is novel for Sweden, emphasizing a program perspective over a wide range of short courses. The goal is to offer programs and courses by Swedish higher education institutes, leveraging global industry practices and teaching methods. The preparatory study's findings will shape the future vision of an international collaborative framework for continuing technical education in Sweden, pioneering this approach.