

Year	Project title	Project leader HEI	Swedish partner HEIs	STINT co-funding (SEK)
2012	Global-Regional Cooperation Mälardalen University	Mälardalen University		995,000
<p>Abstract: Mälardalen University (MDH) is a university with a strong profile of coproduction with society, trade, industry, public sector and with many years of experience in developing working methods within that setting. The university has in its vision and strategy clearly stated that it wants to take coproduction to the international/global arena. In this project the concept is to work with universities, industry, companies, organisations and other relevant bodies in three different regions in India, connect them with the region in which MDH has its home and with them implement this way of working together. The concept includes education, transfer of competence, research projects, innovation and welfare labs, global internships, workshops and seminars. It is of strategic importance to MDH to be able to work in these Global-Regional relationships since they contribute so much to regional development and that is where the university has its foundation.</p>				
2012	Swedish Excellence Seminars	Lund University		994,000
<p>Abstract: This project focuses on arranging seminars to present excellence in higher education and research - "Swedish Excellence Seminars" in Brazil and Russia. It is planned that seminars will be organised in collaboration with Swedish embassies in the host countries. Guests from the community, including industry representatives, education and research ministries, university partners, scholarship foundations, Swedish businesses and businesses with ties to Sweden, as well as other relevant groups, will be invited to the events. Selected teachers, researchers and other staff as well as students from Lund University will be invited to present and liaise during the events. Alumni events will also be arranged in connection with the seminars, as will meetings with students accepted to study at Lund University. The first event is planned to take place during the autumn semester of 2012 to be repeated every semester for two years, i.e. two events in each country during 2012 — 2014.</p>				
2012	KMH China-Europe International Music School (CEIMS): Shaping the future Royal College of Music			960,000
<p>Abstract: KMH has created an opportunity to become a founding partner of China-Europe International Music School (CEIMS), in Gulanyu, Xiamen, China. The proposed project will leverage the unique opportunity to be part of the shaping of the China-Europe International Music School and the China-Europe Music Culture Creative Accelerator (CEMCCA) as well as to engage leading stakeholders in the transforming Chinese music sector to increase the understanding of the future for global music production, consumption and governance and contribute to the development of new frameworks, models and approaches to be used both by global leaders in the sector. The project will leverage KMH's present strong position and networks and provide unique learning and development opportunities for KMH students, faculty, staff and leadership. The expectation is that by building a real presence in China, KMH's internationalization efforts and strategy will be accelerated and new opportunities to attract global talent will be enforced.</p>				
2012	The Global Challenges University Alliance	Swedish University of Agricultural		1,000,000
<p>Abstract: By 2050 the world's population will exceed nine billion, requiring agricultural, forest and fisheries systems to produce food, animal feed, fibres, energy and materials for another two billion people. The crucial issue is how to achieve this without new land to use, without causing unsustainable ecological consequences and during on-going climate change. Meeting these Global Challenges can only be done through greater scientific knowledge about fundamental conditions for life — translating knowledge into relevant action — and through international co-operation. The SLU project goal is to form a Global Challenges University Alliance, involving 25 of the top "bio-economy" universities at all continents. The Alliance build-up will take place through thematic Global Challenges University Workshops (Bioenergy, Food, Green Cities etc.) with 4-8 participating universities, and thematic Global Challenges Summer Schools for MSc/PhD students. Both research and education components will train future "bio-economy" leaders and provide an active international network early in their careers.</p>				

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2012	International students "in real life" at BTH	Blekinge University of Technology		979,000
<p>Abstract: The project addresses two main problems, the first being the difficulty for many Asian students to adapt to Swedish teaching methods involving independent, goal and project oriented work and the second being the difficulty for Asian students to enter the Swedish labour market. The project is a pilot that aims at assuring that students coming for studies at Blekinge Institute of Technology from five partner universities in India and in China will upon arrival to Sweden be better prepared for the studies involving independent as well as team and goal oriented work and thus better succeed in their studies. The project also aims at assuring that the students will come with realistic expectations on what they can expect from the university and of what is expected from them and finally that they will be better prepared and found more attractive for a possible entry on the Swedish labour market.</p>				
2013	Chalmers Sweden - NUS Singapore Joint Strategic Project for Education : Chalmers University of Technology			1,000,000
<p>Abstract: The goal of this project is to foster, strengthen, and position collaboration between Chalmers Sweden and National University of Singapore, NUS, in the area of digital interactivity. By joining and directing the forces of these two leading institutions for the coming decade and beyond, we aim for a top rank position in Human-Computer Interaction (HCI) research and education. The project will have a lasting effect on the rank of the two partner universities in the discipline of HCI, including related areas such as interaction design and interactive media. The project will enable graduate students and faculty members to work, learn, and thereby excel within the two partner universities, to live in two complementary cultures, and to be part of international teams exploring the emerging field of tangible user interfaces, touch based interaction, and affective computing. The project will be managed at Chalmers.</p>				
2013	The Global Classroom - Sharing the ComDev Experience	Malmö University		993,000
<p>Abstract: The project aims at sharing Malmö University's more than ten years of experience in web-based pedagogy at a collaboration and interchange in web-based learning. The pedagogical concept of the Communication for Development master programme is a unique blend of distance- and campus-based learning. The web interaction follows a timeline, like any campus course, and is structured around regular seminars on location, in Malmö or elsewhere. Students attend seminars in real life or on line, and interact with the lecturers and each other in real time. This ubiquitous learning environment, based on group dynamic that potentiates the participants' own resources, is what we describe as The Global Classroom. Experiences will be shared through a series of seminars at the partner universities and a concluding major conference on web-based pedagogy in Malmö.</p>				
2013	University of Skövde-African Universities Higher Education Partnership	Skövde University		1,174,000
<p>Abstract: Globalization of higher education is an important move towards worldwide equitable and sustainable development. Internationalisation in education and research is one of the strategic goals of University of Skövde (HS) according to its Development Plan for 2013-2016 and building partnership with developing countries in Africa is one of the specific Internationalisation objectives. The overall goal of the proposed Higher Education Partnership with African Universities is centred on staff and student exchange as well as joint teaching and research collaboration. These will be achieved through fostering long-term collaboration building in student exchange, teaching and research with partner universities in Africa. This includes sustaining and establishing strong links with at least five universities in Africa: strengthening the existing relationships with Universities of Dar-es-salaam (Tanzania); and, expanding the partnerships to cover four more African universities, Universities of ADIs Ababa (Ethiopia), Nairobi (Kenya), Imo State University (Nigeria), and Pretoria (South Africa).</p>				

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2013	Internationalisation in Artistic Research and Education - IARE	Stockholm Academy of Dramatic A		998,000
<p>Abstract: The objectives for Resources.Lab at Kungl. Konsthögskolan are to conduct applied interdisciplinary research and development, as well as network exchanges, with actors in India, South Africa and Brazil. These exchanges are to be achieved through conversations in a Third Space format where the hybrid conditions of urban development are in focus. In a postcolonial discourse, the notion of a third space is referred to as a fringe condition, where hybridity takes place. Through colloquiums on precise topics beyond the normative, each participant from the network of actors of the four countries will contribute to the Third Space with knowledge and speculations on the urban from their different perspectives, and as a result common ideas and interests will appear. Using different workshop methodologies, outcomes presented in publications and exhibitions, further research topics will be explored through collaborations and partnerships, and as such constitute the base for the ongoing development of Resources.Lab.</p>				
2013	C-Campus@Tsinghua and KTH Royal Institute of Technology	KTH Royal Institute of Technology		1,000,000
<p>Abstract: Establish joint research and courses at KTH and Tsinghua University by broadening activities for researchers, teachers and students at KTH in a first phase of "C-Campus @Tsinghua and KTH", a front runner for Cloud based university cooperation in technology enhanced learning, in research cooperation, innovation and business partnership which was initiated in September 2012, http://www.kth.se/kth-tsinghua</p>				
2014	Swedish academic collaboration forum	Lund University	Chalmers University of Technology, KTH Royal Institute of Technology	4,358,000
<p>Abstract: Chalmers University of Technology, KTH Royal Institute of Technology, Linköping University, Stockholm University, Uppsala University under the lead of Lund University have joined together to carry out research and higher education seminars in Brazil, China, Indonesia, Singapore, South Korea and Sweden, Stockholm. Seminars will focus on selected topics, following the same basic format: presentations from consortium and host country researchers with round table discussions and topical workshops. Participating researchers and staff will have the opportunity to meet fellow colleagues and students before and after the meeting, strengthening existing collaborations and promoting new ones. Student fairs, alumni events, target-meetings with funding agencies, local and regional authorities will add values to the seminars and present additional opportunities for "match making". Seminars will be jointly organised with universities in the host countries in close collaboration with relevant stakeholders, such as Swedish embassies, Swedish institutions, Swedish companies or companies with close ties to Sweden.</p>				
2014	Developing an academic medical center by international collaboration	Karolinska Institutet		1,000,000
<p>Abstract: The academic healthcare environment in Sweden has undergone dramatic changes in the past decades and faces major challenges in the foreseeable future. KI has therefore sought a strategic partnership with one of the leading academic medical centers in the world, the Mayo Clinic (MC), in order to address these challenges. The aim is to promote integration of education, research and healthcare. International aspects include radical strengthening of KI's access to the US educational, research and health care systems. KI will collaborate with the MC world-class innovation system, supporting implementation of findings in clinical practice by a KI-MC agreement that will improve transfer of staff, resources, reagents and sharing of IP. A joint structure for healthcare management studies will enhance cohesion between education, research and healthcare. The outcomes will have profound effects on implementation of research findings within healthcare and will stimulate healthcare professionals to be more active in KI research.</p>				

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2015	Training and Research Academic Center (TRAC) Sweden-Vietnam	Karolinska Institutet	University of Gothenburg, Linköping University, Umeå University, Upl	5,000,000
<p>Abstract: 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 <u>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</u></p>				
2016	Mutual Innovation Capacity (MIC) - Challenge Driven Education for Glob	KTH Royal Institute of Technology		2,000,000
<p>Abstract: 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.</p>				
2016	Doctoral Supervisor Training – A Hub for Collaboration and Internationa	Karolinska Institutet		2,000,000
<p>Abstract: 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 supervision 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 <u>beneficial collaborations with universities of strategic importance. The results of the project will be incorporated in KIs training offer and disseminated nationally and internationally. Purpose:</u></p>				
2016	MIRAI - Connecting Swedish and Japanese Universities through Research	Lund University	Chalmers University of Technology, KTH Royal Institute of Technology	4,998,988
<p>Abstract: 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 <u>binational academic cooperation that can be extended and applied to promote academic collaborations with other countries in the future</u></p>				

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2017	South Africa - Sweden University Forum	Uppsala University	University of Gothenburg, Karlstad University, Lund University, Unive	5,000,000
<p>Abstract: South Africa-Sweden University Forum is a project that will run from 2017 to 2020 and will bring together researchers, students, industries, funding agencies, NGO:s 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.</p> <p>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</p>				
2017	Internationalisation of the Curriculum (IoC) – A Framework for Action	Karolinska Institutet		1,261,000
<p>Abstract: 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</p>				
2017	From international to global: Developing teaching, research and busines	Stockholm School of Economics		1,999,000
<p>Abstract: 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.</p> <p>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</p>				
2017	ASIAQ: The Arctic Science IntergrAtion Quest	Stockholm University	KTH Royal Institute of Technology, Umeå University	1,740,000
<p>Abstract: 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</p>				

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2018	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.	Lund University	Malmö University	4,000,000
2018	Developing an integrated platform for improved internationalisation – K Karolinska Institutet			1,980,000
Abstract:	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 <u>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</u>			
2019	Comprehensive internationalization through digitalization, innovation at Mälardalen University			2,000,000
Abstract:	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 <u>multidisciplinary dimensions to the international partnerships. The project been discussed and is strongly supported on all significant levels, including vice-chancellors, school and faculty</u>			
2019	Joint courses for Sustainable Societies in Chile and Sweden	Uppsala University		1,092,440
Abstract:	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.			

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2020	TOWARDS INCLUSIVE INTERNATIONALIZATION: INTERNATIONAL UNDEF	Jönköping University		1,050,000
	Abstract: 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) collegial 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”. <u>The project is consistent with the University’s priorities and has the strategic and financial commitment of university leadership. It is a true</u>			
2020	Stockholm School of Economics (SSE) and Jönköping International Busin	Stockholm School of Economics	Jönköping University	1,520,000
	Abstract: 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-based teaching. The project context was chosen as it provides 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 <u>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</u>			
2020	Global Challenges University Alliance 2030	Swedish University of Agricultural	Dalarna University, Örebro University	2,400,000
	Abstract: 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 <u>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</u>			