Doctoral Education at
Stockholm University Sweden

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1. A short summary of Stockholm University and Studying at SU
Since 1878 Stockholm University has been characterized by openness and innovation. A modern university with a multicultural environment, Stockholm University is one of the world’s top 100 higher education institutes. Here more than 60,000 students and 5,000 staff are active within science, the humanities and the social sciences.

The University contributes to individual and social change through top quality education and outstanding research. Our researchers contribute to the development of public policy and political decision making, and participate in Nobel Prize Committees and international expert bodies.

1.1 Governance of Stockholm University
The Swedish Parliament has overall responsibility for decision-making in higher education and research in Sweden, based upon recommendations from the Government. Under the general mandate, given by the Government, state universities and university colleges decide their organisation, curricula, admission criteria and internal funding for undergraduate programmes.

http://www.su.se/english/about

Source: http://www.su.se/english/about/organisation/how-stockholm-university-is-governed-1.107148
1.2 Stockholm University in figures (2012)

At Stockholm University teaching and research are carried out at the highest level. The University participates in regional, national and international collaboration, in debate and in social change. More than 60,000 students (67,000 in 2013) and 5,000 members of staff within the humanities, law, science, social sciences and teacher training come together in a space where open minds meet and thrive.

**Education at basic and advanced levels**

**Number of registered students:**
66,944 individuals, (29,448 FTE students).
- 62% women and 38% men
- 39% under 25
- 1,500 international exchange students

**Distribution of FTE students/faculty:**
- Social Sciences: 47%
- Humanities: 29%
- Law: 10%
- Science: 14%

**Numbers of:**
- Departments and centres: 68
- Study programmes: 200
- Free-standing courses: 1900
- Master's programmes in English: 77
- Completed courses: 21,869
- Completed degrees: 5,409

**Doctoral studies**
- Number of active doctoral students: 1,838 (53% women, 47% men)
- Number of PhDs: 227

**Staff**
- Mean number of employees: 4,932
- Professors: 11% (including 28% women)
- Assistant Professors: 14% (of which 48% women)
- Lecturers: 5% (including 67% women)
- Research assistants: 2% (including 43% women)
- PhD positions: 19% (of which 55% women)
- Other teaching and research staff: 18% (including 49% women)
- Administrative staff: 32% (including 63% women)

**Economy**
- Total assets: SEK 4.3 billion, of which:
  - 41% Education at basic and advanced levels
  - 59% Research and postgraduate studies

**Cost:**
- Employees: 66%
- Premises: 17%
- Operating costs: 15%
- Other costs: 2%

**Revenues:**
- State funding: 69%
- Grants (external funding): 23%
- Fees and other contributions: 8%

Updated facts based on the 2012 Annual Report, Strategic Planning Office, Human Resources Office, Student Services, Office of Humanities, Law and Social Sciences, Office of Science.
1.3 Leading research areas

Research at Stockholm University within science and the humanities and social sciences is outstanding in many areas, contributing both to our understanding of the world around us and to its continued improvement.

Our research maintains a high standard within a wide range of subjects, enabling our researchers to develop an increasing cross-disciplinary cooperation.

Many of the University's research groups find themselves at the cutting edge of their field of inquiry. Thirty research areas, each nationally-leading and having a high international status, have been specially chosen to profile the University.

Science
- Astrophysics and Particle Physics
- Atomic and Molecular Physics
- Biological Membranes
- Biological Modelling
- Climate, Seas and Environment
- Catalysis in Organic Chemistry
- Genome Function and Stability
- Geometry
- Materials Chemistry

Social Sciences
- Cognitive Aging
- Demography
- Economic, Social and Health Inequalities
- Evaluation of Public Policy
- Political Economics
- Stress, Work, Health and Restitution
- Transnational Actors and Global Governance

Humanities
- Archaeology
- Bilingualism and Second Language Acquisition
- Cinema Studies
- History, esp. Medieval Studies
- Linguistics
- Literature
- Philosophy

3 http://www.su.se/english/research/leading-research-areas

4 Video clips: Research at Stockholm University
http://www.youtube.com/watch?list=PL42D27185846DF7B1&feature=player_embedded&v=hx_cgMzCNYE
1.4 International exchange agreements

Stockholm University has a large number of agreements with universities across the globe. Many of these agreements are 'university-wide', which means that any department at Stockholm University can make use of the agreement to organise exchange projects. There are also a significant number of exchange agreements that are specific to particular departments. In such cases contact should be made with the relevant department.

University-wide agreements of cooperation are administered by the International Office. This includes the exchange of researchers within a few select agreements. All practical matters concerning the exchange of students are handled by Student Services and the International Office.

Agreements providing financial support

Stockholm University has the following university-wide exchange agreements which provide a limited amount of financial support. These are exchange agreements with the Chinese Academy of Social Sciences (CASS); Peking University; UNAM in Mexico; St. Petersburg State University, Moscow State University and Universidad de Buenos Aires.

In addition, a bilateral exchange for PhD studies at Adam Mickiewicz University in Poznan provides financing through a special foundation. See below for contact information.

Contact information

Questions concerning international agreements with universities in the USA as well as research and administrative cooperation with the Nordic Centre at Fudan University, the Chinese Academy of Social Science in Beijing, Peking University, Moscow State University and St. Petersburg State University, should be addressed to Tom Morell, tom.morell@su.se, telephone: +46 (0)8 16 1184.

Network memberships

Stockholm University is a member of the following organisations:

- EUA - European University Association
- IAU – International Association of Universities
- IAUP – International Association of University Presidents
- IMHE – Institutional Management in Higher Education
- IUC Dubrovnik – Inter University Centre Dubrovnik

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5 Source: http://www.su.se/english/about/international-exchange/international-exchange-agreements-1.14626
• Nordic Centre at Fudan University, Shanghai, China
• NCI – Nordic Centre in India
• NIAS – Nordic Institute for Asian Studies
• NUAS – Det nordiska universitetsadministratörssamarbetet
• UArctic – University of the Arctic
• UNICA – Network of Universities from the Capitals of Europe
2. Doctoral education opportunities at Stockholm University

2.1 Doctoral Education policies

Doctoral studies
The purpose of the Doctoral study is to train doctoral students in the disciplinary and academic tradition, but above all to develop independent and critically minded researchers. Doctoral studies are one element in the development of knowledge and may perhaps be summarized in the words ‘new knowledge’ and ‘disciplinary and academic training’. The aim is to produce capable new researchers, whether they will be working in the higher education system or outside it.

Doctoral students must learn research methodology, critical analysis and independence in their studies. Research training must therefore:

• stimulate them to adopt a disciplinary approach, which includes the ability to formulate questions
• to give structure to a scientific argument
• to find adequate methods and theories for tackling problems and
• to be able to reflect critically on the subject of their dissertation.

Application
Stockholm University has no central admission to postgraduate studies. Candidates should contact directly the department of their interest.

Handbook for Postgraduate Students
Full information about PhD in Sweden can be found at [www.doktorandhandboken.nu/english](http://www.doktorandhandboken.nu/english)

Research ethics: Law on ethical testing of research concerning humans
As of January 1, 2004, there is a new law on ethical testing of research. It covers research on living human beings, but also, for example, research on deceased persons and on biological material from humans, and research that involves dealing with sensitive personal data. The law also contains regulations on consent to such research. The purpose of the new law is, of course, to protect the individual, but also to safeguard the respect for human dignity in research (see Appendix 2).

Knowledge of Swedish

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6 Source: [http://www.su.se/english/research/phd-studies](http://www.su.se/english/research/phd-studies)

7 Source: [http://www.su.se/english/research/research-ethics](http://www.su.se/english/research/research-ethics)
Most departments have no formal requirements regarding command of the Swedish language for admission to postgraduate programmes. However, since lectures and seminars are often held in Swedish, postgraduate students are advised to attend short Swedish language courses simultaneously with their graduate programme. If interested, turn to the professor/director of studies at the university department concerned.

Nevertheless, if certain courses in the undergraduate level at Stockholm University or another institution of higher education in Sweden are required for admission to a postgraduate programme, the issue of command of the Swedish language must be considered at an early stage.

Information about Swedish language courses can be found at the Department of Swedish and Multilingualism (http://www.su.se/svefler/english/)

**Residence permit**

After having come to an agreement with a university department regarding postgraduate studies and after receiving an invitation or a letter of admission, candidates are advised to apply for a residence permit at the Swedish Embassy or Consulate in their home country.

EU citizens need a residence permit which can be applied for at the Swedish Migration Board if the study period in Sweden is longer than three months.

Some university departments help visiting students to find accommodation in Stockholm. If not, visiting students can apply for student housing through the Stockholm Student Housing Foundation. Please be informed that student housing is scarce in Stockholm and may be difficult to obtain on short notice.

**Address:**
Stockholm Student Housing Foundation (SSSB),
Box 19608,
S-104 32 Stockholm, SWEDEN.
Telephone: + 46 8 458 10 00
E-mail: kontakt@sssb.se

**Living costs**

Most students will need to apply for a residence permit before arriving in Sweden. For more information about visas see: www.studyinsweden.se/Living-in-Sweden/Do-I-need-a-visa/.

When applying for a residence permit, you must prove to the Swedish Migration Board that you will have a guaranteed sum of money at your disposal throughout the entire period of your studies. The amount, SEK 7,300 per month for ten months of the year, is set by the Migration Board. If you wish to bring your family you must show that you have at your disposal an additional SEK 3,000 per month for your spouse and SEK 1,800 per month per child. Updated information on living costs can be found on the national website, StudyinSweden: www.studyinsweden.se/Living-in-Sweden/Cost-of-living/
Student Union membership
Student Union membership is no longer obligatory in Sweden. Current information on the cost of Student Union membership is available from the Student Union website. Stockholm University Student Union

Grants and loans
Grants and students loans are available, via Swedish National Board of Student Aid (CSN), to those students who meet the relevant criteria. General information in English on the rules for entitlement for this kind of funding is available from CSN's website. Information about CSN funding in English. Rules and information on CSN funding, written specifically for students visiting from outside of Sweden, are also available on CSN’s website. CSN funding for non-Swedish citizens

2.2 Doctoral Education structures
Criteria For Entry To Doctoral Studies (Faculty of Social Science)\(^8\)
The criteria for entry to doctoral studies are to fulfil the general as well as the specific requirements. The general requirements according to the Higher Education Ordinance are: a university degree at advanced level, or 240 hp (ECTS) credits, of which a minimum of 60 credits must be at advanced level, or the equivalent.

These requirements are valid for all subjects. However, there are also specific entrance requirements for each subject. Below is a compilation of the specific entrance requirements for the Social science faculty's 19 different subjects at doctoral level.

Child and Youth Studies
- a minimum of 30 credits at advanced level in behavioural science, or equivalent. Of these 30 credits a minimum of 15 credits must be a thesis/project work, or
- the equivalent
- good knowledge and skills in the English language

Computer and Systems Sciences
- a minimum of 90 credits in Computer and Systems Sciences or equivalent. Of these 90 credits a minimum of 15 credits must be a thesis/project work
- good knowledge and skills in the English language, spoken as well as written

\(^8\) Source: http://www.samfak.su.se/english/education/research-level/criteria-for-entry-to-doctoral-studies
Didactic Science
- a teacher's degree, or, a minimum of 90 credits within a subject area of direct relevance to doctoral studies in didactic science. Of these 90 credits, a minimum of 30 credits must be at advanced level. A minimum of 15 credits must be a thesis/project work of didactic relevance, or the equivalent
- good knowledge and skills in the Swedish and in the English language, spoken as well as written

Economic History
- a minimum of 90 credits at basic level in Economic History, history with economic-historical focus or the equivalent, plus a minimum of 30 credits at advanced level in Economic history, history with economic-historical focus or the equivalent. Of these 30 credits a minimum of 15 credits must be a thesis/project work, and
- at least 60 more credits from education at university level or equivalent of theoretical relevance for the doctoral studies
- good knowledge and skills in the English language

Business Administration
- at least 90 credits in Business Economics. Of these 90 credits a minimum of 15 credits must be a thesis/project work at advanced level

Centre for Health Equity Studies
- a minimum of 7.5 credits in quantitative methods of relevance to public health science (graduate level), or in any other acquired the equivalent knowledge
- good knowledge and skills in in the English language, spoken as well as written

Human Geography
- good knowledge and skills in either the Swedish or the English language
- a minimum of 90 credits in Human Geography or the equivalent. Of these 90 credits a minimum of 15 credits must be a thesis/project work

International and Comparative Education
- knowledge and skills in the English language on a level comparable to exam from Swedish upper secondary school; or pass on a internationally recognized language test; TOEFL: minimum 550 points
- a minimum of 90 credits in Education, other relevant social sciences subject or the equivalent

Criminology
- a minimum of 60 credits in Criminology at advanced level or in another subject relevant to the research education in Criminology. Of these 60 points a minimum of 15 credits must be a thesis/project work or equivalent, or
- the equivalent
- good knowledge and skills in the Swedish and/or in the English language
Information society
- a minimum of 90 credits in subjects relevant for Man-Machine-Interaction, such as computer and systems sciences, humanities, behavioural sciences, medical sciences or communication science including also knowledge about the area's technical as well as human-oriented scientific requisites. Of these 90 credits a minimum of 15 credits must be a thesis/project work
- good knowledge and skills in the English language, spoken as well as written

Economics
- a minimum of 90 credits in Economic or the equivalent
- of these 90 credits, a minimum of 15 credits must be a thesis/project work in Economics
- good knowledge and skills in the English language

Education
- knowledge and skills in the English language on a level comparable to exam from Swedish upper secondary school; for example pass on a internationally recognized language test such as TOEFL
- a minimum of 90 credits in Education, other relevant social sciences subject or the equivalent

Psychology
- a minimum of 30 credits in Psychology at advanced level, or equivalent. Of these 30 credits a minimum of 15 credits must be a thesis/project work, or
- the equivalent
- good knowledge and skills in the English language

Social Anthropology
- a minimum of 120 credits in Social Anthropology or equivalent. Of these 120 credits a minimum of 60 credits must be at advanced level. Of the 60 credits, a minimum of 15 credits must be a thesis/project work
- good knowledge and skills in the English language

Social Work
- a minimum of 120 credits in Social Work, or in another subject relevant to the research education in Social Work. Of these 120 credits, at least 15 credits must be a thesis/project work at basic or advanced level, or
- the equivalent
- good knowledge and skills in the Swedish and in the English language

Sociology
- sociological theory at advanced level, 7,5 credits, and quantitative method within the social sciences, 7,5 credits, or the equivalent
- at least 15 credits must be a thesis/project work at advanced level
- good knowledge and skills in the English language
Social Demography
• the so-called “Demography block”, 22.5 credits, or the equivalent
• social scientific theories, 7.5 credits (advanced level) and methods, 7.5 credits (advanced level), or the equivalent
• at least 15 credits must be a thesis/project work at advanced level
• good knowledge and skills in the English language

Special Education
• a minimum of 90 credits in Special Education or in another subject relevant to the research education in Special Education. Of these 90 credits a minimum of 15 credits must be a thesis/project work at advanced level, or
• the equivalent
• good knowledge and skills in the Swedish and in the English language

Statistics
• a minimum of 90 credits in Statistics or equivalent. Of these 90 credits at least 15 credits must be a thesis/project work

Political Science
• at least 150 credits. Of these 150 credits, at least 60 credits must be in Political Science or the equivalent at advanced level
• at least 15 credits must be a thesis/project work in Political Science
• at least 90 more credits from education at university level of theoretical relevance for the doctoral studies
• knowledge and skill in the English language on a level comparable to at least 550 TOEFL credits

Selection9
Selection of applicants who meet the criteria should be made according to their ability to benefit from the program. The university determines which criteria are to be applied when considering the applicants ability to benefit from the program. The fact that an applicant is deemed able to receive training or occupation previous education must not give the applicant priority over other applicants.

Local implementing rule10
Faculty boards should, in the general syllabus for each subject, identify criteria to be applied in determining the ability to assimilate postgraduate studies in this subject.

Some examples of common selection criteria in the Faculty of Social Sciences are:
• independence in the analysis and organization of earlier works

9 Source: Admission regulations for postgraduate studies at Stockholm University (Antagningsordning för utbildning på forskarnivå vid Stockholms universitet)
10 Source: Doktorandhandboken, Samhällsvetenskapliga fakulteten, Stockholms universitet 2007
• problem and rigor in previous work and research plan
• previously demonstrated ability to work on time
• scientific maturity
• communication and interpersonal skills

Supervision
Each doctoral student is assigned at least two supervisors, one of whom is the main supervisor. A student has the right to change supervisors. The University will organize training of supervisors. At least one of the supervisors must have completed doctoral supervisory training. Doctoral students in education at the undergraduate or advanced level must have completed initial pedagogical training or have acquired equivalent knowledge in some other way. Students at all levels will have access to student counseling and career guidance.

Individual Study Plan
The individual study plan shall be established in connection with the admission, but no later than three months after that. The approved financing plan should also be attached to the study plan and should be discussed in relation to the study plan. The individual study plan must be signed by the student, supervisor and department head or equivalent.

The study plan should include the following information:

• A plan should be done each year with the ultimate goal of reaching the completed doctoral thesis.
• Information on how supervision and study and vocational guidance are met.
• Information of the commitments and expectations of the student and the department leadership have for the coming year.
• Any additional matters that could help the student reach their study goals in an efficient manner.
• The Faculty Board recommends that institutions use the template for individual available on the faculty website.

The supervisor and the student should regularly, at least once per semester, meet to discuss the student’s progress according to the rate specified in the study plan. It is the responsibility of the supervisor that these meetings take place. If the student fails to attend or no meeting is scheduled, the departmental dean is to be informed. Both supervisors and the postgraduate student have the right to propose amendments to the study plan.

Printing and other reproductions of doctoral thesis
The department will fund the printing or other reproduction of dissertations. The department receives a fee for printing or other reproduction with a fixed amount established by the Faculty Board. Institutions must ensure that the thesis is delivered in a condition for printing.
2.3 The Outcome of Doctoral Education (career prospects)\textsuperscript{11}

According to the result of the European Commission Innovation Union Scoreboard 2013, a ranking of EU Member States, Sweden scored the highest, followed by Germany, Denmark and Finland. Drivers of innovation growth in the EU include the commercialisation of innovations and excellent research systems\textsuperscript{12}.

**Education and Employment**\textsuperscript{13}

Having a higher education qualification increases the possibility of becoming established in the labour market. The demand for graduates in the labour market is also expected to rise during the next 20 years. There are, however, major differences between different groups of graduates both in terms of how quickly they can gain a footing in the labour market and how great the demand can be expected to be.

**The establishment of PhDs**\textsuperscript{14}

During 2000, 2002 and 2005 a total of 7,400 individuals, including international third-cycle students, were awarded PhDs in Sweden. Their establishment on the labour market was monitored in 2008.

88 per cent of those awarded PhDs in 2000 and 2002 were established in the labour market in 2008 while the figure was lower, 80 percent, for those who graduated in 2005. There was no difference in the establishment rate for women and men graduating in 2000 and 2002. Among those awarded PhDs in 2005 the establishment rate was four percentage points higher for men than for women three years after their graduation. The establishment rate was high for those awarded PhDs in medicine and the engineering sciences, while it was relatively low for those who graduated in the humanities or natural sciences.

About one PhD in three was teaching in a HEI, and one in five was working as a health or medical specialist, most of them as doctors. This means that half of the graduates could be found in these professions. It also means that most of those with PhDs were employed in the public sector, in which the HEIs and the local health authorities are major employers. About a third of those established were employed in the private sector.

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\textsuperscript{11} For the details on trends and development on education and employment for Swedish higher education, see *Higher Education in Sweden, 2013 Status report*, published by Swedish higher Education Authority.

\textsuperscript{12} European Commission Press Release (2013). *Scoreboard shows EU more innovative, but gap between countries widening. Brussels, 26 March 2013*


Case of Institute of International Education (IIE)\textsuperscript{15}

The Institute of International Education (IIE), Department of Education, Stockholm University, was founded in 1971 by the then Professor Torsten Husén, a well-known international scholar and an authority already at that time in the field of “International and Comparative Education”. IIE’s programmes, projects and activities for research, education, training, scholarship, and networking in the field of International and Comparative Education are always inclusive by connecting the Northern with the Southern, the Eastern and the Western hemispheres. IIE has been the only institute of this kind in the Nordic and Scandinavian countries since the 1970s. It has successfully created a multi-cultural and multi-disciplinary research and teaching environment, which attracts a number of visiting scholars and lecturers as well as students from most parts of the world.

After more than forty years of expertise, IIE has become now an integral part of the Department of Education at Stockholm University. IIE’s role in this new architecture places itself in an important strategic position for the implementation of the major pillars of Stockholm University for education, training, research and scholarship in the field of internationalisation, quality assurance and sustainable development. IIE has a diverse, multicultural working environment with both Swedish and international employees with English being the official working language of the institute.

IIE graduates\textsuperscript{16} are from all parts of the world. Many of them occupy high level professional and academic positions in national, multilateral (UN-UNESCO, UNICEF, UNDP, The World Bank, OECD, etc.) and bilateral agencies (Sida, NORAD, CIDA, etc.) and in a number of institutions of higher learning, international research councils, decision making bodies, consultancy, NGOs and research associations. But for many PhD graduates the decision to pursue a career outside academia is a conscious one, and can lead to jobs that are just as challenging as those in academia.

\textsuperscript{15} At Stockholm University, it is mandatory to provide the students with career guidance. There is a career day organized for all the PhD students organized by the faculties. See also information from Students union concerning a link between studies and employment on http://www.sus.su.se/en/a-link-between-studies-and-employment

\textsuperscript{16} See Appendix 3 for the list of PhD thesis published from IIE.
3 Scholarship opportunities

3.1 Scholarship opportunities for staff and student visit/exchange or study at Stockholm

Facts

Employment on a doctoral studentship is the most secure and today the most common form of study funding during a programme of third-cycle study. In the autumn of 2011, 60 per cent of doctoral students were employed on doctoral studentships, while 9 per cent had doctoral studentships and 9 per cent had scholarships. The rest had some other form of funding or received external funding.

Third-cycle studies can be funded in different ways. According to the regulations relating to study funding, admission to a programme of research training should in the first instance take place in connection with appointment to a doctoral studentship or the approval of a study grant.

The higher education institution may, however, admit applicants who have some other form of funding for their studies if it considers that the funding can be guaranteed during the entire period of study and that the applicants can devote enough time to their studies to enable their completion within four years in the case of a licentiate degree or a licentiate degree in the fine, applied and performing arts or eight years in the case of a PhD or a doctorate in the fine, applied and performing arts. (Higher Education Ordinance, Chapter 7 Section 36).

The different forms of funding vary where social benefits are concerned and also in terms the actual amounts involved. Some kind of employment is normally the most advantageous form of funding. This gives full access to the social welfare system, i.e. sickness benefit, parental benefits and unemployment benefit.

Stipends offer no social benefits

One example is that scholarships are often not taxable and therefore offer no entitlement to social benefits. Normally appointment to a doctoral studentship is the most advantageous form of funding. Many students begin their postgraduate studies with study grants before being appointed to doctoral studentships when they are some way into the programme.

Distinguish between work and training

It is usual for doctoral students to have some form of departmental duties, such as administration, research or teaching, alongside their research training. The scope of such work may not be more than 20 per cent of full time. It is important to distinguish between time

Source: http://www.doktorandhandboken.nu/2.539a949110f3d5914ec800028693.html
devoted to study and time spent working for the department, and the simplest way of doing this is to regulate it in the individual study-plan. There are often regulations relating to this in local agreements on working hours made between the employer and the trades unions. It is important to prolong the time allowed for study in proportion to the time spent working. If students are uncertain about how a department will compensate them for the work they do, they should ask to be advised of this in advance. In other words, if a PhD students is asked to do 20% teaching or other duties at a department this will mean that the funding for the PhD is normally prolonged to five years instead of four years.

**Funding is necessary**

Higher education institutions are only permitted to admit an applicant whose funding is considered to be guaranteed for the entire programme (Higher Education Ordinance 7 Section 36. Read more in the Higher Education Ordinance, chapter 7, section 36.) If a foreign student would apply for a position as PhD student that has been advertised by the university he or she is covered by the same rules as Swedish students and could receive a PhD salary from the university. A student who has already got adequate funding from his/her home country will not be able to get Swedish funding (see Higher Education Ordinance Chapter 7, Section 36).

**Different interpretations**

Some HEIs consider that they have the total responsibility for funding. If other funds dry up the HEI then has to support the doctoral student from its own resources. Other HEIs interpret this as meaning that the board has no unconditional obligations or that the responsibility is shared by the faculty and the doctoral student.

According to the report, departments are very hesitant to admit doctoral students with 'other sources of funding'. This applies in particular to applicants claiming private means or funding from relatives, etc.

**Financial guarantees**

To avoid future problems certain faculty boards require a written certificate from the provider of the funds in question. It seems easier to accept a certificate from an employer who is providing funds, and the same applies to scholarships and study support from CSN. There are examples of students who have been admitted with their parents or a partner as financial guarantors. This has been severely criticized, as it means that an individual's personal financial circumstances may influence their opportunities of being admitted to a doctoral programme.

**Each higher education institution is responsible**

In a report (1997/98:UbU7, p 11, Swedish only), the Parliamentary Committee on Education states that institutions of higher education are responsible for ensuring that the stipulated requirements with respect to study funding can be met. In the Budget bill for 2000 (item 16, p. 117) the Government added the following:

'If an applicant cannot be appointed to a doctoral studentship or be offered a doctoral grant, it is incumbent on the faculty board to make a thorough assessment of the applicant's funding
situation in so far as this can be appraised when admission is taking place.’ (To the Parliamentary Committee on Educations report 1997/98:UbU7. In Swedish.)

**What happens in the long run?**
The stipulation of the Higher Education Ordinance in Chapter 7 Section 36 should thus be regarded as an admission rule; the assessment applies only to the funding situation when the admission decision is made. In the longer term the question of responsibility is unregulated - if the assessment should prove to be wrong and a doctoral student’s funding is inadequate, the situation must be assessed by the faculty board in each particular case and be resolved on the basis of the institution’s own local rules.

### 3.2 Scholarships opportunity

Extensive information about other types of funding, such as study scholarships, is available from the government-sponsored website, Study in Sweden, where you will find links to the Swedish Institute and other organizations ([Information about Scholarships](http://www.studyinsweden.se/Scholarships/)). For the case of Chinese students to study in PhD programme in Sweden, bilateral scholarships could be applied as below:

**Bilateral scholarships**

Bilateral scholarships are funded by exchange programmes based on formal or informal agreements between Sweden and other countries under which foreign students and researchers are given the opportunity to study in Sweden. The agreements are reciprocal; Swedish students are also funded for studies abroad. At present, Sweden has bilateral exchange programmes with the following countries: **China, Italy, and Japan**.

**Fields of Study**

Scholarships are awarded for the purpose of research, university studies, or training. There is no general limitation with regard to subject or academic discipline.

**How to apply**

The application procedure differs for each country, and you will need to contact the appropriate authority listed at the bottom of this page for specific instructions and application deadlines. However, in all cases, you are responsible for being accepted into the academic institution, school, or training programme you wish to attend. It is therefore recommended that you make your

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19 [http://www.studyinsweden.se/Scholarships/](http://www.studyinsweden.se/Scholarships/)
application to that institution well in advance of the scholarship deadline. Submit your application to the appropriate authority (see below).

Deadlines vary, but in general, you should send in your application approximately a year in advance of the start of the studies you want to pursue. If your programme runs from September to June, you should apply for funding via this scholarship programme by sometime around the previous September.

Languages
You must be fluent in English or proficient in Swedish.

Scholarship benefits
The amount of the scholarship is SEK 9000 per month for master's degree studies, SEK 15000 per month for PhD students and SEK 18000 for postdoctoral researchers. Please note that scholarships for master's degree studies do not cover tuition fees. The scholarship is designed to cover the living expenses for one person only. There are no grants awarded for family members travelling to and from Sweden. The scholarship award period cannot be extended.

Further information
In most countries, specific authorities will receive your application. Swedish embassies will supply additional information upon request. For specific instructions and application deadlines, consult the appropriate authority below:

China
China Scholarship Council (CSC)
Level 13, Building A3 No.9
Chegongzhuang Avenue
Beijing 100044 P.R. China
en.csc.edu.cn
Appendix 1

List of Departments at Stockholm University

At Stockholm University there are approximately 70 departments and centres within the Faculties of Humanities, Law, Sciences and Social Sciences.

The following list comprises all departments and centres arranged alphabetically according to faculty. Where possible links are given to the English version of the departmental website. Some departments have several websites, and in such cases each section of the department name contains a link to the relevant web page.

Departments/Sections within the Faculty of Science

- Faculty of Science website

Biology

- Department of Biology Education
- Department of Ecology, Environment and Plant Sciences
- Department of Molecular Biosciences, The Wenner-Gren Institute
- Department of Zoology

Chemistry

- Chemistry Section
- Department of Analytical Chemistry
- Department of Biochemistry and Biophysics
- Department of Materials and Environmental Chemistry
- Department of Neurochemistry
- Department of Organic Chemistry

Earth and Environmental Sciences

- Earth and Environmental Sciences Section (In Swedish)
- Department of Applied Environmental Science (ITM)
- Department of Geological Sciences
- Department of Physical Geography and Quaternary Geology

Mathematics and Physics

- Department of Astronomy
- Department of Mathematics
• Department of Mathematics and Science Education
• Department of Meteorology
• Department of Numerical Analysis and Computer Science
• Department of Physics

Field stations and laboratories

• Askö Laboratory
• Tarfala Research Station
• Tovetorp (In Swedish)

Centres and institutes within the Faculty of Science

• ALBANOVA with House of Science and Nordita
• Bergius Botanic Garden
• Stockholm Resilience Centre
• Stockholm University Baltic Sea Centre

Faculty of Humanities

• Faculty of Humanities website

Departments within the Faculty of Humanities

• Department of Archaeology and Classical Studies
• Department of Baltic Languages, Finnish and German
• Department of English
• Department of Ethnology, History of Religions and Gender Studies
• Department of French, Italian and Classical Languages (from 1 August 2013 part of Department of Romance Studies and Classics)
• Department of History
• Department of Art History
• Department of Language Education
• Department of Linguistics
• Department of Literature and History of Ideas
• Department of Media Studies
• Department of Musicology and Performance Studies
• Department of Oriental Languages
• Department of Philosophy
• Department of Romance Studies and Classics
• Department of Slavic Languages and Literatures (In Swedish)
• Department of Spanish, Portuguese and Latin American Studies (In Swedish) (from 1 August 2013 part of Department of Romance Studies and Classics)
• Department of Swedish Language and Multilingualism

Centres and institutes within the Faculty of Humanities

• Centre for Teaching and Learning in the Humanities – CeHum
• Centre for Fashion Studies
• Centre for Research on Bilingualism
• Institute for Interpreting and Translation Studies

Faculty of Law

• Faculty of Law website

Departments within the Faculty of Law

• Department of Law

Faculty of Social Sciences

• Faculty of Social Sciences website

Departments within the Faculty of Social Sciences

• Department of Advertising and Public Relations (In Swedish) (merges with School of Business from 1 August 2013)
• Department of Computer and Systems Sciences
• Department of Child and Youth Studies (including the Centre for the Studies of Children’s Culture)
• Department of Criminology
• Department of Economic History
• Department of Economics
• Department of Education (including the Institute of International Education)
• Department of Human Geography
• Department of Political Science
• Department of Psychology
• School of Business
• Department of Social Anthropology
• Department of Social Work
• Department of Sociology (including Demography Unit)
• Department of Special Education
• Department of Statistics

Centres and institutes within the Faculty of Social Sciences

• Aging Research Center (ARC)
• Centre for Health Equity Studies (CHESS)
- Centre for Teaching & Learning in the Social Science (CeSAM) (In Swedish)
- Institute for International Economic Studies (IIES)
- Stockholm Centre for Organizational Research (SCORE)
- Stress Research Institute
- Swedish Institute for Social Research (SOFI)
- Centre for Social Research on Alcohol and Drugs (SoRAD)

Stockholms universitet has incorporated into its policies and procedures the following approach for dealing with and reporting possible research misconduct when USPHS funds are involved.

1. Stockholms universitet will designate an official to receive allegations and develop procedures for use by research employees or others who wish to make an allegation of research misconduct involving USPHS funds. This designated official will notify the U.S. Office of Research Integrity (ORI) when an allegation of research misconduct involving USPHS funds is received. Phone: (240) 453-8800. Fax: (301) 594-0043. E-mail: askORI@osephs.dhhs.gov.

2. Stockholms universitet will then work with ORI or other appropriate offices of the U.S. Department of Health and Human Services (HHS) to develop and implement a process for responding to the research misconduct allegation that is consistent with U.S. Federal regulation, 42 CFR Parts 50 and 93.

3. Stockholms universitet will submit appropriate reports (in English) to ORI that describe the process followed in conducting the investigation, the evidence on which the conclusions of the investigation are based, and if a finding of research misconduct is made, the administrative actions that are taken against the respondent.

4. Stockholms universitet will inform research employees about the official who is designated to receive allegations and the procedures for the employee or other individuals to make an allegation of research misconduct involving USPHS supported research. This information will also be posted on the organization’s web site.

5. Stockholms universitet certifies that this statement will be a permanent amendment to the institution’s procedures for responding to allegations of research misconduct.

6. Stockholms universitet will submit the "Annual Report on Possible Research Misconduct" to ORI by March 1 of each year. The report is submitted electronically through the ORI web site at http://ori.hhs.gov.

Name of Organization: STOCKHOLMS UNIVERSITET
Address: S-106 91 Stockholm, Sweden
Phone: +46(0)8-16 20 00
Responsible Official’s Name: Pia Bierens Fürstenbach
Responsible Official’s Title: Director, Research Liaison Office
Responsible Official’s Signature: [Signature]
E-Mail Address: pia@forskningsservice.su.se
Date Signed: January 22, 2007

Appendix 2
Appendix 3

List of Doctoral Thesis from IIE

Institute of International Education; Stockholm University


14. Christine McNab Language Policy and Language Practice: Implementation Dilemmas in


30. Nelly Kostoulas-Makrakis Language Maintenance or Shift? A Study of Greek Background


46. Wycliffe H. Odiwour HIV/Aids and Primary Education in Kenya. Effects and Strategies,


