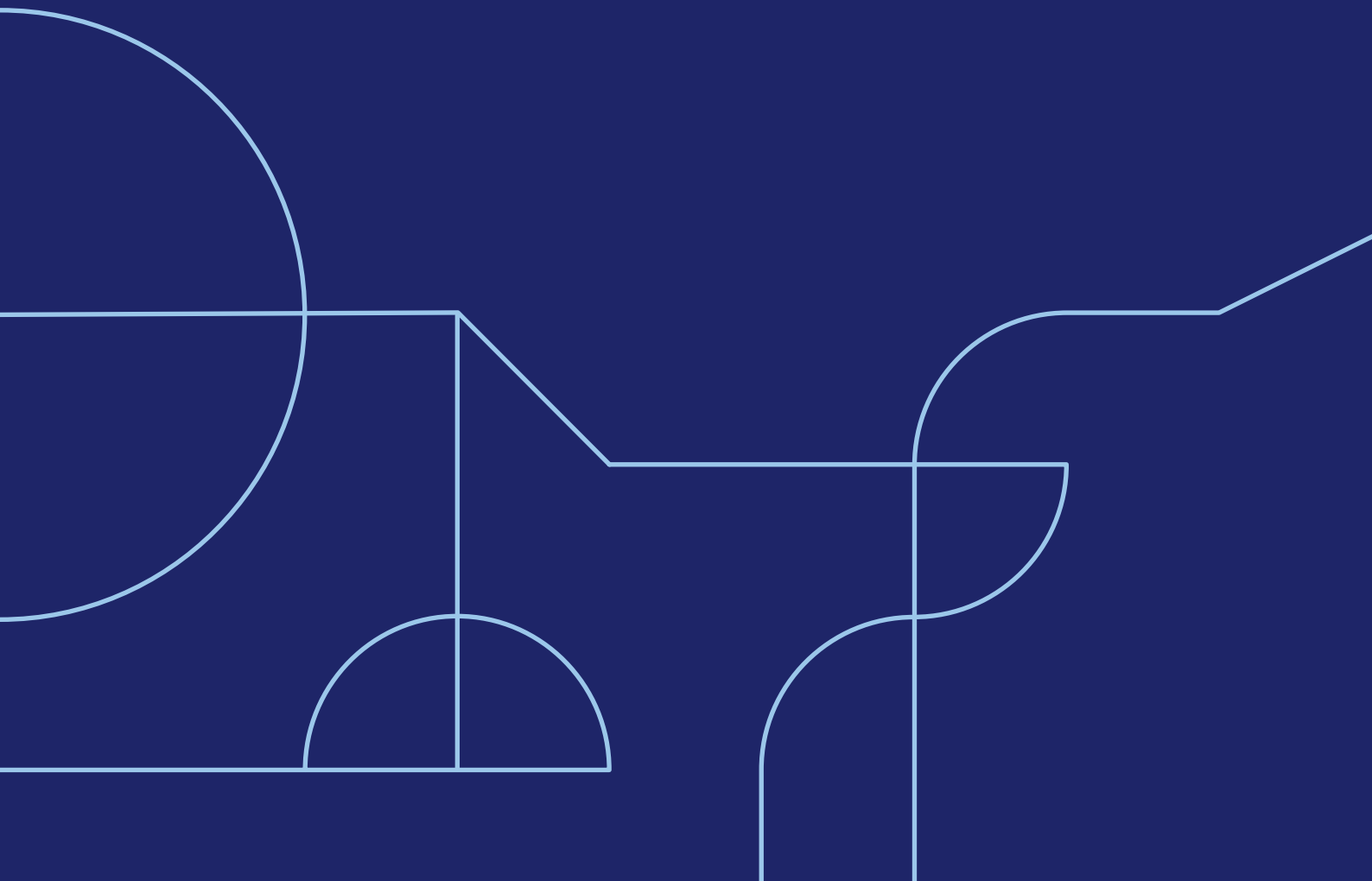




Annual Report 2025



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About the annual report

The annual report of KTH Royal Institute of Technology is governed by the Ordinance on annual accounts and budget documentation (2000:605). The annual report shall provide a true and fair view of the organisation's results.

The contents of the annual report comprise not only information that KTH is required to report by law and government mandates, but also other information that KTH has chosen to present about its activities in general, and events in 2025 in particular.

The annual report contains reporting and monitoring of a large number of parameters that follow from the reporting requirements in the Higher Education Act, the public service agreement for KTH and universities and higher education institutions for the 2025 financial year, and the Ordinance on Annual Accounts and Budget Documentation. According to the Swedish National Financial Management Authority's regulations for

Chapter 3(1) of the Ordinance on Annual Accounts and Budget Documentation, the public authority must also produce

performance indicators and report according to these. KTH's performance indicators are few in number and constitute a small part of the overall reporting of its activities. Reporting requirements resulting from regulatory letters or other decisions are presented on a light blue background. The performance indicators that KTH has chosen to highlight in its annual report are presented on a grey background.

Quantitative data on volume and development is primarily retrieved from KTH's operations system. Quantitative data in the text is often indicated as x (y), where x is the data for 2025 and y is the corresponding data for 2024.

Qualitative data on activities and development is primarily obtained from decisions, minutes, and information on KTH's website.

The annual report has been compiled within KTH's University Administration.

Abbreviations are used in KTH's annual report. The most common ones are listed below.

Commonly used abbreviations

EIT	European Institute of Innovation and Technology
HPR	Annual performance equivalent
HST	Full-time equivalent student
RISE	Research Institutes of Sweden AB
SciLifeLab	Science for Life Laboratory
SSF	Swedish Foundation for Strategic Research
SUHF	Association of Swedish Higher Education Institutions
THS	Student Union at the Royal Institute of Technology
UHR	Swedish Council for Higher Education
UKÄ	Swedish Higher Education Authority
Unite!	University Network for Innovation, Technology and Engineering (university alliance, part of the EU's European Universities initiative)
Vinnova	Swedish Governmental Agency for Innovation Systems

This is KTH

The Royal Institute of Technology (KTH) has grown since 1827 into an international technical university. As Sweden's biggest university for technical education and research, KTH brings together students, teachers and researchers from all over the world. KTH's activities are based on a strong tradition of promoting science and innovation with a focus on contributing to sustainable societal development.

With a growing network of industrial partners, societal stakeholders and other universities, KTH is driving the development of how some of the greatest challenges of our age, such as climate change, food and water security, future energy supply and improved quality of life, should be addressed in a sustainable manner.

KTH's research and education cover both natural sciences and all branches of technology, as well as architecture, industrial economics, urban planning, history, and philosophy. KTH's innovative climate is driving new perspectives and solutions and promoting excellence in education and

research. With outstanding academic expertise and educational innovation, KTH educates engineers, architects, teachers and researchers who will be able to lead the transition to a sustainable and gender-equal world. The university has around 15,500 full time equivalent students and 1,500 doctoral students. KTH's programs promote critical thinking and collaboration skills as a way of teaching students how to handle complex challenges in a changing world. Through partnerships with industry and society, students are given the opportunity to tackle real-world problems. KTH's interactive and experimental learning environments develop practical professional skills and innovative thinking.

KTH conducts both basic and applied research. KTH's research environments enable interdisciplinary and external collaborations that contribute to new knowledge and new technologies, products, and services. KTH is committed to academic freedom and maintaining open, transparent research.

KTH in figures 2025

Educational activities

- Master of Architecture and 17 Master of Science in Engineering programmes
 - Master of Science in Engineering combined with Degree in Education
 - 6 Bachelor of Science in Engineering programmes
 - Supplementary teacher education
 - Master's programmes (one and two year)
 - Bachelor's programmes
 - Further education
 - Technical preparatory year/semester
 - Third cycle education
-
- 15,460 full time students, of which 35 per cent are women and 65 per cent men (including fee-paying students)
 - 13,031 annual performance equivalents (including fee-paying students)
 - 1,513 active research students (at least 50 per cent activity), of which 36 per cent are women and 64 per cent men
-
- 2,664 new students on the first year of Master of Science in Engineering, Master of Architecture and Bachelor of Science in Engineering programmes of which 32 per cent are women and 68 per cent men
 - 724 new students on the Technical programme, of which 36 percent are women and 64 per cent men
 - 2,585 new students on one and two-year Master's programmes, 38 per cent women and 62 per cent men, of whom
 - 1,019 students previously on Master of Science in Engineering studies programmes and
 - 1,566 students studying on a one or two-year Master's programme at KTH
 - 242 newly-admitted students to doctoral studies programmes, of which 38 per cent are women and 62 per cent men
-
- 64 Master of Architecture degrees, 67 per cent to women and 33 per cent to men
 - 1,160 Master of Science in Engineering degrees, 34 per cent to women and 66 per cent to men
 - 352 Bachelor of Science in Engineering degrees, 27 per cent to women and 73 per cent to men
 - 1,675 Master/Master of Science (one and two-year) degrees, 34 per cent to women and 66 per cent to men
 - 279 PhDs, 33 per cent to women and 67 per cent to men
 - 31 licentiate degrees, 35 per cent to women and 65 per cent to men

Floor Space

280,966 m²

Research

Primary responsibility for five national strategic research areas

- E-science
- IT and mobile communication
- Transport research
- Production engineering
- Molecular biosciences (Science for Life Laboratory)

Partner in another five areas

Lead partner in five programme areas within the European Institute of Innovation and Technology (EIT)

- EIT InnoEnergy
- EIT Digital
- EIT Health
- EIT Raw Materials
- EIT Urban Mobility

External financing, income from grants, 2,187 MSEK (excluding transfers)

- MSEK 393 the Swedish Research Council
- MSEK 365 EU
- MSEK 322 Wallenberg Foundations
- MSEK 218 Vinnova
- MSEK 156 Swedish Energy Agency
- MSEK 297 other government agencies
- MSEK 433 other external financing including private funds

Financial situation

MSEK 7,364 in total turnover (of which MSEK 1,011 transfers)

Government grants (excluding transfers)

- MSEK 1,486 First and second level (undergraduate) educational programmes
- MSEK 1,677 Research and third education cycle

Employees

The equivalent of 4,127 full time positions, of which 1,760 are women and 2,367 men of which:

- 369 professors, 88 women and 281 men (including visiting and adjunct professors)
- 240 associate professors, 68 women and 172 men

Organisation

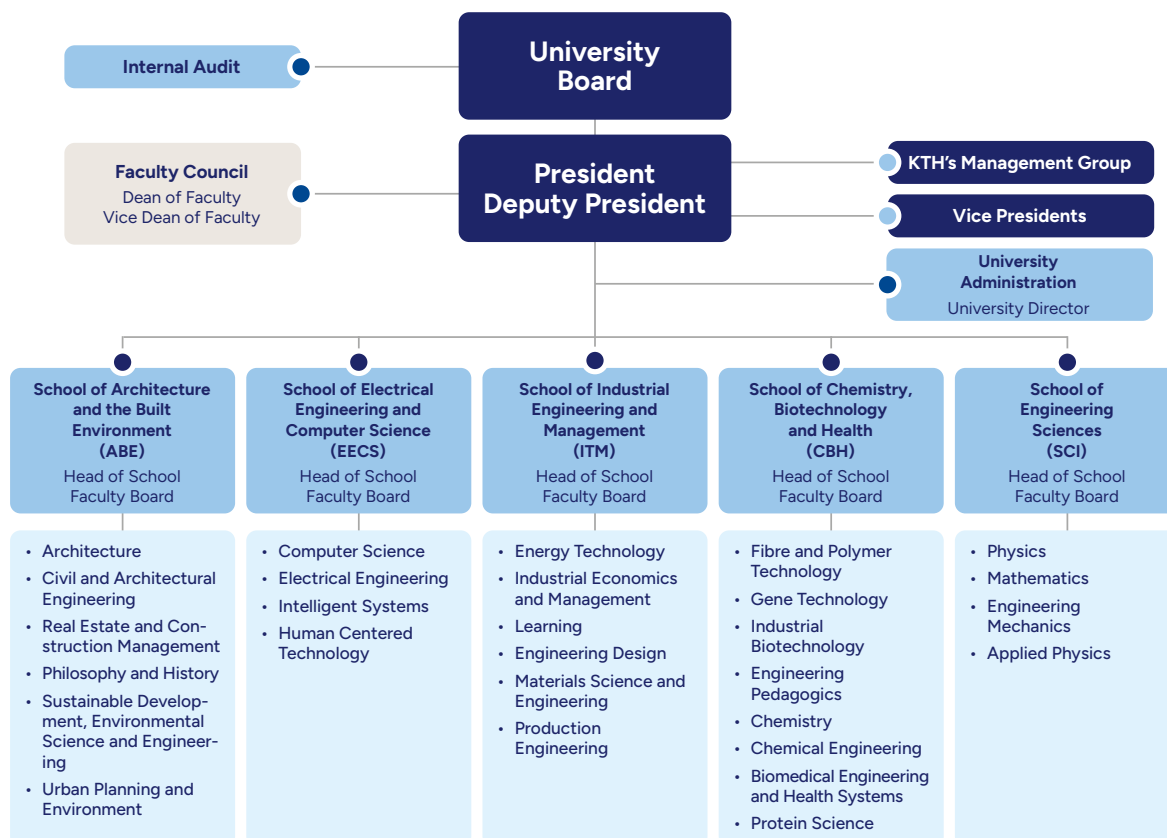
KTH's courses, study programmes and research are organised into five schools. Each school has departments, divisions and research centres. The schools report directly to the President. Each school is led by a head of school. Alongside the line organisation, there is a faculty organisation with the Faculty Council at a university-wide level and faculty boards at a school-wide level. KTH's faculty organisation is appointed by election.

The President is the head of the public authority and has overall responsibility for KTH's activities under the University Board. The Deputy President is the President's deputy. The University Director is the highest head of administration at the University. KTH has two Vice Presidents, one for research and one for international relations.

The President has a management group that handles issues relating to strategic management and governance of the university. The management group also advises the President on matters relating to the planning, monitoring and development of the university's activities. The management group is made up of the President, the Deputy President, heads of school, the University Director, the Deputy University Director and the chair of the Student Union at the Royal Institute of Technology. The Vice President for Research, the Vice President for International Relations, the Dean and the Vice-Dean of Faculty are permanently co-opted, with the option of participating in meetings of the management group.

The Faculty Council is KTH's university-wide body responsible for coordinating and developing issues relating to quality in education, research and collaboration. The Faculty Council is responsible for strategic issues concerning education, as well as for recruitment and promotion processes for teachers and the appointment of researchers. It also manages and develops KTH's quality system and is also tasked with creating beneficial conditions for interdisciplinary faculty exchange. The Faculty Council consists of the dean as chair, the vice dean as vice chair, five teaching members, three external members and three student members.

Faculty boards are the schools' bodies for faculty influence. They have overall responsibility for the school's long-term development of education and research conditions in relation to KTH's vision and goals. The faculty boards are also responsible for monitoring and developing quality within the framework of KTH's quality system, faculty support and establishing forms of faculty exchange. With effect from 2025, faculty boards have overall responsibility for preparing appointments and promotions of teachers, affiliations as professors and faculty, as well as admissions as docents. The faculty boards are made up of the head of school (who acts as the chair), six teacher members (one of whom acts as the vice-chair), two external members and two student members.



President's foreword

2025 has been an intense year for KTH in many ways in terms of change and renewal. Half of the current president's term has now passed and during that time KTH has dealt with a number of major issues, such as the establishment of a faculty organisation, an extensive campus relocation and a review of the courses and programmes offered.

Internationalisation issues are becoming increasingly important on the agenda as a result of the global situation and KTH's active work on responsible internationalisation continues. KTH has established a system to enable it to take full responsibility for international partnerships, consisting of, among other things, export control and in-depth assessments of partnerships and skills provision in areas that may be security-sensitive. At the same time, it is the university's responsibility to participate in global research partnerships and keep abreast of the latest developments in research. Being as open as possible while remaining as closed as necessary is both an ambition and a necessity.

KTH aims to strengthen its position as a leading university in technical courses and study programmes and demand for programmes leading to professional qualifications remains high. The number of first-choice applicants for these programmes in 2025 was 6,446, which is on par with the previous year.

Work is progressing on developing research in the best possible way. The research committee at KTH has now been in operation for almost two years, and 14 strategic research initiatives have been ongoing during 2025. These are areas that are important for societal development and the projects cover everything from AI to new materials, electrical power, nuclear technology, life sciences and smart urban development.

During the year, further steps were taken in KTH's systematic quality assurance activities. Following a review the previous year, a new guideline was adopted in 2025 on systematic quality assurance in research, with continuous monitoring and regular reviews. This has also paved the way for a systematic evaluation and review of the range of courses and programmes offered and the balance between different types of education, with the aim of ensuring relevance for both students and the labour market.

The faculty's subject-specific and professional educational development is an important prerequisite for KTH to maintain high quality in research and education. Responsibility for employment issues has been transferred from the central level to the schools' faculty boards, which have been handling recruitment and promotions since 1 January 2025.

The development of a long-term career system is continuing, to ensure that KTH remains an attractive place to work. A report containing proposals to make the system clearer and

fairer was completed during the year and will result in new appointments procedures in 2026.

A record number of new ideas, almost 450 projects, were submitted to KTH Innovation in 2025. KTH students and researchers are behind a large number of successful Swedish companies in the field of new technology and KTH alumni have founded several so-called unicorns (start-up companies valued at over a billion dollars), including the AI company Lovable, which received the KTH Innovation Award 2025.

Finally, a big thank you goes out to all the fantastic colleagues and students who contribute to KTH's vision of taking the lead in sustainable societal development. With a clear direction for education, research and collaboration, it is time to look ahead to a new year and the second half of the president's term.

Enjoy reading!



Anders Söderholm,
KTH President

Students' statement

Education in two parts

At the Student Union at the Royal Institute of Technology, we work to ensure that all students receive a high-quality education and enjoy their free time. We believe that half of education consists of courses leading to a degree and the other half consists of experiences gained from involvement in student life. We are impressed by and proud of everything our students do for each other.

Key issues of the year

Since the decision on *campus relocation* was made in 2023, THS has been involved in the process. We are particularly pleased with the involvement we have had in the work on the new section premises. However, this work takes time and in the meantime, we continue to emphasise the importance of providing better conditions and effective temporary solutions for the sections that are currently without premises.

The shortage of study places on campus was already highlighted in the spring with the release of the report *Four study places are more than five chairs*. Since the second wave of relocations in the autumn of 2025, it has become clear that the campus premises are inadequate. In discussions with KTH, we have clearly stated that the situation of *overcrowded teaching and examination venues* is unacceptable if all students are to have the same conditions for their education. It is regrettable that the move took place before sufficient preparations had been made.

During the spring, widespread dissatisfaction was expressed in several quarters regarding the handling of *compensatory support*, Funka. The report *Funkar funka? (Does Funka work?)*, which we released in the spring, describes experiences of how well the support works and the attitude of KTH staff and examination invigilators. The authors have identified systematic errors and necessary measures to ensure that students with support needs receive an equal education. On the basis of this report, we are in ongoing discussions with KTH.

We are still awaiting the implementation of *anonymous examination*, which was decided in 2023. We consider anonymous examination to be a given in order to guarantee equal treatment of students, and we would like to believe that KTH is at least as capable as the universities that have already successfully implemented this reform.

Effectively communicating with 15,000 students is a challenge and we have therefore decided during the year that the student union should join the student union app *kårapp*. The app will make it easier for all students to access relevant information and understand how they can participate in student life on campus.

We are also proud to announce that in 2025, the student union council decided to formally change the name of the union from *Tekniska högskolans studentkår (THS)* to *Kungliga Tekniska högskolans studentkår (KTHS)*. This may be the last annual report signed by THS.

Reception and orientation

When you are admitted to KTH, you are welcomed two weeks before the start of the course with an orientation organised by senior students. This will be your first, but perhaps also your most memorable, memory from your time at the university. The orientation period is a highly intense time when KTH is bursting with energy and teeming with festively and formally dressed students. The orientation activities are organised by our sections and committees and are all major year-round projects with the aim of making new students feel welcome, secure and excited about their new lives as KTH students. Together, our students put in hundreds of thousands of voluntary hours in the orientation events, all to give our new students a welcome they will remember for life. In our efforts to make orientation a more enjoyable and secure experience for recipients and new students, we collaborate with KTH both before and during the orientation.

A well-filled student life

Student life doesn't end after the orientation! During the year, thousands of events are organised centrally, by the sections and by the associations within the student union. This strong commitment enables a wide range of activities that give our students the opportunity to spend their free time doing exactly what they want.

During the year, we have developed a collaboration with the mathematics department, which held maths workshops at Nymble two evenings a week during the autumn. We have continued our collaboration with KTH and RFSU's Dare to Care initiative, which promotes safer club environments through training and activities, among other things.

The Nymble student union building continues to be a hub for student union activities. Here, students have had another year to connect with the business community through the sections' job fairs and THS Armada, where over 100 companies were present. Four times a year, it is transformed into one of the largest nightclubs in the Nordic region, when exam pubs are organised and welcome an average of 2,000 guests. It is also an everyday meeting place where students can study, have lunch and live their everyday lives as students here at KTH.

Finally, I would like to thank all the students who create a pleasant study environment for each other!

Lydia Boij,
Student Union President, THS

Education

Education at first and second-cycle level

Courses and programmes offered

Education at KTH focuses mainly on the technical and scientific fields, with programmes leading to Master of Science in Engineering, Bachelor of Science in Engineering and Master of Architecture degrees. KTH also offers teacher training, qualifying courses and a large number of in-service training courses.

A series of measures were implemented in both 2023 and 2024 to increase the volume of education. KTH had significantly more new students in 2024 and 2023 than in 2022, and the number of full-time equivalent students increased significantly. During 2025, KTH has worked actively to reduce the number of new students once again in order to get in line with the new ceiling. However, the number of full-time equivalent students in 2025 was on par with 2024 due to the large increase in new students in 2024. See *Figures 2 and 7*.

Priorities in the courses and programmes offered at KTH are mainly made between programmes and programme types. The courses and programmes offered mainly include of courses and study programmes in engineering and technology. Of KTH's total number of full time equivalent students with direct government funding, more than 90 per cent are in the natural sciences and technology.

During 2025, KTH has worked to implement a policy decision on KTH's courses and programmes offered and conducted a review of its first- and second cycle programmes in line with the policy decision. Based on this, plans for short-term and long-term changes to KTH's programmes and the dimensioning of independent courses have been compiled for 2026. While short-term changes to the portfolio of courses and programmes are primarily driven by the attractiveness of the programmes and economic conditions, proposals for changes to KTH's courses and programmes offered that are more strategic in nature will be presented in 2026. A review will be conducted of groups of programmes that are closely related in terms of subject matter and where there may be synergies or overlaps. Programme sizes will also be investigated more closely in order to find ways to increase both attractiveness and efficiency.

In 2025, KTH carried out various projects for the development of higher education pedagogy in mathematics courses, with support from the Swedish Council for Higher Education for measures to develop higher education pedagogy in engineering programmes. The projects include outreach maths support in collaboration with the student union, development of student-led workshops to replace traditional mathematics exercises, the creation of digital quizzes and projects involving AI tools in mathematics. These measures are being taken with the aim of improving throughput and quality in courses and study programmes.

During 2021–2024, both the government's special initiative on lifelong learning and KTH's internal goal of expanding lifelong learning led to priorities being set in order to offer more independent courses. In 2023, just under 4 per cent of KTH's

total educational volume was provided in the form of independent courses, and in 2024, just under 6 per cent. In line with the previously mentioned need to reduce the volume of education in order to stay within the ceiling, KTH has actively prioritised programme education over independent courses in 2025. This meant that the proportion of the total volume of education provided as independent courses in 2025 fell again to around 4 per cent. See the section on Lifelong learning.

External members participate in the schools' faculty boards and programme councils, where they have the opportunity to express their opinions on the range of courses and programmes offered. External members are also represented on the faculty council and the university board. These groups regularly discuss which courses and study programmes are needed in society and in demand by, for example, companies, authorities and organisations. More specific discussions are also taking place within the strategic partnerships that KTH has with a number of companies, authorities and organisations. See section on Collaboration.

There is a significant shortage of teachers in most STEM subjects. KTH works to meet the great need for trained teachers by offering supplementary teacher education, KPU. KTH also has a mandate to offer KPU for people with third-cycle degrees. In addition, since 2022, KTH has been tasked with offering a shorter KPU programme worth 60 credits. KTH already offers a Degree of Master of Science in Engineering programme that leads to both a Degree of Master of Science in Education and a Degree of Master of Science in Engineering. See the section on Teacher education.

Education at KTH largely includes digital elements and learning activities, but courses within programmes are rarely offered entirely online. In 2025, KTH offered a total of 118 (110) remote courses, which generated 353 (679) HST, of which 294 (617) HST were within independent courses. In terms of KTH's total number of HSTs in grant-funded education, the proportion studying entirely remotely was 3 (5) per cent. Within KTH's independent courses, the proportion studying entirely remotely was 70 (85) per cent.

One of KTH's goals is increased internationalisation. The educational environment is highly international and KTH students are offered various types of exchange opportunities through educational collaborations, exchange agreements and international partnerships. A large proportion of students at second cycle level are international students.

See the sections on Collaboration and International mobility.

With regard to recruitment efforts, see the section on Recruiting students to first cycle education.

Development of courses and programmes offered in AI and integration of AI elements into relevant courses and programmes

KTH is conducting structured work to analyse the need to develop its range of AI courses and programmes offered. This work includes monitoring developments in the outside world, analysing technological developments, engaging in dialogue with industry and other societal actors and conducting

internal surveys of skills needs within existing programmes and courses. The aim is to ensure that KTH's courses and study programmes are up to date, relevant and in line with developments in the field of AI.

As part of this work, several development projects are being carried out. Some examples include:

- platform for a strategically broader discussion and educational guidance on how AI can be integrated into teaching
- pure question-based learning, with AI-generated intended learning outcomes and activities
- interactive learning with automated feedback and continuous assessment
- model for how ethical perspectives can be taught to strengthen students' ability to deal with ethical dilemmas related to AI
- process-based grading and ethical guidelines for AI use in the assessment of degree projects.

In addition, courses and programmes are reviewed on an ongoing basis to identify opportunities to strengthen or introduce AI-related elements. This includes both subject-specific AI elements and broader perspectives such as ethical, legal and societal aspects of AI.

Qualifying courses and study programmes

The technical foundation year is a one-year qualifying programme aimed at students who have not achieved full eligibility for KTH's programmes during their upper secondary studies. The qualifying courses provide supplementary education at upper secondary level in mathematics, physics and chemistry. It is also possible to apply only for the second semester of the foundation year, which is particularly suitable for those who have completed a technical programme in upper secondary school. Passing KTH's foundation year or foundation semester gives the opportunity to apply for specially reserved places on one of KTH's Master of Science in Engineering or Bachelor of Science in Engineering programmes.

In 2025, KTH conducted an investigation into the qualifying education programme, in connection with the programme being organised within a single school from 2025 onwards. One of the aims of the investigation was to increase coordination within education. Among other things, the study shows that of the students admitted to three year or masters engineering programmes in the 2007–2022 foundation year selection, the proportion who continued into the second year was higher compared to those admitted in the quota groups for upper secondary grades or Swedish Scholastic Aptitude Test, SweSAT. One of the objectives of a future strategy for qualifying education at KTH is to make the technical foundation year more attractive to prospective female students and people with a foreign background or whose parents do not have higher education. In 2026, KTH will continue to work on parts of the study's proposals.

In 2025, KTH offered qualifying education at KTH Campus and KTH Flemingsberg. At KTH Flemingsberg, it was possible to begin qualifying education in both the autumn and spring semesters. At KTH Södertälje, the foundation semester was offered during the spring semester of 2025, which was the last time due to the relocation of activities. In 2025, for the first time, KTH also offered qualifying education through learning centres in Södertälje, Nynäshamn, and Norrtälje, linked to KTH Flemingsberg. See sections *Beginners* and *Performance*.

Preparatory courses between upper secondary school and university

KTH already offers online preparatory courses in mathematics, programming and physics. The courses are aimed at applicants to technical and natural science programmes and are designed to support and prepare beginners in the transition from upper secondary school to university. Further development of the courses has continued during the year in accordance with an evidence-based digital learning model from the international network Open Learning Initiative.

In connection with the courses, there are modules that prepare applicants for the mathematics and physics tests, see section *Alternative selection*.

Relocation and development of KTH's sustainable production courses and study programmes

Starting in 2016, KTH launched an initiative in partnership with the municipality of Södertälje, Scania, and AstraZeneca for education and research in Södertälje. Despite extensive efforts, KTH Södertälje did not achieve the expected increase in volume and saw a decline in applications for its courses and study programmes. The student completion was also generally lower in Södertälje compared to KTH's other campuses.

In November 2023, the University Board decided to relocate operations in Södertälje to KTH Campus and KTH Flemingsberg in order to strengthen and consolidate KTH's education and research environments and reduce KTH's premises costs. The relocation of all activities at KTH Södertälje was carried out during the summer of 2025.

During the spring semester of 2025, 35 students, including 11 women and 24 men, began their second semester of the technical foundation year at KTH Södertälje. The courses and study programmes had 299 first-choice applicants.

Starting in the 2025/2026 academic year, no teaching will be conducted at KTH Södertälje. The Bachelor of Science and Master of Science in Engineering programmes, as well as the two-year master's programmes that were previously offered at KTH Södertälje, will be offered at KTH Campus starting in the autumn of 2025, and the qualifying education will be offered at KTH Flemingsberg. Following the relocation, close ties with industry in Södertälje are maintained, for example through applied elements in the courses and study programmes. Starting in the autumn of 2025, the technical foundation year is also offered via remote learning at learning centres in Södertälje, Norrtälje and Nynäshamn. In Södertälje, there were a total of 31 new students in the autumn of 2025, including 12 women and 19 men, enrolled in the technical foundation year at the learning centre. The courses and study programmes had 92 first-choice applicants.

Teacher education

KTH offers degree programmes in engineering and education, subject teacher education and various forms of supplementary teacher education. As part of their teacher education, students undertake placements (VFU), which means that they spend time at a school where, under supervision, they participate in and contribute to the daily work.

Teacher education collaboration

During the year, KTH and Stockholm University jointly decided to establish a joint steering group for teacher education collaboration. The purpose of the collaboration is to create a clear

division of responsibilities and, by leveraging the strengths of each institution, enable long-term joint implementation of teacher education. The steering group provides a common platform for the strategic development of teacher education cooperation. KTH's collaboration with SU is based on the proposals in the report Subject Knowledge and Teaching Skills – A Reformed Teacher Education Program (SOU 2024:81).

Degree programmes in engineering and education

The degree programmes in engineering and education lead to both a Degree of Master of Science in Engineering and a Degree of Master of Science in Upper Secondary Education.

All students on the degree programmes in engineering and education have mathematics as one of their teaching subjects. During the first year, students acquire basic knowledge in the four subject areas included in the programme's various specialisations. The subjects are physics, chemistry and technology, with specialisation in data and technology, respectively, with specialisation in energy and the environment. Before starting their second year, students choose one of four possible subject areas and thus their teaching subject in addition to mathematics.

When choosing their specialisation, students are informed that there is a significant and long-term national need for qualified upper secondary school teachers in several of the programme's teaching subjects. However, needs vary between subjects, regions and over time.

In the autumn semester of 2025, the programme had 71 (101) first-choice applicants. In 2025, 75 (75) students enrolled in the programme, of whom 37 per cent were women and 63 per cent were men, see *Figure 2*. In 2025, 35 (28) students were examined from the programme, of whom 60 per cent were women and 40 per cent were men, see *Figure 9*.

Subject teacher education

Subject teacher education with a focus on technology comprises 270 credits and began in its current form in the autumn semester of 2019. Since autumn 2022, KTH has not admitted any students to the subject teacher education. The number of applicants for subject teacher education has been low and the implementation of the shorter supplementary teacher education of 60 credits uses the same resources as subject teacher education. The subject teacher education leads to two different degrees: a subject teacher degree with a focus on working in years 7–9 in secondary school in technology and mathematics, and a Degree of Bachelor of Science in Engineering.

In 2025, the programme had four active students, two of whom had placements during the year. No students graduated during the year, see *Figure 9*.

Supplementary teacher education

The supplementary teacher education, KPU, comprises 90 credits and leads to a subject teacher qualification for upper secondary school or years 7–9 of secondary school in one or more of the subjects physics, chemistry, mathematics and technology. To be admitted to the programme, applicants must have sufficient academic qualifications in one or more of these subjects. The programme is partly remote learning with some in-person meetings at KTH. The programme also runs during the summer, which means that a student who starts in June can be a qualified subject teacher by the end of August the following year. One third of the programme consists of VFU (placements). VFU placements are difficult to obtain in the right

subject and at the right level for KPU students, especially in the field of technology at the upper secondary school level. Some students therefore do their VFU in secondary school years 7–9 even though they will become qualified in their subject for upper secondary school.

In 2025, the programme had 78 (70) first-choice applicants. There were 17 (29) students who began the education at the start of the summer semester, of whom 47 per cent were women and 53 per cent were men, see *Figure 2*. In 2025, 12 (17) students, of whom 42 per cent were women and 58 per cent were men, obtained a subject teacher degree after completing KPU, see *Figure 9*.

Shorter supplementary teacher education

In 2021, the government commissioned KTH to organise a pilot programme with a shorter KPU leading to a basic or subject teacher degree. The purpose of the pilot programme is to increase the number of qualified and certified teachers in schools by enabling a broader target group of individuals with a previous university or college degree to study to become teachers through KPU.

The KPU degree programme for subject teachers in years 7–9 comprises 60 credits and leads to a subject teacher degree for years 7–9 in technology and mathematics. To be admitted to the programme, applicants must have completed a professional qualification or a general degree at first cycle level. The programme is offered as a partial remote programme with some in-person meetings at KTH. One-third of the programme consists of VFU.

In 2025, the programme had 48 (66) first-choice applicants. There were 14 (26) students who began the education at the start of the autumn semester, of whom 43 per cent were women and 57 per cent were men, see *Figure 2*. The partially distant format will enable students from across the country to participate in the programme. Of this year's newly admitted students, 12 (86) per cent are residents of Stockholm County. Otherwise, there is a wide range of ages and previous professional experience among the students.

In 2025, 18 (12) students, of whom 39 were women and 61 were men, obtained a subject teacher degree after completing shorter KPU, see *Figure 9*.

Supplementary teacher education for persons with a third-cycle qualification

KTH and Stockholm University offer KPU for subject teacher degrees in mathematics, natural sciences and technology for those with third cycle degrees. Those who are accepted into the programme are eligible to receive a special education grant during their studies. The number of places on the programme is determined by the allocation of education grants, which is limited to an average of 70 students per year on a national basis. The programme comprises 90 credits and runs over twelve months at an accelerated pace. The education is conducted partly remotely, with approximately 20 teaching days in Stockholm during the year. The students come from all over the country.

The grant scheme has a time limit. It was initiated in 2016 and was initially scheduled to run until mid-2021. In spring 2021, a decision was made to extend the scheme, with annual programme starts in January from 2022 to 2026.

Ahead of 2025, the programme had 74 first-choice applicants. There were 30 (12) students who began the education in

January, of whom 50 per cent were women and 50 per cent were men, see *Figure 2*. In 2025, 10 (17) students graduated after completing the KPU for third cycle graduates, of whom 20 per cent were women and 80 per cent were men, see *Figure 9*.

Practical research and training schools

KTH is part of the government initiative Education, Learning, Research – ULF. The initiative became permanent in 2025 after previously being run as a pilot project. As part of this initiative, KTH, in collaboration with school governing bodies, is running the Compensatory Teaching for Learning and Research (K-ULF) project, which focuses on practical research and the development of VFU.

KTH decided on the first VFU agreements in 2024, with the City of Stockholm and with NTI upper secondary schools. In 2025, the work continued and agreements were made with the municipalities of Södertälje and Nacka.

The agreements describe what KTH can contribute to the collaboration with each respective principal. KTH is committed, for example, to providing continuing education courses and inspirational lectures in AI, sustainable development, technology education etc. In 2025, for example, around ten teachers from training schools will have completed KTH's VFU supervisor courses.

The VFU agreements also outline how KTH can collaborate with VFU schools in practice-oriented research within K-ULF. KTH has agreements on collaboration for practice-oriented research with the City of Stockholm, Haninge Municipality and NTI Upper Secondary School. KTH has similar agreements with the municipalities of Värmdö, Lidingö, and Nynäshamn, although VFU agreements have not yet been signed with them. The plan is for VFU agreements to be concluded with these principals in 2026.

The VFU courses in KTH's teacher education programme provide specific information about K-ULF, which has led to several supervisors at VFU schools becoming involved in practice-oriented research projects together with KTH researchers.

In 2025, a total of 249 teacher students from KTH were placed at VFU schools, most of them with principals with whom agreements had been made. Most of the students who participated in VFU courses in 2025 did so as part of the degree programmes in engineering and education. Other students study at KTH's various forms of supplementary teacher education. In total, the VFU courses covered 48.3 full-time equivalent students in 2025.

During 2025, KTH has worked actively to develop its activities together with the training schools. This has involved the continued development of VFU administration to better meet the needs of training schools, collaboration agreements and the development of procedures for collaboration with training schools and the coordinators of the responsible authorities. In addition, the range of activities offered by training schools has been reviewed to meet demand; for example, the need for training in AI has increased.

Lifelong learning and transition

KTH works continuously to develop lifelong learning and strives to make it an integral part of KTH's courses and study programmes. Lifelong learning refers to both contract education and grant-funded further education, as well as other more informal learning activities such as open, flexible online courses. Priorities and assessments are mainly based

on student demand, labour market needs and KTH's strengths and areas of expertise. In addition to this, the government's initiatives, such as transition study support and KPU, are taken into account.

During the year, KTH has worked with other universities to develop short, flexible online courses for professionals in AI and green transition within the framework of two government assignments, see section *Short courses*.

In 2025, work continued to facilitate the development of lifelong learning through, for example, common working methods and support functions. Each school has a lifelong learning coordinator who collaborates in a KTH-wide network.

In 2025, what KTH offers in the area of lifelong learning has been reviewed. In 2026, KTH will continue to work on parts of the review proposals, with a particular focus on a comprehensive range of courses in areas that are in demand by industry.

Grant-funded continuing professional development

The total number of in-service training courses available for enrolment during the spring, summer and autumn semesters of 2025 was 258. A total of 285 (286) in-service training courses were offered during the year, including courses from 2024 that continued into 2025. During the year, the courses generated a total of 422 (728) HST of grant-funded students and two HST of fee-funded students. The decrease from the previous year is due to KTH having to reduce the volume of education in order to stay within its ceiling.

The number of unique individuals who have taken at least one in-service training course increased significantly between 2022 and 2024, but has declined again in 2025. In 2025, there were a total of 5,971 unique participants, of whom 21 were fee-funded students. In comparison, there were 9,240 unique participants in the previous year, of whom 23 were fee-funded. In 2023, there were 4,445 participants and in 2022, there were 2,521 participants.

Broken down by gender, the number of unique participants was 3,261 (5,283) women and 2,710 (3,957) men, i.e. 55 per cent women and 45 per cent men. In terms of HST numbers, there were 205 (381) women and 219 (348) men, i.e. 48 per cent women and 52 per cent men. This suggests that men were more likely than women to register for more than one course and that men were more likely to register for longer courses, comprising more than four credits.

The number of participants was significantly higher for remote learning courses than for campus-based courses: 5,171 remote learning participants and 1,057 campus-based participants (an individual may appear in both groups if registered for more than one course). The largest number of participants were enrolled in courses worth

four credits or fewer, which were taught remotely. These courses had a total of 4,129 participants in 2025.

Contract education

KTH has educated personnel from companies and government agencies in areas such as estate agency, property valuation, building construction technology, AI, lean and industrial production, sustainable transport systems, radio system technology and radiometric technology, as well as cyber defence and data security.

In 2024, KTH's credit-bearing courses in contract education generated 271 (82) full-time equivalent students (HST) and 245 (74) annual performance equivalents (HPR). The significant

increase is related to the fact that, starting in the autumn semester of 2024, KTH, in collaboration with the Institute of Business and Economics (FEI), offers contract education for estate agents. The program comprises 120 credits and is designed in accordance with the Swedish Estate Agents Inspectorate's requirements for registration as an estate agent. See section *Financial reporting*, note 2.

Short courses

In 2025, teachers at KTH have developed a total of 13 courses for professionals focusing on green transition, batteries, and technology, for example:

- Climate adaptation amid deep uncertainty
- System thinking for successful green transition
- The future of nuclear power – technical insights
- The Role of Digital Technologies in Climate and Sustainability Goals.

Furthermore, during the year, teachers at KTH have developed a total of 14 courses for professionals focusing on AI, for example:

- Applied AI in Electricity Market Decision-Making
- Sustainability Perspectives for Artificial Intelligence
- Making Sense of Data: Using Generative AI to Empower Big Data Analytics
- Design technology and AI in architectural practice.

In the initial phase, the courses will be offered as open remote education. In the next phase, the material will be used as a basis for independent courses and modules in the normal programme course offerings or as contract education.

In January, Lund University established a steering group for the consortium that had been allocated funds in accordance with the appropriation documents of the participating universities. The consortium consists of Lund University, Linköping University, KTH Royal Institute of Technology, Luleå University of Technology, Örebro University, Halmstad University and Chalmers University of Technology. A dozen steering group meetings were held during the year.

In addition to the interviews conducted by participating universities with their strategic partners and industry organisations, two workshops with business representatives and public actors were organised by KTH and Lund University.

Integration initiatives

The Swedish for Engineers and Architects programme, Sfinx, in Stockholm County is part of KTH's regular activities. The aim is to facilitate entry into the labour market for engineers and architects who have a foreign degree and have been in Sweden for a maximum of three years. Sfinx is part of the regional collaboration Swedish for Professionals and is a collaboration between KTH, the City of Stockholm, and the Stockholm County Administrative Board.

Over a period of 18 months, participants can study English and Swedish, from beginner's level for immigrants up to upper secondary level. They also receive information about Swedish business and the Swedish labour market. This takes place within municipal adult education. Reporting takes the form of reports that are integrated into Swedish language teaching and contribute to the grade in Swedish.

Participants also have the opportunity to attend courses at KTH without being registered. The number of participants in courses at KTH in 2025 was 48, out of a total of approximately

150 participants in the Sfinx program. The corresponding number of participants last year was 30, out of a total of approximately 150 participants.

A large number of participants find work during the programme or after it has ended.

Recruitment of students to first-cycle programmes

KTH aims to strengthen its position as a leading university in technical education. In 2025, a new action plan for national education communication was drawn up. The focus areas for 2025–2028 are to increase interest in STEM and KTH, special initiatives for priority programmes, including basic technical education, and to strengthen the match between applicants and programmes.

Student recruitment efforts focus on personal meetings and digital communication. The personal meeting mainly takes place between representatives of KTH, known as student ambassadors, and prospective students. The student ambassadors, around 45 in number, represent most of KTH's courses and study programmes and reflect the diversity at KTH in terms of gender, geographical origin, ethnicity and social background. All student ambassadors undergo training that covers youth communication, presentation techniques, student recruitment messages target group knowledge, and individual coaching.

In 2025, KTH's student ambassadors held 146 student recruitment meetings with upper secondary school students in the form of visits to schools around the country and study visits to KTH Campus. 27 of the student recruitment meetings were held with priority upper secondary schools. The schools that KTH has identified as priorities are upper secondary schools in the Mälardalen region, where the proportion of students from homes with little tradition of higher education is higher than the average in Stockholm County. Priority is also given to upper secondary schools in other parts of the country that are located in municipalities with low transition rates to higher education. This is part of KTH's efforts to broaden its recruitment.

KTH participated in three major education fairs for upper secondary school students: Kunskap & Framtid in Gothenburg and Saco Studentmässan in Stockholm and Malmö, which had a total of 40,000 visitors. The aim is to generate interest in education at KTH and also to inspire visitors to seek more information about the courses and programmes offered at KTH after the fair. At the fairs, KTH held seminars that were attended by approximately 650 people. At the end of March, the annual Open House was held to showcase the teaching environment to prospective students. The event was open to the public and attracted over 2,100 visitors.

Digital communication with prospective students took place via social media and the KTH website. On social media, the target audience was reached through both organic and paid content. The content on social media channels builds KTH's brand and drives traffic to the website. The KTH website is the target group's most important source of information and received approximately 900,000 visits during the year. Approximately 26,800 of these visits led to antagning.se/universityadmissions.se, which is an increase of just under 8 per cent from the previous academic year.

One of KTH's challenges is that certain educational environments, courses and study programmes have a significant imbalance between men and women. In order to reach more prospective female students, KTH is working to ensure that its publicity reaches an equal proportion of women and men. Approximately

half of those reached by KTH's various student recruitment activities are women. In addition, KTH participates in Introduce a Girl to Engineering Day together with the Womengineer foundation and supports a number of student-driven projects aimed at women and non-binary people.

The House of Science organises activities for school pupils from junior to upper secondary level, where they explore science, technology and mathematics in a laboratory environment. The House of Science also offers teacher training, weekend and holiday courses for young people and supervised upper secondary school projects and hosts events such as Teknikåttan and ForskarFredag.

This activity is run by KTH and Stockholm University in partnership with the City of Stockholm and is located at the AlbaNova university campus and in the Bergius Botanic Garden. During the year, the parties decided to establish a node in Kista.

Recruitment of students to second-cycle study programmes

KTH recruits students from both Sweden and other countries. International programme students are primarily recruited to KTH's two-year master's programs, all of which are taught in English.

In recent years, KTH has attracted an increasing number of qualified applicants to second-cycle study programmes. In 2025, the number of unique eligible applicants was 14 per cent higher than in 2024.

During the year, KTH conducted an extensive target group survey aimed at students who had been admitted to two-year master's programmes. It showed that the main reasons students applied to KTH were the content of the programmes, KTH's ranking, the quality of education and the appeal of Stockholm and Sweden. All communication channels were also evaluated, as well as the reasons why some students did not take up their places.

Activities to create visibility

To reach prospective international students, KTH advertises on digital channels in selected countries. A separate advertising campaign has been targeted at female prospective students, so as to contribute to a more even gender distribution.

KTH participated in several trade fairs and events during the year to establish contacts and communicate with prospective students in countries such as China, Indonesia, Italy, Mexico, Spain, the UK, Thailand, Germany and Vietnam. The trade fairs were combined with university visits and meetings with scholarship organisations and other partners. KTH also held a large number of digital events aimed at partner universities and other collaborators in several countries and participated in around ten digital fairs organised by the Swedish Institute.

As in previous years, students from virtually all two-year master's programs were recruited to communicate with prospective students via email, social media and digital events.

KTH uses recruitment agents in Colombia, Indonesia, Thailand and Vietnam, to increase its local presence and provide support to applicants in these countries. The agents work on a commission basis. Of the new students enrolled in 2025, 21 (13) were recruited through agents.

KTH has several collaboration agreements with scholarship organisations in Latin America and Indonesia. One of these is the Indonesian financier Indonesia Endowment

Fund for Education, which in 2025 awarded scholarships to 29 (37) new students. A new collaboration agreement with the Ministry of Education in the Dominican Republic resulted in three scholarship recipients at KTH.

Communication with applicants and admitted students

KTH offered a dozen comprehensive webinars for prospective students during the recruitment process. Topics included a presentation of KTH, two-year master's programs in various subject areas, frequently asked questions regarding the application process and preparations for arrival. During both spring and autumn, around thirty programme-specific digital meetings with academics and student ambassadors were also offered. All webinars and digital events were interactive and offered the opportunity to ask staff and student ambassadors questions. Some webinars were recorded and published on YouTube and the KTH website.

Admitted students were also offered an app where they could connect and communicate with each other. Just over 3,000 students used the app in 2025. KTH also carried out targeted communication initiatives aimed at students nominated for KTH's scholarship program with the aim of encouraging more of them to choose KTH, which yielded good results.

Demand for KTH study programmes

Demand for KTH's courses and study programmes leading to professional qualifications remains high. The number of first-choice applicants for these in 2025 was 6,446 (6,425).

The most sought-after Master of Science in Engineering programmes were industrial economics with 1,046 (826), computer science with 547 (626) and engineering physics with 534 (432) first-choice applicants. The architecture programme had 586 (824) first-choice applicants.

Of the Bachelor of Science in Engineering programmes, computer science had the most first-choice applicants with 236 (198).

KTH offers an English-language first-cycle programme, the Bachelor's Programme in Information and Communication Technology. In 2025, the programme had 1,540 (1,272) first-choice applicants. The number of first-choice applicants was 517 (503) in the national admission round and 1,082 (847) in the admission round for English-language programmes, of which 59 (78) applied in both admission rounds. This indicates continued strong interest in English-language education at first cycle level.

The number of applications for one-year master's programmes taught in English remains high. Of the 29,047 (25,760) online applications for English-language second cycle programmes for the autumn semester of 2025, 22,348 (19,671) were from tuition fee-paying applicants, of whom 8,455 (6,933) paid the application fee.

Admission to two-year master's programmes in EIT Urban Mobility and EIT InnoEnergy is handled by KTH on behalf of EIT. A total of 1,079 (1,250) applications were received for the EIT Digital programme. A total of 306 (352) applications were submitted to the EIT Urban Mobility programme. A total of 1,674 (2,274) applications were submitted to the EIT InnoEnergy programme. See the section on Collaboration.

The qualifying courses and study programmes had a total of 2,438 (2,053) first-choice applicants in 2025.

Admission to KTH's courses and study programmes takes place in nationally coordinated admission rounds in the NyA

admission system, which is administered by the Swedish Council for Higher Education.

Alternative selection

In the autumn semester of 2025, KTH used the mathematics and physics test and the architecture test as alternative selection methods for up to one-third of the places on a number of engineering programmes and the architecture programme.

The mathematics and physics test is a joint entrance exam for selected programmes at KTH Royal Institute of Technology, Chalmers University of Technology, University of Gothenburg and Stockholm University. This means that those who are eligible for the programme and have passed the entrance exam participate in an additional selection process in addition to their upper secondary school grades and Swedish Scholastic Aptitude Test. The following number of applicants in the selection group for the mathematics and physics test were admitted in 2025: 5-year engineering programme in technical physics 38 (47), electrical engineering 5 (2), vehicle engineering 5 (4), applied mathematics 22 (25), design and product development 0 (1), and mechanical engineering 4 (3).

The architecture test is an entrance examination for architectural education at KTH, Chalmers University of Technology, Lund University and Umeå University. There are three different selection groups for the architecture programme: grades, Swedish Scholastic Aptitude Test and architecture test. In the selection process for the four architecture programs, up to one-third of the places for new students go to those who have passed the architecture test. Thirty-three (44) applicants were accepted into the architecture programme in the selection group for the architecture test.

Activities funded by tuition fees

Tuition fee-funded activities attract a large number of students with non-European educational backgrounds and contribute to diversity and internationalisation. This activity has a major impact on educational planning. In 2025, the number of paying students was 2,173 (2,017). Since the introduction of tuition fees, KTH has made efforts to recruit qualified paying students. See the section *Recruitment of students to second-cycle study programmes*.

The number of applicants to KTH's English-language programmes continued to increase in 2025 for both first and second cycle programmes. See section *Demand for KTH study programmes*.

The number of fee-paying students who applied for deferral of the start of their studies was on a par with the previous year, at 6 (5). The number of admitted students who requested a refund of their tuition fees continued to decline, amounting to 48 (61).

In addition to the basic arrival and introduction services, students who paid tuition fees were offered, among other things, a housing guarantee, free primary healthcare, extended insurance cover and preparatory courses in English and Swedish.

Tuition fee-financed education showed a result of SEK -6.5 (-5.9) million in 2025. The number of students increased during the year and a large proportion of students are covered by the fee levels set before the autumn semesters of 2024 and 2025. This led to a significant increase in revenue. Costs increased slightly more, resulting in a negative result. At the end of 2025, the operation had an accumulated surplus of SEK 19 (25) million. In 2025, KTH conducted a review of how tuition fees are used. See section *Financial reporting*.

The following tuition fee levels applied to courses and study programmes starting in the 2025/2026 academic year. The fee for first cycle education and years 1–3 of MSc in engineering and subject teacher education was SEK 141,000 per academic year. For architecture programmes in years 1–3 and first cycle courses in architecture, the fee was SEK 237,000 per academic year. For years 4–5 and second cycle programmes and courses in architecture, the fee was SEK 300,000 per academic year. For other programmes and courses at second cycle level, the tuition fee was SEK 180,000 per academic year. Programmes offered in collaboration with other universities may have different fee levels.

Beginners

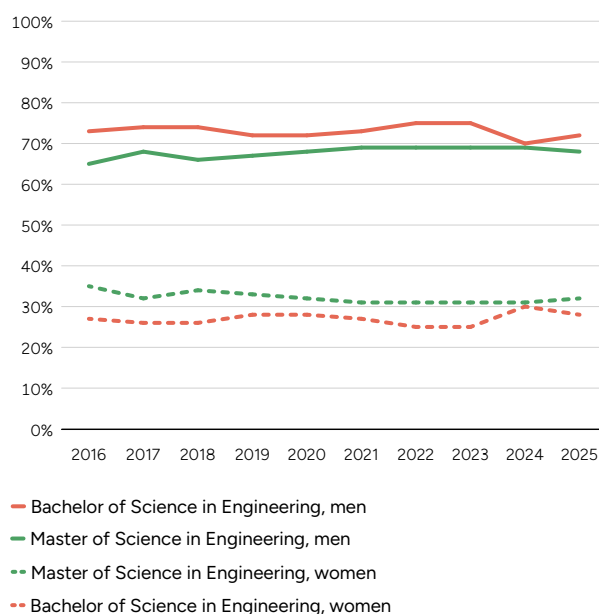
In 2025, a total of 2,725 (3,123) new students in year 1 began studying on KTH's educational programmes leading to a professional qualification. The architecture programme had 108 (118) new students, the MSc in engineering programmes had 1,985 (2,173) new students, and the BSc in engineering programmes had 571 (765) new students. The supplementary teacher education courses had 61 (67) new students.

See *Figure 2*.

The final two years of Master of Science in Engineering programmes are also two-year master's programmes. This means that Master of Science in Engineering students are registered as new students on a two-year master's programme when they begin the fourth year of their Master of Science in Engineering. This does not apply to the degree programme in engineering and education, which is a five-year integrated program. In 2025, 75 (75) new students began the degree programme in engineering and education.

In addition to the fourth and fifth years of the Master of Science in Engineering programme, KTH has externally recruited students on the two-year master's programmes who come from other universities in Sweden, the rest of the EU/

Figure 1. Gender structure – new female and male students 2016–2025
in percent



Source: Ladok.

Figure 2. Total number of new students 2022–2025

	2025		2024		2023		2022	
	Total	Pro-portion (%) of women/men)	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men
Master of Architecture, Degree Programme 300 HE credits	108	59/41	118	55/45	108	59/41	117	46/54
Master of Science in Engineering Degree Programme 300 HE credits								
Biotechnology	93	60/40	94	67/33	94	73/27	82	56/44
Engineering and Education	75	37/63	75	47/53	71	41/59	62	40/60
Computer Science and Engineering	203	21/79	222	19/81	218	16/84	201	18/82
Design and Product Realisation	118	54/46	116	45/55	116	52/48	110	45/55
Electrical Engineering	97	20/80	113	19/81	102	15/85	87	20/80
Energy and Environment	91	37/63	95	52/48	87	46/54	73	47/53
Vehicle Engineering	103	20/80	126	13/87	118	14/86	89	9/91
Industrial Engineering and Management	179	23/77	174	22/78	163	31/69	159	30/70
Industrial Technology and Sustainability	63	30/70	67	34/66	45	27/73	37	32/68
Information and Communication Technology	82	23/77	89	26/74	67	18/82	72	17/83
Mechanical Engineering	157	18/82	163	14/86	154	17/83	136	14/86
Materials Design and Engineering	63	27/73	63	43/57	59	39/61	51	24/76
Medical Engineering	51	61/39	53	58/42	50	60/40	51	51/49
Media Technology	70	34/66	74	53/47	79	29/71	88	43/57
Civil Engineering and Urban Management	175	39/61	199	37/63	173	36/64	190	43/57
Engineering Physics	127	24/76	153	20/80	146	18/82	129	20/80
Engineering Chemistry	72	65/35	77	57/43	84	46/54	66	61/39
Engineering Mathematics	70	13/87	79	20/80	68	21/79	64	16/84
Open entrance	96	32/68	141	25/75	141	27/73	106	33/67
Sub-total	1,985	32/68	2 173	31/69	2 035	31/69	1,853	31/69
Bachelor of Science in Engineering, Degree programme 180 HE credits								
Constructional Engineering and Design	114	36/64	214	42/58	207	33/67	210	31/69
Computer Engineering	172	20/80	191	24/76	197	19/81	186	17/83
Electronics and Computer Engineering	-	-	43	12/88	43	16/84	41	12/88
Electrical Engineering	52	13/87	51	2/98	60	3/97	51	12/88
Industrial Technology	76	17/83	107	19/81	-	-	-	-
Industrial Technology and Production Maintenance	-	-	-	-	-	-	16	19/81
Chemical Engineering	60	45/55	60	52/48	46	52/48	47	49/51
Mechanical Engineering	-	-	-	-	-	-	65	12/88
Medical Engineering	44	34/66	47	53/47	52	25/75	42	40/60
Engineering and Economics	53	42/58	52	31/69	42	26/74	57	37/63
Sub-total	571	28/72	765	30/70	647	25/75	715	25/75
Supplementary teacher education								
Supplementary teacher education 60 HE credits	14	43/57	26	50/50	19	42/58	8	38/62
Supplementary teacher education 90 HE credits	17	47/53	29	45/55	9	56/44	35	43/57
Supplementary teacher education for Graduates with a third cycle degree 90 HE credits	30	50/50	12	25/75	35	43/57	14	36/64
Sub-total	61	48/52	67	43/57	63	44/56	57	40/60
Masters programmes 120 HE credits	2,555	38/62	2,884	36/64	2,393	35/65	2,168	35/65
<i>of which within Master of Science in Engineering programmes</i>	<i>1,019</i>	<i>32/68</i>	<i>1,155</i>	<i>34/66</i>	<i>1,051</i>	<i>35/65</i>	<i>970</i>	<i>33/67</i>
Masters programmes 60 HE credits	30	80/20	18	78/22	32	66/34	41	56/44
Bachelors programmes 180 HE credits	136	35/65	141	43/57	144	45/55	120	37/63
University Diploma programmes 120 HE credits	-	-	-	-	-	-	31	19/81
Technical Preparatory Year, Technical Preparatory Semester 60/30 HE credits	724	36/64	877	31/69	763	31/69	776	29/71
Total	6,170	35/65	7,043	34/66	6,185	32/68	5,878	32/68

Source: Ladok.

EEA or Switzerland. These students do not pay tuition fees. KTH also has externally recruited students on two-year master's programmes from other parts of the world. These students pay tuition fees for their studies.

The total number of new students in two-year master's programmes was 2,555 (2,884). Of these, 1,019 (1,155) were already students in on a 5-year engineering programme. In 2025, 882 (808) externally recruited programme beginners from other higher education institutions in Sweden and from the EU/EEA, including Switzerland, began studies at second cycle level, of whom 44 (35) per cent were women and 56 (65) per cent were men.

Of the total number of new entrants in 2025, 35 per cent were women and 65 per cent were men. In the 5-year engineering programme in the autumn semester of 2025, 32 per cent of new students were women and 68 per cent were men. Of the new students enrolled in 3-year engineering programmes in 2025, 28 per cent were women and 72 per cent were men. The distribution between men and women varies greatly between KTH's different programmes. See Figure 2.

Several degree programmes have a low proportion of women. KTH is taking a number of measures to broaden recruitment; see section *Recruitment of students to first-cycle programmes*.

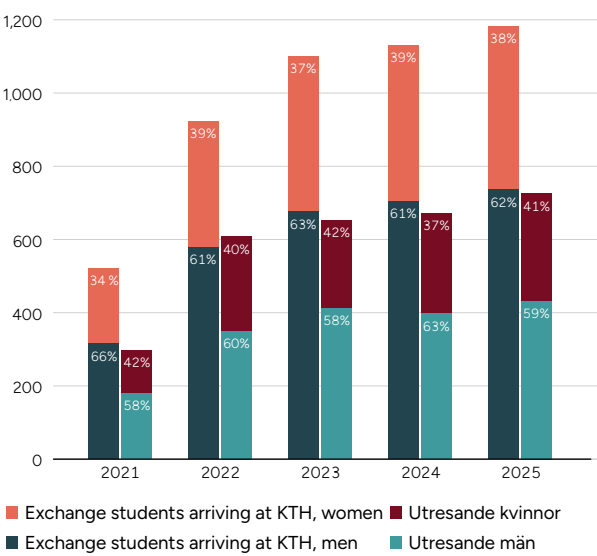
The average age of new students in architecture programmes was 21 for women and 22 for men. In Master of Science in Engineering programmes, it was 20 years for both women and men. For new students in Bachelor of Science in Engineering programmes, the average age was 21 for both women and men. The average age for two year and one-year master's programmes was 24 years for both women and men. For qualifying education, the average age was 20 for women and 21 for men. Average ages are stable over time.

In addition to the admission of new students in year 1, it is possible to start later in certain degree programmes. The number of students from universities other than KTH who began the

later parts of a Master of Science in Engineering programme was 152 (153). The corresponding figures for Bachelor of Science in Engineering were 0 (5) and for two-year master's degree programmes 170 (143).

In 2025, 724 (877) students began qualifying courses, of whom 36 per cent were women and 64 per cent were men, see Figure 2. Of those who began qualifying courses in the autumn semester of 2024 or the spring semester of 2025, a total of 330 (298) students, corresponding to 36 (36) per cent, continued in a Bachelor or Master of Science in Engineering programme at

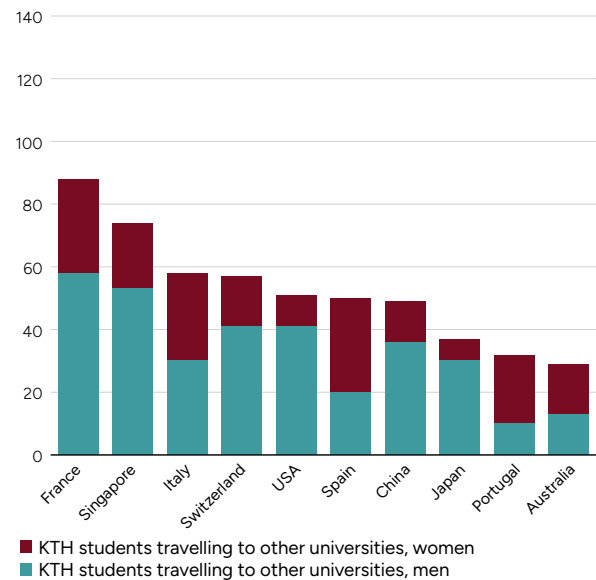
Figure 3. Student exchange 2021–2025
Number of students who began student exchange per year, in absolute numbers and proportion of women and men in percent



Source: Ladok.

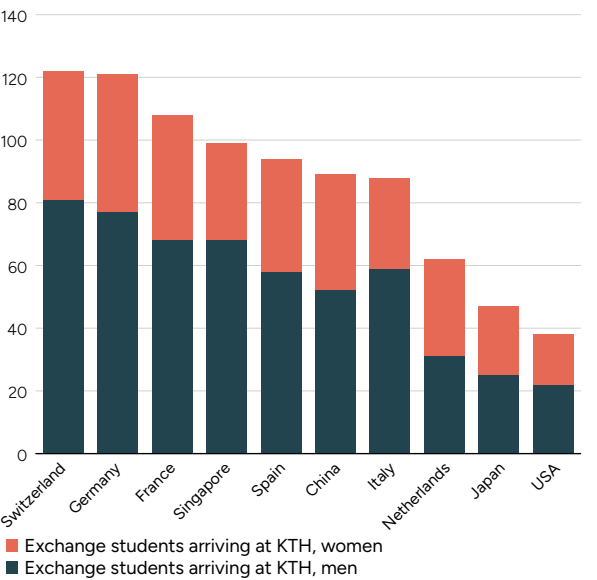
Figure 4. Student exchange – most popular countries 2025

Number of students who began student exchange during the year: the most popular countries KTH students travel to



Source: Ladok.

Number of students who began student exchange during the year: the most popular countries exchange students originate from



KTH in 2025. Of these, 32 per cent are women and 68 per cent are men. The majority of those who continue their studies at KTH do so in a Master of Science in Engineering programme.

In the autumn semester of 2025, 782 (914) new paying students enrolled at KTH, of whom 39 per cent were women and 61 per cent were men. Of the new paying students, 94 (92) had been awarded scholarships from Swedish organisations or through scholarship programmes with which KTH has scholarship funding agreements.

International mobility

KTH works continuously to encourage students to take part of their education abroad. All students are offered various types of exchange opportunities through KTH's many educational collaborations, exchange agreements and international partnerships.

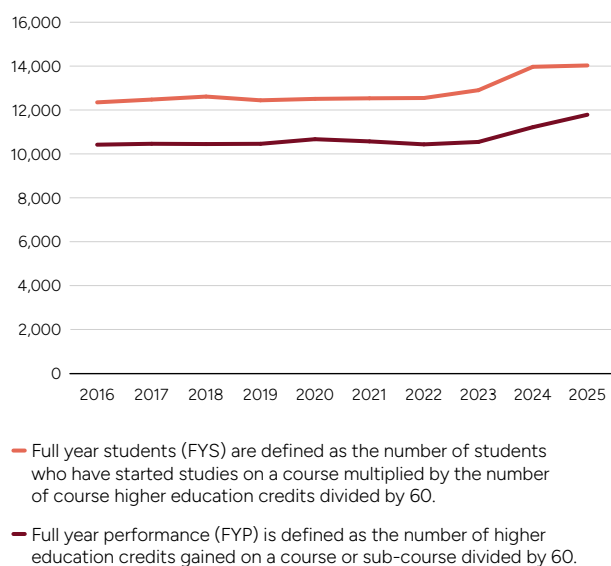
In 2025, 725 (672) students began studying abroad. The most common countries for studying abroad in 2025 were France, Singapore, Italy and Switzerland.

During the year, 1,182 (1,130) incoming exchange students began their studies at KTH. Of these, 430 (387) came from countries outside the EU/EEA and Switzerland, with the largest numbers coming from Singapore, China, Japan and the USA. Within Europe, the largest numbers of students came from universities in Switzerland, Germany, France and Spain.

Double degree and double master's degree

In addition to exchange students, KTH has a relatively large group of incoming double degree students under collaboration agreements with universities in Europe and Japan. Students study at second cycle level for one and a half to two years and can obtain a Degree of Master of Science in Engineering from KTH and an equivalent degree from their home university. The number of double degree students who began their studies at KTH during the year was 144 (82). In 2025, two (one) KTH students began double degree studies abroad.

Figure 5. Full year students and full year performances 2016–2025



Source: Ladok.

In 2025, KTH had two (zero) students who began a double two-year master's degree abroad. Students complete one year of second-cycle studies at KTH and one year at a partner university within the framework of a collaboration agreement. Upon completion of their studies, they are awarded a two-year master's degree from KTH and a two-year master's degree from the partner university.

Placement

Another opportunity for KTH students to gain international experience is through placements, primarily within the framework of the Erasmus programme. During the year, 90 (54) KTH students began Erasmus placements at companies or universities within the Erasmus programme. The most popular countries for placements were Germany, the Netherlands and France.

KTH Field Studies and Minor Field Studies

Minor Field Studies (MFS) is a scholarship programme funded by Sida that was reintroduced in 2025 for students who want to do their degree project in a low- or middle-income country. The number of scholarships is significantly lower than before. In 2024, KTH established a travel grant, KTH Field Studies. Ahead of the spring semester of 2025, 61 applications were received and of these, 48 students were awarded scholarships from MFS or travel grants from KTH Field Studies.

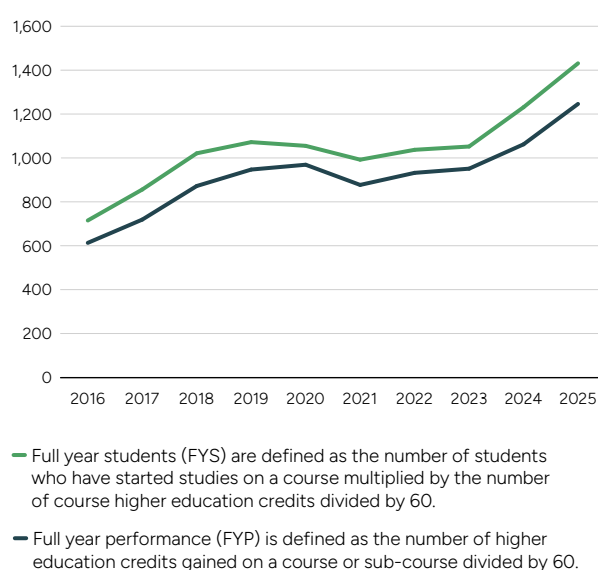
KTH-NOC Singapore

KTH-NOC is a collaboration with the National University of Singapore (NUS) offering placements at start-up companies in combination with courses. In 2025, 11 students from KTH and 24 students from NUS participated in the programme.

Performance

The number of grant-funded HST and HPR in Education at first and second-cycle level in 2025 amounted to

Figure 6. Full year students and full year performances, fee-paying students 2016–2025



Source: Ladok.

Figure 7. Full year students 2022–2025

	2025		2024		2023		2022	
	FYS	Pro-portion (%) of women/men	FYS	Pro-portion (%) of women/men	FYS	Pro-portion (%) of women/men	FYS	Pro-portion (%) of women/men
Master of Architecture, 270/300 HE credits	435	58/42	458	59/41	456	58/42	430	58/42
Master of Science in Engineering 270/300 HE credits	5,806	31/69	5,647	31/69	5,345	32/68	5,076	32/68
<i>in addition, within Master programmes</i>	2,402	33/67	2,266	33/67	2,171	34/66	2,268	34/66
Bachelor of Science in Engineering 180 HE credits	1,618	28/72	1,667	28/72	1,595	27/73	1,600	27/73
Subject Teacher Education in Technology, Secondary Education, 270 HE credits	3	50/50	3	20/80	4	43/57	6	25/75
Supplementary teacher education 60/90 HE credits	59	44/56	48	44/56	52	44/56	66	38/62
Masters Programmes 60/90 HE credits	16	81/19	16	76/24	19	62/38	28	58/42
Masters Programmes 120 HE credits	3,959	36/64	3,695	35/65	3,423	36/64	3,422	36/64
<i>of which within Master of Science Engineering programmes</i>	2,402	33/67	2,266	33/67	2,171	34/66	2,268	34/66
Bachelors Programmes 180 HE credits	323	40/60	299	40/60	281	40/60	263	35/65
Technical Preparatory Year, Technical Preparatory Semester 60/30 HE credits	693	33/67	740	31/69	665	30/70	774	31/69
University Diploma 120 HE credits	0	0/100	11	25/75	31	19/81	45	29/71
Exchange students arriving at KTH	597	38/62	565	37/63	560	38/62	530	38/62
Courses	520	49/51	820	53/47	472	46/54	307	40/60
Total	14,030	38/62	13,969	41/59	12,903	37/63	12,547	35/65

Figure 8. Full year students and performance rate, fee-paying students 2022–2025

	2025		2024		2023		2022	
	FYS	performance rate (%)	FYS	performance rate (%)	FYS	performance rate (%)	FYS	performance rate (%)
Master of Architecture, 270/300 HE credits	-	-	-	-	-	-	0	68
Master of Science in Engineering 300 HE credits	2	192	1	89	0	903	9	67
Bachelor of Science in Engineering 180 HE credits	3	103	3	118	1	160	12	62
University Diploma 120 HE credits	-	-	0	277	0	0	-	-
Bachelors Programmes 180 HE credits	11	101	11	84	11	84	16	77
Supplementary teacher education 60/90 HE credits	-	-	0	0	-	-	1	167
Masters Programmes 60 HE credits	8	82	11	92	16	95	23	91
Masters Programmes 120 HE credits	1,397	87	1,187	86	1,014	90	973	91
Courses	3	88	3	96	3	66	1	89
Study Abroad Programmes	7	80	9	71	6	62	2	56
IISMA	0	183	6	70	-	-	-	-
Total	1,431	87	1,231	86	1,052	90	1,037	90

Source Ladok.

Figure 9. First degrees 2022–2025

	2025		2024		2023		2022	
	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men
Degree of Master of Architecture 270/300 HE credits	64	67/33	111	58/42	70	60/40	72	60/40
Degree of Master of Science in Engineering 270/300 HE credits¹⁾	1,160	34/66	1,206	34/66	1,134	39/61	1,134	36/64
Biotechnology	58	78/22	51	55/45	53	68/32	46	70/30
Engineering and Education	35	60/40	28	54/46	33	67/33	34	47/53
Computer Science and Engineering	144	14/86	127	21/79	112	21/79	113	16/84
Design and Product Realisation	66	48/52	74	55/45	68	49/51	73	52/48
Electrical Engineering	62	18/82	67	13/87	60	13/87	58	21/79
Energy and Environment	55	55/45	56	61/39	67	60/40	56	57/43
Vehicle Engineering	103	17/83	98	18/82	103	24/76	94	19/81
Industrial Engineering and Management	121	27/73	118	23/77	111	39/61	120	39/61
Industrial Technology and Sustainability	11	36/64	13	31/69	2	0/100	-	-
Information and Communication Technology	34	15/85	37	19/81	26	38/62	32	22/78
Engineering Chemistry/Chemistry and Chemical Engineering	1	0/100	2	50/50	5	40/60	2	0/100
Mechanical Engineering	73	19/81	114	21/79	97	23/77	112	27/73
Materials Design and Engineering	20	30/70	15	40/60	23	43/57	20	50/50
Medical Engineering	35	57/43	35	69/31	33	48/52	41	56/44
Media Technology	38	37/63	44	57/43	47	57/43	35	37/63
Microelectronics	0	0/0	0	0/0	0	0/0	2	0/100
Civil Engineering and Urban Management	143	48/52	154	42/58	137	54/46	154	45/55
Engineering Physics	93	27/73	111	19/81	106	20/80	93	17/83
Engineering Chemistry	41	59/41	50	66/34	43	70/30	41	56/44
Engineering Mathematics	20	20/80	2	50/50	-	-	-	-
Not within programme/specialisation	7	14/86	10	10/90	8	25/75	8	75/25
Degree of Bachelor of Science in Engineering 180 HE credits	352	27/73	369	31/69	309	24/76	292	35/65
Degree of Master of Science	74	47/53	77	49/51	66	52/48	52	48/52
in Secondary Education	21	43/57	4	50/50	-	-	-	-
in Secondary Education, 225 HE credits, 2 teaching subjects	0	0/0	1	100/0	1	0/100	1	0/100
in Upper Secondary Education, 210 HE credits, 1 teaching subject	8	13/87	24	50/50	23	43/57	9	33/67
in Upper Secondary Education, 300 HE credits, 2 teaching subjects ²⁾	39	54/46	33	45/55	37	57/43	37	54/46
in Secondary Education, 270 HE credits	0	0/0	1	0/100	0	0/0	1	0/100
in Secondary Education, 180 HE credits, 1 teaching subject	6	67/33	1	100/0	3	33/67	4	50/50
in Secondary Education, 240 HE credits, 2 teaching subject	0	0/0	1	0/100	0	0/0	0	0/0
in Secondary Education, 60 HE credits, 2 teaching subject	0	0/0	12	58/42	2	100/0	-	-
Degree of Master of Science 120 HE credits	1,652	34/66	1,819	35/65	1,487	37/63	1,602	36/64
of which also graduated as a Master of Science in Engineering ¹⁾	480	31/69	519	33/67	494	37/63	519	38/62
of which joint degree	39	36/64	59	51/49	45	47/53	53	32/68
Degree of Master of Science 60 HE credits	23	70/30	44	55/45	38	58/42	70	60/40
Degree of Bachelor of Science 180 HE credits	700	33/67	810	31/69	679	35/65	736	36/64
University Diploma 120 HE credits	6	17/83	23	35/65	18	39/61	20	25/75

¹⁾ this year and earlier.²⁾ according to older regulations.

Source: Ladok.

14,030 (13,969) HST and 11,785 (11,219) HPR, respectively. A certain portion of the examinations for the autumn semester always take place in late December. For 2025, 608 (536) HPRs were registered for the examination that took place in December 2024.

Of the total number of HSTs in grant-funded education, approximately 78 per cent were in the field of technology and 16 per cent in the field of natural sciences. Humanities, law and social sciences accounted for approximately 5 per cent of KTH's total number of HSTs. KTH also has a smaller proportion of education in the fields of design, teaching and work-based education.

According to the 2025 appropriation document, KTH had the option of deducting a maximum of 143 HST and HPR respectively from the design education area. However, the design area covered 376 (389) HST and 268 (316) HPR for 2025. The HST and HPR in excess of 143 were offset against the technology education area.

The performance indicator for education at first and second-cycle level was 84 (80) per cent, calculated as the number of HPR in relation to the number of HST. The performance indicator has been relatively stable over time, but decreased by 1 percentage point per year for the period 2021–2023 and by 2 percentage points from 2023 to 2024. The increase to 84 per cent in 2025 means that KTH will be back to the same performance indicator as in 2021. This is partly due to the fact that the number of HSTs in independent courses during the year decreased by approximately 300 HST compared to 2024, which has an impact because independent courses are a type of education with a significantly lower performance indicator than KTH's programme courses. The performance indicator for engineering programmes also increased during the year, to 87 (85) per cent for Master of Science in Engineering and 88 (84) per cent for Bachelor of Science in Engineering, partly as a result of a decrease in the number of new students. The performance indicator for qualifying education increased significantly, to 76 (62) per cent, which can be partly explained by the fact that this form of education has been reviewed and co-located during the year. The focus on qualifying education at learning centres may also have had an impact, but it is too early to comment on its long-term effects. However, the performance indicator for architecture education fell to 77 (86) per cent. In 2025, fewer students applied for and started architecture programs compared to previous years, which may be due to the economic downturn in the real estate industry and its impact on the job market for architects. An internal restructuring of the examination process may also have initially led to a lower student completion in 2025 to some extent. However, it is not possible to draw any long-term conclusions from this year's results, as the trend tends to fluctuate somewhat from year to year. See *Figure 5*.

The proportion of women in HSTs was 38 (41) per cent and the proportion of men was 62 (59) percent, which represents a decrease in the proportion of women by 3 percentage points compared with 2024. However, this represents an increase compared with previous years. The relatively high proportion of women in 2024 was largely explained by the large increase in the number of HSTs in independent courses, as more than 50 per cent of these students were women, see *Figure 7*.

In Master of Science in Engineering programmes, women accounted for 31 per cent of students and men for 69 per cent. The two-year master's programme had 36 per cent women and

64 per cent men. Qualifying education had 33 per cent women and 67 per cent men. As in previous years, the proportion of women in the architecture program was higher than in most other programmes at KTH, with 58 per cent women and 42 per cent men. In the Bachelor of Science in Engineering programme, the gender gap was greater than in most of KTH's other programmes, with 28 per cent women and 72 per cent men. The proportion of women and men in these programmes has remained stable over time, see *Figure 7*. The difference in the proportion of women and men is greater between different subject areas than between different levels of education. For example, electrical engineering and computer science, regardless of whether it is a bachelor's or master's degree, have a higher proportion of men. These can be compared with, for example, chemical engineering and technical chemistry, which have a more even gender balance regardless of the level of education.

Performance in tuition fee-funded education

In addition to the grant-funded performances, fee-paying students generated 1,431 (1,231) HST and 1,246 (1,062) HPR in 2025. This corresponds to a performance indicator of 87 (86) per cent. The majority of students liable for fees are enrolled in two-year master's programs. See *Figures 6 and 8*. For 2025, 83 (59) HPRs were registered for the examination that took place in December 2024.

In total, KTH had 2,173 (2,017) fee-paying programme students in 2025, of whom 36 per cent were women and 64 per cent were men. Of these, 231 (214) were scholarship recipients funded by Swedish or KTH-affiliated scholarship programmes, which corresponds to approximately 11 (11) per cent of the paying programme students. The gender distribution among scholarship recipients was 38 per cent women and 62 per cent men. In addition, there were 31 (47) paying students on independent courses, of whom 26 per cent were women and 74 per cent were men. The largest proportion of paying students are therefore self-paying. To some extent, they may also be financed through scholarship programmes about which KTH has no information.

Degrees

In 2025, KTH awarded 1,160 (1,206) Master of Science degrees, 64 (111) Master of Architecture degrees, 352 (369) Bachelor of Science degrees and 700 (810) Bachelor of Technology degrees. KTH awarded 1,652 (1,819) two-year Master of Science degrees and 23 (44) one-year Master of Science degrees. See *Figure 9*.

Several students obtain more than one degree based on the same studies, which has been the case for many years. In 2025, 536 (548) students obtained one or more additional degrees in combination with a Master of Science in Engineering degree. Most of these obtained a Master of Science degree in combination with a Degree of Bachelor in technology and a two-year Degree of Master in technology. Of those who obtained a master's degree in technology, 480 (519) obtained a Degree of Master of Science in Engineering in 2025 or earlier. KTH thus awarded 1,172 (1,300) two-year master's degrees to students who did not obtain a Degree of Master of Science in Engineering from KTH. See *Figure 9*.

Of all the bachelor's degrees in technology awarded, 570 (671) were awarded to students in 5-year engineering programmes and 33 (31) to students in architecture programmes. The number of students who completed one of KTH's three bachelor's programmes was 68 (81). In addition,

29 (27) students obtained a bachelor's degree without having followed an educational program.

KTH also awards two-year master's degrees jointly with other universities. The number of two year master's degrees awarded jointly with other universities was 39 (59) in 2025, of which 8 (11) were for fee-paying students.

In 2025, a total of 592 (657) degrees were awarded to students who paid tuition fees for their studies at KTH. Of these, 2 (3) were Master of Science in Engineering, 9 (19) were one-year master's degrees, 559 (620) were two-year master's degrees, 9 (10) were bachelor's degrees, 12 (4) were Bachelor of Science in Engineering, and 1 (1) was a subject teacher degree. These degrees are included in the figures reported above.

The proportion of women among Masters of Science in Engineering who graduated was 34 per cent, and the proportion of men was 66 per cent, which is the same proportion as the previous year. Among those who obtained a two-year master's degree, the proportion of women was also 34 per cent and the proportion of men 66 per cent. For architects, the proportion of women was 67 per cent and the proportion of men was 33 per cent, which is a higher proportion of women than in 2024. See *Figure 9*.

In 2025, KTH awarded 74 (77) subject teacher degrees. Over the past three years, 2023–2025, a total of 217 Degrees of Master of Science in Education have been awarded. These were issued after completion of a degree programme in engineering and education, a subject teacher education programme specialising in technology for years 7–9 as supplementary teacher education 60 or 90 credits or a supplementary teacher education for third cycle graduates. The proportion of women among qualified subject teachers in 2025 was 47 per cent, and the proportion of men was 53 per cent. Based on the outcome for 2025, KTH considers the possibility of achieving the goal for the period 2025–2028 to be reasonable. See *Figure 9* and section *Teacher education*.

Career support

KTH offers support to students at all levels in their transition to

working life. In 2025, KTH offered individual career coaching, CV and cover letter reviews and held lunch seminars on career topics. The lunch seminars were held in English and took place at KTH or digitally.

KTH organised introductory meetings for new third cycle students and, in collaboration with the KTH Student Union, also arranged a job fair for KTH third cycle students. In total, nearly 1,600 students and third cycle students participated in the various career activities in 2025.

KTH is part of a network for career guidance. The network is a collaboration between Swedish universities with the aim of exchanging experiences and developing coordination in career support activities.

Alumni relations

Alumni activities aim to establish and maintain good relations with alumni in order to increase long-term commitment to KTH among former students, both nationally and internationally.

KTH Alumni Day was held in the autumn at KTH Campus for over 400 alumni, where Karin Rådström received the 2025 Alumnus of the Year award.

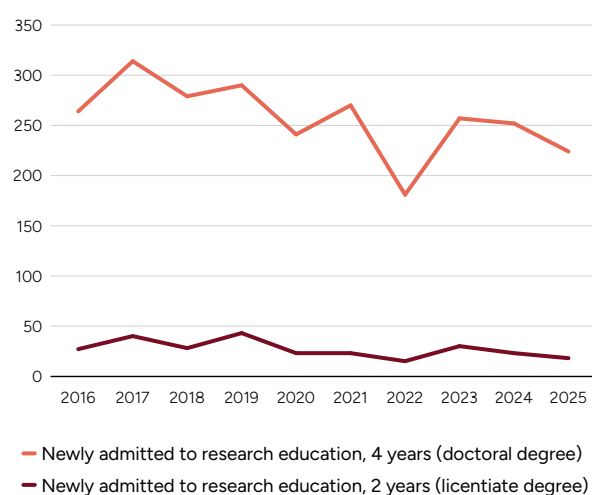
In 2024–2025, more than 200 participants took part in KTH's mentoring programme. The programme gives students the opportunity to have an alumnus as a mentor to provide support and inspiration for when they enter working life.

To expand the alumni network, a number of initiatives were carried out during the year, such as sending emails to all students at the end of their studies. Those who attended the diploma ceremonies and doctoral graduation were offered the opportunity to register with the alumni network.

KTH has 21 local alumni networks in Europe, the USA, Africa, India, Southeast Asia, China and Japan. During the year, alumni were invited to events in Stockholm, Gothenburg, Tokyo, Paris, Brussels, London, New York, Washington D.C., Dar es Salaam and Seoul. In Brussels, Stockholm Trio's first alumni meeting was organised in collaboration with the alumni activities at Stockholm Trio's educational institutions, with 100 participants.

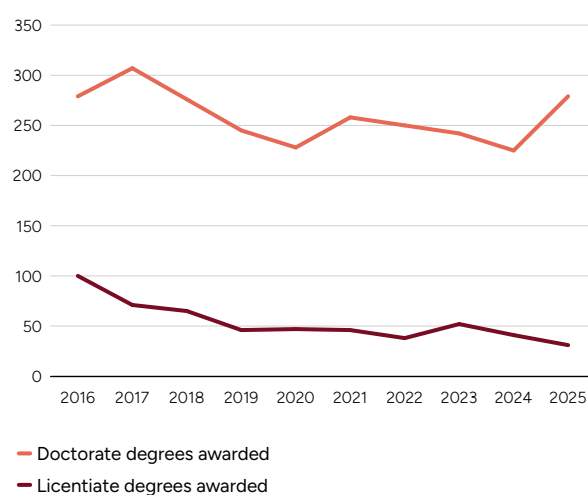
During the year, approximately 1,500 new alumni joined

Figure 10. Newly admitted research students 2016–2025



Source: Ladok.

Figure 11. Licentiate and doctorate degrees 2016–2025



Source: Ladok.

KTH's alumni network, which consists of a total of approximately 32,000 alumni. KTH's alumni group on LinkedIn comprises approximately 20,800 alumni.

Education at third-cycle level

KTH's third cycle studies are conducted in a dynamic and international environment. Third cycle education contributes to KTH's research goals and to the transition required for a sustainable society. The path to a doctoral degree at KTH is characterised by interdisciplinary approaches and collaboration with leading universities, industry and other societal actors.

Recruitment

KTH recruits third cycle students nine times a year through coordinated announcements of available doctoral positions. The coordinated recruitment process aims to increase interest among prospective applicants and raise the profile of KTH both as a workplace and as a university. In 2025, 271 (277) doctoral positions were advertised. A total of 26,473 people applied for these positions, of whom 8,263 were women, 18,097 were men, and 113 did not specify their gender.

Admissions

In 2025, 242 (275) newly admitted third cycle students began their studies at the research level, of whom 38 (36) per cent were women and 62 (64) per cent were men. Of the newly

admitted third cycle students, just over 7 per cent have been admitted with the aim of completing a licentiate degree. These consist of 61 (39) per cent women and 39 (61) per cent men.

The number of admissions varies over time.

A couple of years ago, KTH initiated a strategic discussion on the scope and financing of third cycle education. The work continued in 2025 and included the development of an improved, KTH-wide admissions process. A significant decrease in the number of third cycle students admitted was noted in 2022, but the admission level has since largely recovered.

Company doctoral students are third cycle students whose main occupation is outside the university and who conduct their third cycle studies within the framework of their employment. The employer may be private or public. The number of newly admitted company doctoral students in 2025 was 32 (28), of whom 44 (25) per cent were women and 56 (75) per cent were men.

In 2025, 90 (37 per cent) of those newly admitted to third cycle programmes had a qualifying degree from KTH, of which 60 per cent had a two-year master's degree and 40 per cent had a Degree of Master of Science in Engineering. In recent years, there has been a clear trend toward an increase in the proportion of two-year master's degrees, while the proportion of Degrees of Master of Science in Engineering has declined. Among those newly admitted in 2025, 46 (49) per cent had a degree from a country other than Sweden.

Figure 12. Newly admitted and registered research students 2022–2025

New students per research field

	2025		2024		2023		2022	
	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men	Total	Pro-portion (%) of women/men
Biological Sciences	0	0/0	3	33/67	1	0/100	2	50/50
Computer and Information Science	49	27/73	50	36/64	46	24/76	45	24/76
Economics and Business	1	0/100	0	0/0	2	50/50	0	0/0
Electrical Engineering, Electronic Engineering, Information Engineering	27	19/81	32	34/66	48	23/77	22	27/73
Philosophy, Ethics and Religion	0	0/0	0	0/0	1	0/100	1	0/100
Physical Sciences	21	43/57	17	24/76	22	32/68	14	50/50
History and Archaeology	3	67/33	1	0/100	0	0/0	0	0/0
Health Sciences	9	44/56	7	14/86	6	50/50	2	100/0
Industrial Biotechnology	17	71/29	22	55/45	25	40/60	24	42/58
Chemical Sciences	15	27/73	13	31/69	10	80/20	11	64/36
Chemical Engineering	18	44/56	15	47/53	21	57/43	20	55/45
Arts	1	100/0	1	100/0	1	0/100	4	50/50
Mechanical Engineering	20	55/45	36	33/67	28	25/75	10	30/70
Mathematics	12	17/83	14	21/79	16	13/88	8	25/75
Materials Engineering	25	32/68	24	33/67	17	35/65	13	31/69
Medical Engineering	3	67/33	2	50/50	1	100/0	3	67/33
Environmental Engineering	9	44/56	7	29/71	5	60/40	5	60/40
Civil Engineering	11	45/55	31	45/55	34	41/59	12	50/50
Educational Sciences	1	100/0	0	0/0	3	67/33	0	0/0
Total new research students	242	38/62	275	36/64	287	34/66	196	39/61
Total number of students registered	1,673	36/64	1,720	36/64	1,712	35/65	1,713	34/66

Source: Ladok.

Figure 13. Doctorate and licentiate degrees 2022–2025

Doctorate degrees per research field

	2025		2024		2023		2022	
	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men
Biological Sciences	0	0/0	4	25/75	5	40/60	2	0/100
Computer and Information Science	58	24/76	39	15/85	38	18/82	34	29/71
Economics and Business	3	67/33	2	50/50	4	25/75	2	100/0
Electrical Engineering, Electronic Engineering, Information Engineering	36	22/78	28	25/75	35	20/80	27	15/85
Philosophy, Ethics and Religion	0	0/0	0	0/0	3	33/67	2	50/50
Physical Sciences	31	35/65	16	19/81	15	27/73	27	22/78
History and Archaeology	3	0/100	5	20/80	2	100/0	1	0/100
Health Sciences	7	57/43	2	100/0	1	100/0	4	25/75
Industrial Biotechnology	11	45/55	19	58/42	20	45/55	25	44/56
Chemical Sciences	8	75/25	6	0/100	7	29/71	7	14/86
Chemical Engineering	17	53/47	28	68/32	25	60/40	15	20/80
Arts	1	100/0	5	20/80	2	100/0	0	0/0
Mechanical Engineering	32	31/69	19	37/63	21	24/76	33	36/64
Mathematics	11	36/64	6	33/67	13	23/77	12	25/75
Materials Engineering	32	28/72	22	23/77	23	17/83	27	7/93
Medical Engineering	1	0/100	4	0/100	5	60/40	3	33/67
Environmental Biotechnology	1	100/0	-	-	-	-	-	-
Environmental Engineering	3	33/67	6	67/33	3	0/100	2	0/100
Civil Engineering	16	25/75	14	36/64	17	59/41	26	42/58
Educational Sciences	8	50/50	0	0/0	3	67/33	1	100/0
Total	279	33/67	225	33/67	242	33/67	250	28/72

Licentiate degrees per research field

	2025		2024		2023		2022	
	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men	Total	Pro- portion (%) of women/ men
Computer and Information Science	2	50/50	8	38/62	5	20/80	2	0/100
Economics and Business	1	100/0	1	0/100	2	100/0	0	0/0
Electrical Engineering, Electronic Engineering, Information Engineering	9	11/89	10	20/80	13	15/85	9	33/67
Physical Sciences	0	0/0	1	100/0	1	100/0	0	0/0
Health Sciences	1	100/0	0	0/0	0	0/0	1	100/0
Industrial Biotechnology	0	0/0	1	0/100	2	0/100	1	0/100
Chemical Sciences	0	0/0	0	0/0	1	0/100	0	0/0
Chemical Engineering	1	100/0	0	0/0	3	100/0	0	0/0
Mechanical Engineering	2	50/50	6	33/67	4	25/75	8	25/75
Mathematics	0	0/0	1	100/0	2	0/100	0	0/0
Materials Engineering	3	0/100	2	0/100	3	33/67	5	20/80
Environmental Engineering	0	0/0	0	0/0	1	100/0	1	100/0
Civil Engineering	12	42/58	11	55/45	14	50/50	10	20/80
Educational Sciences	0	0/0	0	0/0	1	100/0	1	100/0
Total	31	35/65	41	37/63	52	38/62	38	29/71

Source: Ladok.

Degree of activity and study funding

In 2025, 1,673 (1,720) registered doctoral students were actively engaged in third cycle studies. Of these,

1,513 (1,551) doctoral students had an activity level of at least 50 per cent and 1,656 (1,698) had an activity level of at least 10 per cent. At the end of the year, 1,310 (1,331), or 77 (76) per cent, of KTH's doctoral students had study funding in the form of full-time or part-time third cycle student employment. Among those who had such employment, 37 (37) per cent were women and 63 (63) per cent were men.

Of the doctoral students, 13 per cent supported themselves through gainful employment related to their education, 1 per cent through other employment within higher education and 4 per cent through full-time or part-time scholarships. During the year, 5 per cent of doctoral students, full-time or part-time, financed their studies in other ways.

At KTH, students at third cycle level usually have employment as a doctoral student. Many international partner universities do not apply a similar model of funding through employment. It is therefore important that KTH collaborates with scholarship organisations, global companies and other relevant organisations to ensure that all doctoral students receive sufficient funding for their studies. All doctoral students, regardless of funding type, should have equivalent financial conditions and scholarship funding should correspond financially to doctoral employment. See the section on Collaboration.

Doctoral programmes

Doctoral students at KTH are admitted both to a subject at the research level and to a doctoral programme. The purpose of introducing doctoral programmes in 2011 was to ensure the quality of education through an organised study structure that would promote good third cycle study environments. In 2025, KTH conducted a review of doctoral programmes as an organisational form. The aim was to evaluate whether the organisation of third cycle education in this form is still appropriate. Decisions regarding changes to the organisational structure will be made in 2026.

Student mobility

Extensive international collaboration and doctoral student mobility are crucial to KTH's third cycle level education. The strategic work on these is primarily based on deepening and further developing existing collaborations and developing new long-term partnerships. KTH attracts doctoral students from all over the world and is characterised by an international academic environment.

UKÄ requested information on stays abroad for doctors and licentiates who had graduated during the past year. The survey conducted in 2025 shows that at least 40 (51) per cent of those who graduated in 2024 had spent time abroad as part of their doctoral studies.

Within the Nordic region, there is close collaboration within the Nordic Five Tech network, which also promotes student mobility in third cycle education. At the European level, there are many collaborations that are important for doctoral students' opportunities for mobility. Examples of this include investments in joint supervision through cotutelle agreements and joint doctoral programmes. In 2025, work continued within the Unite! university alliance with the aim of further increasing and facilitating mobility among doctoral students. The work has included developing a common template for doctoral

student exchanges, developing research schools and providing support in processes related to individual cotutelle agreements. In 2025, work also began on developing a common template for industrial doctoral student agreements.

KTH has also continued its close exchanges with a number of prominent European universities in the EU, the UK and Switzerland. See the section on *Collaboration*. Globally, student mobility in third cycle education mainly takes place with a number of strategic partner universities.

Degrees

In 2025, 279 (225) doctoral degrees were awarded, of which 33 (33) per cent were to women and 67 (67) per cent to men. Doctoral degrees awarded jointly with other universities amounted to 2 (5). Of the 31 (41) who completed their licentiate degrees during the year, 35 (37) per cent were women and 65 (63) per cent were men. See *Figure 13*. Obtaining a licentiate degree as a stage in doctoral education has become increasingly rare. Of the doctors who graduated in 2025, 13 (15) per cent had previously obtained a licentiate degree. KTH considers that a technical licentiate degree, as a final degree, continues to be highly relevant for employment in industry.

The net study time for doctoral students who completed a third cycle degree in 2025 was 4.4 (4.5) years for a doctoral degree and 3.2 (3.2) years for a licentiate degree. The net study time for doctoral degrees was largely the same for women and men, while women had a slightly shorter net study time for licentiate degrees. The calculations of study time refer to average values and are made according to the procedures provided by Ladok.

Programme development

Future Education at KTH change programme

Future Education is a change programme that runs from 2022 to 2027. The aim is to strengthen KTH's ability to proactively implement systematic programme development with a long-term holistic perspective. In 2025, work focused on KTH's learning environments:

- KTH's learning environments should enable various forms of interaction, teaching and examination by being economically viable, accessible, flexible and reliable.
- KTH's physical and digital learning environments should be well-used gathering places where KTH's experimental environments are an integral part of all education programmes and contribute to strengthening students' interdisciplinary skills.
- The KTH campus should encourage interaction and collaboration between students, teachers, researchers and staff, thereby contributing to a stimulating educational culture and an attractive study environment in teaching and everyday student life.
- The KTH campus should offer a wide range of activities and events that encourage students, teachers, researchers and staff to interact and collaborate naturally. The premises that KTH students themselves have at their disposal form the core of student life and lay the foundation for lifelong networks.

During the year, the programme management also worked to coordinate the development of KTH's experimental environments. The work led to an investment in maker environments,

social and experimental environments that encourage the sharing of knowledge, tools and ideas. The schools were tasked with making their respective environments accessible to more students. A central maker environment, which will complement, coordinate, and make available the schools' specialised environments, will be established in 2026. The central maker environment has been made possible by a donation. The programme management produces the podcast *Fikasnak om framtidens utbildning* (Coffee Break Chat About the Future of Education) for knowledge sharing and exchange of experiences regarding programme development at KTH and in the wider world.

Digitalisation of courses and study programmes

In 2025, system support for programme planning was introduced in Ladok. This enables a simpler and more uniform approach to planning courses and study programmes than was previously possible. Collecting operational data in Ladok expands the opportunities for follow-up. System support for conducting course evaluation and course development was also introduced in 2025. The new system is part of the systematic quality assurance work within education.

The use of digital tools continued in 2025. In 2025, the number of page views in KTH's learning platform Canvas was approximately 87 (95) million.

Continued support was provided in the area of generative AI through course-specific information, workshops and lunch seminars. A new tool for plagiarism detection was introduced during the year. A project in the area of examinations was completed, involving new working methods for the development and digitalisation of the examination process, with a focus on a wide range of examination formats and more cohesive examination administration.

Collaboration

KTH has a large number of educational partnerships, both national and international. They are an important part of KTH's development in terms of both education and research. These partnerships contribute to KTH's goal of providing education of the highest quality that is internationally competitive.

Stockholm Trio

The Stockholm Trio university alliance consists of Karolinska Institutet, KTH Royal Institute of Technology and Stockholm University. The chair of the steering group rotates annually and was transferred from Karolinska Institutet to Stockholm University at the end of the first half of 2025. The university alliance has a steering group consisting of the three universities' presidents and university directors, as well as student representatives with the right to attend and speak.

In 2025, a number of activities were carried out within Stockholm Trio, a selection of which are described below.

- Stockholm Trio and the City of Stockholm jointly support the placement of a national expert at the European Commission. The initiative is intended to contribute to the EU's work on digitalisation and green transition.
- A letter of intent was signed between Karolinska Institutet, KTH Royal Institute of Technology, Stockholm University and University College London. The ambition is to increase research collaboration between universities, initially focusing on sustainability, the climate crisis and mental health.

- A letter was sent to Region Stockholm with the university alliance's views on the current consultation proposal to extend the Roslagsbanan railway to Odenplan and T-Centralen. The letter urges Region Stockholm to reconsider its decision to reject a station at Albano.
- A meeting was held with the City of Stockholm regarding communication and transport solutions between Stockholm Trio's campus areas.
- Karolinska Institute, KTH Royal Institute of Technology, Stockholm University and Region Stockholm signed a letter of intent to establish a new centre for medical radiation science in Stockholm. The goal is to build a shared education and research environment to develop the cancer treatment of the future.
- The new Trio Impact Invest fund was launched, focusing on investments in early-stage deep tech companies. It is co-financed by the Swedish Agency for Economic and Regional Growth and the European Regional Development Fund and also receives support from private actors. See the section on Collaboration.
- During the year, collaboration with RISE, Technology Industries of Sweden, the Stockholm Region European Office and FAM AB was expanded with the launch of the Tech it Further forum for Swedish actors in Brussels.

Joint education

Together with Stockholm University and Karolinska Institutet, a two-year master's programme in molecular techniques in the life sciences has been organised. The course had 34 (35) new students, of whom 24 (23) were women and 10 (12) were men.

There is also a joint two-year master's program in biostatistics and computer science. This course had 28 (38) new students, of whom 14 (19) were women and 14 (19) were men.

Educational partnerships with Swedish universities

KTH and Mid Sweden University continued their collaboration in 2025. For example, there is cooperation in the field of Master of Science in Engineering education. After the first three years of the Master of Science in Engineering programme run by Mid Sweden University, students can continue their studies on certain two-year master's programmes at KTH Royal Institute of Technology.

In the autumn semester of 2025, 17 (25) students from Mid Sweden University began two-year master's programmes at KTH. Upon completion of their studies, students can obtain a Degree of Master of Science in Engineering and a two-year master's degree from KTH, as well as a Degree of Bachelor from Mid Sweden University. The collaboration initially covered the computer engineering, electrical engineering and technical design programmes at Mid Sweden University and has since been further developed and expanded.

There is now also a joint Master of Science in Engineering programme in technical chemistry. In the autumn semester of 2025, 12 (4) students began their studies at Mid Sweden University. The program leads to a joint Degree of Master of Science in Engineering from KTH and Mid Sweden University.

In 2025, a strategic discussion was held on expanding this type of collaboration, whereby students from other Swedish universities could continue their education at master's level at KTH. The collaboration with Mid Sweden University could then be used as a model.

The two-year master's programme in sports technology is an interdisciplinary collaboration with the Swedish School of

Sport and Health Sciences (GIH) and had 16 (11) new students during the year. The programme leads to a two-year master's degree at KTH. KTH, together with GIH, is also one of Sweden's six national sports universities.

In 2025, KTH and Stockholm University decided to increase their collaboration in teacher education and established a joint steering group for this purpose; see the section on Teacher education.

During the year, the existing collaboration that enables mathematics students from Stockholm University to take courses at KTH was also developed.

Strategic partner universities and networks

KTH has five strategic partner universities: Nanyang Technological University in Singapore, Shanghai Jiao Tong University in China, Indian Institute of Technology Madras, Hong Kong University of Science and Technology and University of Tokyo.

The main activity in the partnership with the University of Tokyo was the annual workshop held in Tokyo in December. Twenty researchers and students from KTH and a total of 50 from Stockholm Trio participated.

A delegation from Hong Kong University of Science and Technology visited KTH.

The president of KTH led a delegation that visited Shanghai Jiao Tong University together with representatives from three other Swedish universities: Lund University, Uppsala University and Chalmers University of Technology.

This year, the strategic collaboration with IIT Madras focused on staff exchanges in research funded by Erasmus+. Researchers from KTH conducted joint teaching at IIT Madras together with Indian colleagues.

To encourage research collaborations between KTH and its strategic partner universities, KTH provides seed funding for various projects that KTH conducts jointly with representatives from its strategic partner universities. KTH is also collaborating with its strategic partner universities and other selected universities on joint doctoral programs. In 2025, twelve additional doctoral students received funding.

During the year, KTH continued to engage in international networks, including T.I.M.E, Nordic Five Tech, and CLUSTER. The university network CLUSTER, with twelve European members, works to strengthen collaboration in research and education. Nordic Five Tech is a strategic alliance between the five leading technical universities in Denmark, Finland, Norway and Sweden. The alliance aims to leverage each other's complementary strengths and create synergies in education and groundbreaking research and innovation in science and technology.

KTH Global Development Hub and partnerships in Africa

KTH Global Development Hub (GDH) supports the development of challenge-driven education and strengthens innovation capacity by contributing to solutions and innovations that can be implemented in society. KTH has partnerships with partner universities in Kenya, Tanzania, Botswana and Rwanda and is also developing partnerships with universities in South Africa. In 2025, KTH welcomed 31 incoming students as part of the initiative and several teachers and researchers have participated in exchanges in both directions. GDH has initiated and coordinates Global Transformation Labs, an open platform that brings together students, teachers, researchers and community stakeholders to explore assumptions, identify challenges

and develop ideas for the sustainable mobility of the future.

Within the framework of the lab, students have worked on student-driven projects focused on developing solutions for a more sustainable and equitable society. The work is being carried out in collaboration with Scania, Skogforsk and the Stockholm Environment Institute.

European Institute of Innovation and Technology

KTH participates in five of the EIT's knowledge and innovation platforms: EIT Digital, EIT InnoEnergy, EIT Raw Materials, EIT Health and EIT Urban Mobility. See the section on Research. KTH participates in eleven joint two-year master's programs within the framework of the EIT. Interest in the master's programs remains high, with a stable number of students applying and being admitted. Both Urban Mobility and InnoEnergy have seen a slight decline, while interest in EIT Digital has increased. During the year, the master's program run within the framework of EIT Urban Mobility was evaluated. As a result of the evaluation, the collaboration will be terminated after the current agreement period.

Within EIT Health, KTH continued to coordinate a doctoral programme and participate in training initiatives aimed at healthcare personnel and managers. KTH also contributed modules on innovation, entrepreneurship and leadership to the fellowship programme.

Erasmus+

As in previous years, KTH received a large number of scholarships for mobility within Europe for studies, placements and staff exchanges. During the year, KTH was also granted funding for exchanges with universities in Ukraine, Brazil, Mexico, Indonesia, Botswana, Rwanda and South Africa through Erasmus+ International Credit Mobility.

In 2025, KTH was awarded funding for two projects within Erasmus+ capacity building as a partner. The projects are aimed at partner universities in Azerbaijan and Ukraine, with a focus on inclusion, Twin Transition, energy efficiency and sustainable development.

Within Erasmus+ collaboration partnerships, innovation partnerships and excellence partnerships, KTH was awarded three projects as a partner and two projects as coordinator. The focus is on the use of AI in higher education, including industrial production, language education in schools and joint programmes.

KTH was awarded funding for three projects by the Swedish Institute within the SI Baltic Sea Neighbourhood Programme and SI Ukraine Cooperation Programme. The projects focus on the use of AI in agriculture and food production, as well as water purification.

KTH is already participating in the programme as a partner in two joint Erasmus Mundus master's programmes. A total of 22 (23) Erasmus Mundus Joint Master students were registered in 2025.

The Digital Europe Programme

The Digital Europe Programme provides strategic funding to address challenges and support projects in key capacity areas such as supercomputers, artificial intelligence, cybersecurity, advanced digital skills and ensuring the widespread use of digital technologies across the economy and society. It supports industry, small and medium-sized enterprises and public administration in the digital transition. In 2025, KTH was awarded two further new projects as a partner, with the aim

of developing KTH's courses and study programmes in information and communication technology.

Unite!

KTH is part of the Unite! university alliance, which is part of the EU's European Universities initiative. The goal is to create a new European university model where students at all levels can shape their educational programme through virtual or physical mobility at any of the participating institutions. The purpose of the collaboration is also to create innovative teaching methods and coordinated governance models, as well as to jointly develop models for collaboration with and dissemination of research results to the surrounding community. The alliance consists of nine European universities and has been granted EU funding for the period 2022–2026. Together with Aalto University, KTH coordinates the work packages Innovative Learning and Flexible Education Offerings.

In 2022, the universities decided to establish Unite! Seed Fund Initiative to promote the development of activities and projects within the alliance. Calls for proposals were issued annually during the period 2023–2025, and the initiative is funding projects in three main areas: research and third cycle education, teaching and learning and student activities. Within the framework of the spring 2025 call for proposals, a total of 13 projects were approved at KTH: eight in research and third cycle education, three in teaching and learning and two in student activities.

Research

KTH conducts research primarily in science and technology, but also in other areas such as architecture, history and philosophy. The research encompasses both basic research and applied research.

External research funding

KTH has a high proportion of external funding, both from the public sector and from other actors in Sweden and abroad. In 2025, external research funding accounted for approximately 62 per cent and grant-funded research for approximately 38 per cent of KTH's total income for research and third cycle education.

National research funding

During the year, KTH was successful in obtaining funding from the Swedish Research Council and the Foundation for Strategic Research, which provide significant support for basic research. In addition, significant funding for more applied research was received from the Swedish Energy Agency and Vinnova. In 2025, KTH launched 14 strategic research initiatives. These initiatives aim to consolidate efforts in several research areas ahead of upcoming national and European calls for proposals. KTH also carried out a large number of activities in the form of seminars, workshops and individual counselling with a focus on external financing.

Below are some of the larger contributions received by KTH during the year. The amounts stated are grants that have been awarded.

In 2025, the Swedish Research Council awarded KTH grants totalling SEK 343 (315) million. A large proportion was awarded within the major call for project grants in natural sciences and engineering. In the call for proposals for grants for research environments in nuclear technology, KTH received three of a total of four grants. The three grants cover a six-year period, 2026–2031, and amount to SEK 27 million each.

- One research environment focuses on microstructural development, fatigue and fracture in metals from advanced manufacturing for long-term operation of nuclear reactors.
- One research environment investigates radiation-induced processes in oxide-water interfaces.
- One research environment is looking at extending the lifespan of nuclear power: digital twins and AI for polymer ageing and non-destructive condition monitoring.

Yet another research environment, in educational science, was granted SEK 15 million during 2026–2031 for the project LÄS: Human-centred AI support for improved reading skills among young students.

KTH has received SEK 15 million during 2026–2028 for the research infrastructure grant Quantum Horizons at ESS: From Synthesis to Dissemination.

KTH acts as fund manager for eight network grants for clusters of excellence for pioneering technology and researchers from KTH participate in a further 15.

In 2025, Vinnova awarded KTH grants totalling SEK 173 (241) million. In 2025, the Sustainable Finance Lab was granted an extension for the period 2026–2030 with just over SEK 57 million. KTH is coordinating the project and was granted nearly SEK 22 million. The overall ambition is to bring about change through innovation and development towards greater social and environmental sustainability, both in Sweden and internationally.

In the call for proposals for visions for world-leading research and innovation in strategic technology areas, KTH is coordinating five visions and participating in a further 20.

KTH was also granted participation in other programmes, such as advanced digitalisation, strategic automotive research and innovation, 6G, global collaborations and several impact innovation programmes.

In 2025, the Knut and Alice Wallenberg Foundation decided to award two grants to KTH for groundbreaking basic research within the Wallenberg Academy Fellow call for proposals. The grant is for five years, 2026–2030, and gives early-career researchers an opportunity to contribute new, groundbreaking knowledge by tackling difficult and long-term research questions.

One Fellow was awarded SEK 10 million and will develop methods for electrifying chemistry and laying the foundation for a greener form of chemistry. The goal is to drive chemical reactions in a way similar to how a battery works.

- Another Fellow was awarded SEK 7.5 million to study what are known as Coulomb gases, models in which charged particles move freely in one plane. The goal is to understand the principle of universality and its limitations for these systems.

At the end of 2024, scholarships were announced for three programmes: The Wallenberg Foundation Postdoctoral Scholarship Program at Stanford, The Wallenberg Foundation Scholarship Program for Postdoctoral Studies at Massachusetts Institute of Technology and Broad Institute, and The Wallenberg Foundation Postdoctoral Fellowships at Nanyang Technological University, Singapore. Researchers from KTH were successful in these calls for proposals and received seven of a total of 20 grants. The foundation has also granted SciLifeLab SEK 10 million for the Science and SciLifeLab prize for young scientists during the period 2029–2033. See section *SciLifeLab*.

The Swedish Energy Agency granted KTH funding of SEK 219 (235) million. KTH is coordinating eight approved projects within the call for proposals on future electricity systems and is also participating in four additional projects within the same programme. The projects are two-year projects, running from the end of 2025 through 2027. The two largest projects are detailed below.

- The Advanced Nuclear Technology Laboratory (NUCLEAR) project was granted SEK 35 million and is a collaboration between KTH, Luleå University of Technology and the companies Westinghouse and Blykalla. The two-year project

aims to establish a research laboratory for nuclear materials and components.

- The project Experimental Platform for the Development of New Reactors in Sweden, ExPaNS, was granted just over SEK 17 million. The project aims to create a knowledge and competence platform for the nuclear power of the future.

The Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning, Formas, granted KTH SEK 132 (168) million in funding for 2025. In the call for proposals on Sustainable, Circular and Resource-Efficient Built Environment, within the national research programme for sustainable community development, funding was awarded for BRIDGE – Sustainable Leadership: Bridging Gaps for a Circular, Resource-Efficient, and Fair Built Environment. The BRIDGE project explores sustainability leadership as a way of addressing the systemic challenges of the transition to a circular, resource-efficient and equitable built environment. The project will receive SEK 12 million over a four-year period, 2025–2029.

The Swedish Foundation for Strategic Research granted KTH a total of SEK 109 (83) million in funding for 2025. As part of SSF's initiative to establish multidisciplinary research centres, KTH was granted a new research centre, ACCELERATE. The centre will develop technology to convert carbon dioxide into valuable products, from plastics to building blocks for pharmaceuticals. ACCELERATE aims to stimulate multidisciplinary research between academia, research institutes, industry and society. KTH, together with Stockholm University, will receive SEK 60 million and the centre launches in January 2026 and will run for six years, from 2026 to 2031.

For the ninth time, SSF has named Future Research Leaders and two of the 16 researchers are at KTH. The researchers will receive a grant of SEK 15 million each over a five-year period, 2026–2030, and will participate in leadership training during the programme.

- One research leader is endeavouring to design wireless communication systems that have data speeds 10–100 times faster than modern 5G networks.
- One research leader will focus on developing techniques for integrating soft robots around blood vessels for monitoring and improving function in cardiovascular diseases.

In the SSF call for proposals Instrument, Technology, and Method Development, KTH was awarded two projects. The grants are intended for the development of new tools and methods that will enable scientific and technical breakthroughs while promoting the recipients' own career paths. The projects will run for three years, from 2026 to 2028, and will receive SEK 10 million each.

- One project intends to develop a Swedish initiative for energy-efficient scientific software.
- One project focuses on software for modelling uncertain reaction networks.

The Erling-Persson Foundation granted KTH SEK 66 million in funding in 2025. Grants are primarily awarded to research or educational projects in medicine and in areas of interest that are closely related to or encompass the subject of entrepreneurship. Application-oriented research is prioritised, and the foundation does not support pure basic re-

search. Of the total amount, SEK 60 million relates to a project involving groundbreaking technology. For the first time, this technology makes it possible to directly measure the direction of each gamma ray emitted from a molecule, thereby obtaining precise information about both its position and energy. The new technology offers significantly higher precision compared to older technology.

The Swedish National Space Agency granted KTH funding of SEK 77 million in 2025. A national research school in the field of space, coordinated by KTH, was granted SEK 50 million for the period 2026–2029. The projects should reflect a wide range of topics: basic research, space technology, space safety, space policy, innovation and commercialisation. A consortium consisting of universities and research institutes has been formed to establish the research school, with the ambition of admitting the first group of doctoral students in the autumn of 2026.

Mistra awarded KTH one of a total of 15 grants in the Mistra Environmental Research Leaders call for proposals. The aim of the initiative is to create transparent, quality-driven and secure career paths for academics working in the field of environment and sustainability who are at an early stage in their careers. The initiative means that Mistra will partially finance the employment of assistant associate professors with SEK 10 million over five to six years. The positions will be advertised at the respective universities. A further SEK 5 million has been allocated for a joint leadership programme for researchers who will be employed at the approved universities. The goal is for the recruited individuals to begin their employment in the autumn of 2026.

International research funding

International research funding accounts for approximately 10 per cent of research income. The EU is the largest source of funding. KTH also receives research funding from other foreign financiers, primarily in Europe and the USA.

EU funding

KTH's prospects for successful participation in international research programmes are strengthened through a number of strategic initiatives at the university. For example, KTH offers central co-financing for all research projects with the EU as the main financier. The operational support provides administrative project managers who help researchers coordinate EU collaboration projects. Targeted efforts were made to increase the number of postdoctoral fellowships within Marie Skłodowska-Curie Actions (MSCA). KTH organised several information sessions on open calls within all six clusters of the Horizon Europe work programme. An information session was organised on EIC Pathfinder, the European Innovation Council's programme for funding groundbreaking technology. Together with Crowdhelix, a collaboration meeting was arranged for open calls within Horizon Europe's Cluster 5 – Climate, Energy, and Mobility. Crowdhelix is an international network that supports collaboration and consortium formation between academia, industry and the public sector in preparation for EU applications. Targeted information seminars for researchers have also been held.

The university alliance Stockholm Trio has offered an EU course for the fourth time within the framework of the joint Brussels office. The course is aimed at researchers with no

previous experience of EU projects and consists of two days of theory and information about Horizon Europe, followed by practical exercises. As in previous years, the course concludes with a study visit to Brussels with the aim of giving participants a better understanding of the EU’s project environment and application process.

KTH participated in several public consultations that will form the basis for the design of the EU’s next framework programme for research and innovation, FP10. KTH submitted a response to the EU consultation on the next long-term budget and contributed comments to a national consultation on FP10: Invitation to comment on the European Commission’s proposal for the next framework programme for research and innovation and the associated specific programme for its implementation.

Together with Stockholm Trio, submissions were made in public consultations in the following areas:

- EU life science strategy
- EU strategy for research and technology infrastructure
- a European strategy for AI in science – paving the way for a European AI research council
- biotechnology legislation
- towards a circular, regenerative and competitive bioeconomy
- legal act on the European Research Area, ERA.

In addition, KTH submitted comments to the European Commission regarding the EU’s quantum strategy and the EU’s fusion strategy.

KTH has its own strategy for participation in Horizon Europe 2021–2027. One of KTH’s goals is to increase the number of

projects and funds granted compared to Horizon 2020. Two goals that have already been achieved are that KTH has been granted an increased number of coordinated collaboration projects within pillar two and more postdoctoral fellowships in MSCA compared to Horizon 2020.

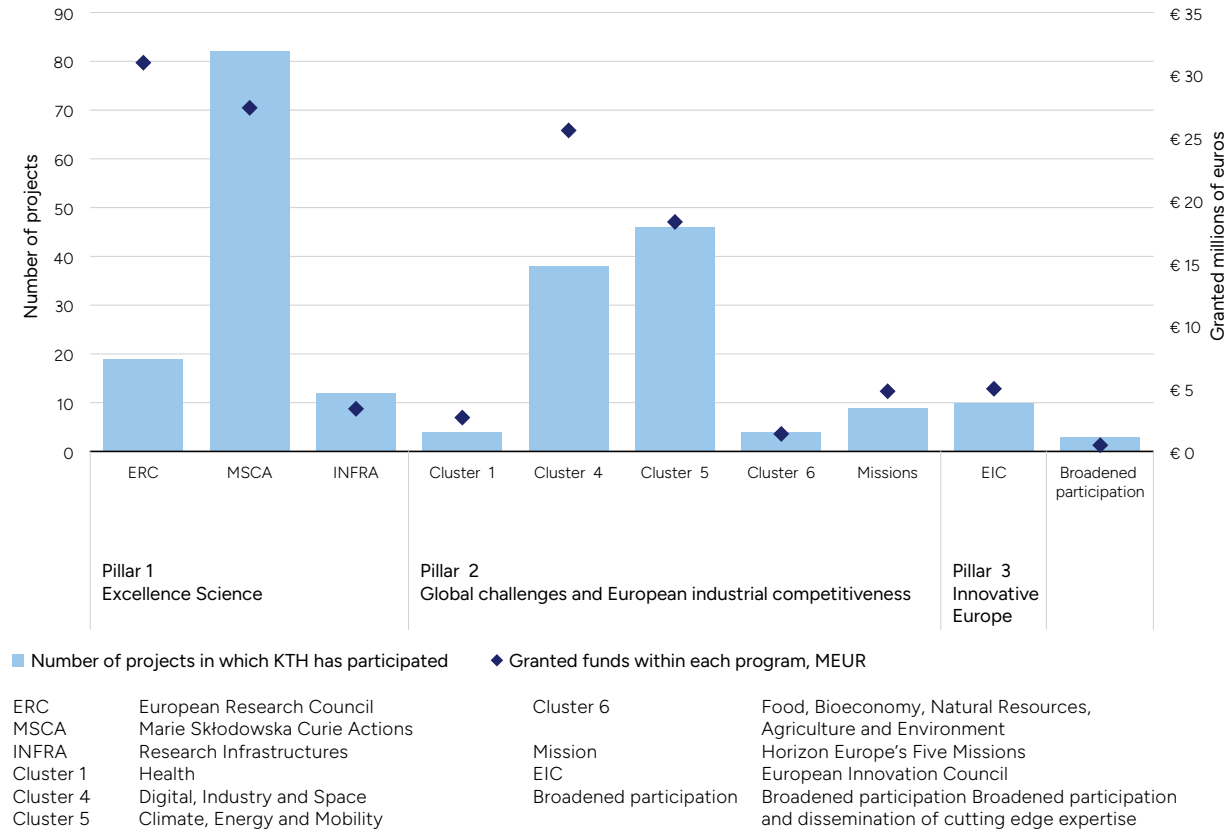
Overall, based on the measures implemented, KTH assesses that the activities make a good contribution towards achieving the objectives of the national strategy for Swedish participation in Horizon Europe 2021–2027. The activities also contribute to advocacy work at EU level. *Figure 14* shows KTH’s participation in Horizon Europe, both the total number of projects in which KTH is participating and the total funding granted for the period from 2021, when the programme started, up to and including 2025.

Within the Horizon Europe framework program, KTH participated in 433 (368) applications in 2025.

- Horizon Europe has three main areas of focus, known as pillars:
- pillar one – scientific excellence
- pillar two – global challenges and European industrial competitiveness
- pillar three – Innovative Europe.

In 2025, KTH was granted 33 (47) participations corresponding to a total amount of approximately EUR 15 (34) million. Of the projects approved, 22 (26) are within pillar one. Of these, 19 fall within MSCA. Six of these projects are in the sub-area of incoming postdoctoral fellowships, while eleven are Doctoral Networks projects.

Figure 14. KTH’s participation within Horizon Europe 2022–2025



Source: EU Funding & Tenders Portal, 2026-01-15

Three grants were awarded within the European Research Council's (ERC) calls for groundbreaking research: one Advanced Grant, one Synergy Grant, and one Proof of Concept.

The ERC Advanced Grant is aimed at well-established, world-class researchers who have made significant research contributions over the past ten years. KTH has been awarded just over 3 million euro to spend five years researching superconductors in a new type of electron spectroscopy facility.

The ERC Synergy Grant is a grant that funds small groups of outstanding researchers with complementary expertise to jointly tackle major scientific challenges. KTH, together with three researchers from the UK and Canada, has been awarded 11.5 million euro for a six-year project to study and map which primary tumours and cancer cells create metastases and how these spread and change over time.

ERC Proof of Concept is only available to researchers who have already been awarded funding from the ERC. It is a grant of 150,000 euro that helps researchers explore the commercial potential of the results of their basic research over a period of 18 months. The Proof of Concept awarded to KTH studies a new method for communication between vehicles and drivers.

Under pillar two, eight (17) projects were approved, including three in cluster five, three within the Chips Joint Undertaking, which is a public-private partnership to strengthen Europe's competitiveness in semiconductor technology, one within the EU Cities Mission platform for climate-neutral and sustainable cities and finally one within the EU's AI Factories initiative, which aims to develop AI applications that are in line with European values.

In addition to the Chips Joint Undertaking, KTH also participates in several other partnerships within the framework of Horizon Europe. The partnerships bring together the European

Commission and public and private partners to tackle pressing challenges through coordinated research and innovation initiatives. The partnerships are 30 or 50 per cent financed by Horizon Europe, with the remaining funding coming from national partners.

In 2025, KTH was awarded two projects from the European Innovation Council's EIC Pathfinder funding instrument under pillar three.

KTH was also awarded a WIDERA grant, through which parties in one of the European countries that spend the least on research and development are connected to an ongoing project.

KTH is also participating in three projects funded by the Digital Europe Programme and one project each funded by the Connecting Europe Facility, Creative Europe, which supports the cultural and audiovisual sectors, and the European Defence Fund.

Strategic research domains

KTH is active in ten strategic research domains and is the principal for five of them. In 2025, funding for strategic research domains for which KTH is the principal amounted to approximately SEK 353 (341) million.

The five strategic research domains for which KTH is responsible are IT and mobile communications, e-science, transportation, production, and molecular bioscience.

Funding for strategic research domains contributes to world-leading, interdisciplinary collaboration between different disciplines and has made it possible to establish a number of environments.

During the year, KTH clarified in a policy document the mission, structure and long-term perspective of the strategic

Figure 15. Professors 2025

During the year, KTH appointed professors in the following areas

Newly appointed professors (externally recruited)

- Construction Procurement and Innovation

Promoted to professor

- Audio Processing and Communication
- Biophysical Chemistry in Surfaces and Materials
- Communication Systems
- Computer Science
- Computer Science with specialization in Robotics and Autonomous Systems
- Computer Vision and Biomedical Image Analysis
- Electric Power Systems
- Electronics with focus on Bioelectronics
- Experimental Kinetics in Metallurgy
- Human Computer Interaction with specialization in Interaction Design
- Mathematics with emphasis on Complex Systems
- Media Technology with specialization in Media Production
- Modeling of Buildings' Energy Systems
- Naval Architecture
- Nuclear Power Safety

- Technology Education at Pre-School and Primary School Level
- Urban Design with Urban Theory

Newly appointed visiting professors

- Anthropocene History
- Electrical Engineering with specialization in Power Electronic Control
- Harm-Based Evaluation of Machine Learning Systems
- Hierarchical Cellulosic Materials
- High Performance Computing
- Transport Modelling and Operations Research

Newly appointed adjunct professors

- Environmental Economics and Environmental Statistics
- Resilient Food Systems
- System Analysis of Carbon Dioxide Capture and Storage and Carbon Dioxide Removal
- Systemic Industry Transitions

Source: HR-system.

research domains in which KTH is the principal or a partner. The strategic research domains are long-term initiatives within defined research fields and can be led by several research leaders over time. The policy document is intended to contribute to promoting quality and ensuring renewal within these long-term initiatives.

The activities in the strategic research domains are briefly described below. For a description of SciLifeLab and the strategic research domain of molecular bioscience, see section *SciLifeLab* and the separate annual report submitted by KTH to the Swedish government.

IT and mobile communications

Since 2020, the interdisciplinary research environment Digital Futures within the strategic research domain IT and Mobile Communication has been working to address major societal challenges through new science for digital transformation. Research within Digital Futures focuses on societal challenges in smart urban development, digitalised industry, health and well-being and transformative education. Research topics include cybersecurity and reliability, connected and cyber-physical systems and AI and machine learning. Digital Futures contributes to creating conditions for innovative, excellent interdisciplinary research in these areas. To date, Digital Futures has funded over 240 research projects and engaged over 250 research groups.

Digital Futures has developed into a central platform where academia, industry and the public sector meet to form interdisciplinary research collaborations for society's digital transformation. The centre brings together a total of twelve partners: KTH, Stockholm University, RISE, the City of Stockholm, Region Stockholm, AstraZeneca, Ericsson, Hitachi, Saab, Scania, Skanska, and Xylem. Through thematic workshops and collaborative projects, common research questions are identified within the challenges identified by the partners. As part of this collaboration, Digital Futures has initiated Stockholm Digital Sandbox, a groundbreaking initiative to create a dynamic experimental arena where researchers and partners can meet. By bringing together test beds and enabling seamless data sharing in one place, the initiative opens up new forms of collaboration and innovation.

Other initiatives include Digital Futures Fellows, a program for internationalisation and recruitment, a guest researcher program for junior teachers, an international postdoc programme and a summer research school that includes an exchange programme with UC Berkeley and Purdue University. In addition, Digital Futures has initiated a collaboration with Imperial College through Imperial X, where three joint seed funding projects in Social AI have been carried out in 2025, together with KTH and the City of Stockholm.

E-science

The strategic research domain within e-science, Swedish e-Science Research Centre, SeRC, conducts internationally leading research in the border area between high-performance computing, data and AI, with a focus on method development and software. SeRC is run in collaboration with Stockholm University, Linköping University and the Karolinska Institute.

A key theme is to create impact through synergy effects between strong applications, method development and infrastructure where research is conducted within multidisciplinary programmes. Research groups within SeRC have, for example,

created the world's most widely used computer programmes for molecular simulations, reconstruction of cryo-electron microscopy data and a new code for quantum chemistry.

Within the European collaboration The European High Performance Computing Joint Undertaking, KTH has been given responsibility for coordinating European collaborations in life sciences with a network of research centres in Japan and India. During the year, initiatives were also taken to expand KTH's research in AI4Science, which received a network grant from the Swedish Research Council for planning a cluster of excellence for groundbreaking technology with a focus on the AI4Science area.

Transport research

The strategic research domain within transport research, TRENoP, is run in collaboration with Linköping University and the Swedish National Road and Transport Research Institute. Since its inception, TRENoP has focused on faculty renewal and interdisciplinary research projects. TRENoP is engaged in multidisciplinary research collaboration with several external partners, focusing on a sustainable, safe and resilient transport system. TRENoP's research areas include transport, policy and user analysis, vehicle systems and their interaction, transport infrastructure and transport and logistics systems.

In 2025, TRENoP has intensified its strategic EU involvement with membership and representation in Connected, Cooperative and Automated Mobility and the European Automotive Research Partnership Organisation. A unique driving simulator, specially designed to provide a realistic driving experience, has been developed and implemented at KTH. Strategic projects have been conducted in areas such as digital twins for urban traffic control, methods for evaluating children's comfort in active means of transport such as bicycle trailers and making transport research visible through holograms.

Production research

The strategic research domain within production research, Excellence in Production Research, XPRES, is conducted at the Swedish Institute of Materials Science in collaboration with Mälardalen University, RISE and the Swedish Institute for Metal Research (Swetim). The goal is to add value to Swedish industry and society with a focus on sustainability, covering areas such as circular manufacturing and resource-efficient use. XPRES members have productive, long-term partnerships with many Swedish manufacturing companies. In 2025, the focus was on production research with a human-centred approach, human-robot collaboration, AI and digital technology in production, circular manufacturing, additive and hybrid manufacturing.

In August, XPRES and KTH brought together 758 leading experts in production engineering from 39 countries when The International Academy for Production Engineering, General Assembly, was held in Stockholm. During the week, discussions focused on smart and sustainable production in the future, with themes such as circularity, life cycle technology, e-mobility and human-centricity—Industry 5.0—taking centre stage. The opening speech emphasised the importance of strengthening the link between industry and academia through research into human-AI interaction, exoskeletons and new ways of controlling robots.

SciLifeLab

SciLifeLab is one of the government's major initiatives in national research infrastructure. The operation offers advanced technologies and expertise in molecular life sciences and enables cutting-edge research to answer complex biological and medical questions. The infrastructure provides services to researchers in academia, healthcare and industry. The goal is to enable ground-breaking, interdisciplinary research and to promote research that leads to societal benefits. The organisation is run by KTH as the principal of the four founding universities KTH, Karolinska Institutet, Stockholm University and Uppsala University, as well as through SciLifeLab's offices in Linköping, Lund, Gothenburg and Umeå. The collaboration is governed by rules of procedure and agreements between the founding universities.

Five strategically important areas have been defined within SciLifeLab in 2025: a joint data and AI strategy, strengthened collaboration and workflows between the infrastructure's platforms, development and use of new technologies, improved transfer from research to healthcare and coordinated education and career development.

Direct government funding for infrastructure, including targeted funding for pharmaceutical development and pandemic preparedness, amounted to SEK 481 (378) million in 2025. The activities are also funded through strategic research domains, including molecular bioscience, via the four founding universities. These funds contribute to strengthening the research environments at each university affiliated with SciLifeLab. In 2025, funding for this strategic research domain totalled SEK 180 (174) million.

Through donations, the Knut and Alice Wallenberg Foundation has enabled several major investments in SciLifeLab's infrastructure. The foundation has donated a total of SEK 3.3 billion to the twelve-year SciLifeLab & Wallenberg National Programme for Data-Driven Life Science, which began in 2021. Furthermore, in December 2024, the Knut and Alice Wallenberg Foundation donated SEK 370 million to the Alpha Cell programme, a strategic research programme aimed at increasing knowledge about the molecular mechanisms of cells over time and space. The programme was planned during 2025 and will formally commence in 2026.

The SciLifeLab fellows programme contributes to raising the quality of research in the life sciences. The programme is funded through strategic research domains at the founding universities to which SciLifeLab fellows are recruited. During the year, 25 fellows were active in the programme, of whom three joined during the year and four completed the programme. There are now a total of 30 alumni. Recruitment of nine additional fellows, scheduled to start in 2026, was ongoing during the year.

SciLifeLab leads the Marie Skłodowska-Curie Actions COFUND postdoctoral programme SciLifeLab PULSE. The programme will train 48 future research leaders in molecular bioscience and innovation at an international level. During the year, 21 postdocs were recruited, and recruitment for a further 27 positions began in December.

In addition to basic funding, research infrastructure units also receive funding from other research funding bodies and income from user fees. As a national research infrastructure, SciLifeLab has also received funding from external financiers for the coordination of national projects. One example is the Vinnova-funded initiative for national coordination of four

projects within the Digital Europe Programme, DIGITAL.

Another Vinnova-funded project, Strengthened competitiveness with increased access for industry to SciLifeLab's research infrastructure, has been approved to increase industry's access to the research infrastructure through smoother contract and fee processes. The four-year VR-funded InfraLife project, involving SciLifeLab, the MAX IV Laboratory and the European Spallation Source ESS, was completed in 2025 and has resulted in continued collaborations. One example is SciLifeLab, ESS, MAX IV Summit, which was held in the autumn. Joint planning also takes place within the framework of VR- and Vinnova-funded preliminary study projects for national clusters of excellence.

More information about SciLifeLab's activities can be found in the separate annual report that KTH submits to the government.

Strategic initiatives and special initiatives

Research centres

Research centres contribute to the development of competitive research environments together with external partners and offer networks for researchers and other stakeholders. The participating stakeholders generate collaborative research in which different parties agree on a joint action plan and contribute resources for its implementation.

During the year, development work was carried out to revise and update the guidelines for the centres. The biggest change is that the guideline only applies to centres that KTH is responsible for and that receive central co-funding, as well as centres that are funded by a national research funding body.

At the end of the year, 26 research centres were jointly funded with KTH as the principal and twelve centres where KTH was a partner.

KTH's involvement in Knut and Alice Wallenberg's strategic initiatives

In the strategic initiative Wallenberg Wood Science Centre (WWSC), KTH is hosting the programme, and in the strategic initiative Data-Driven Life Science (DDLs), SciLifeLab is hosting the programme. KTH is also involved as a partner in the following strategic initiatives by Knut and Alice Wallenberg: Wallenberg AI, Autonomous Systems and Software Programme (WASP), Wallenberg Centre for Quantum Technology (WACQT), and Wallenberg Initiative Materials Science for Sustainability (WISE).

Research infrastructures

KTH depends on access to research infrastructure in order to conduct research and provide education of the highest quality. Development work has been ongoing during the year to change the organisation of research infrastructures of particular strategic importance by developing a new management system with established criteria for the various infrastructure categories at KTH. The new management system also addresses the process for the annual internal call for proposals for operating and investment funds.

In 2025, KTH established a new internal process to identify and prioritise needs for national research infrastructure ahead of the Swedish Research Council's needs assessment. A total of 15 applications were received, which were prepared by KTH's research committee and then submitted to VR. VR also decided

on grants for research infrastructure of national interest for the eight infrastructures submitted with KTH as a party. All were granted.

KTH has also continued to participate in the Vinnova-funded collaborative project Swedish Collaboration for Access to Laboratory Infrastructure, whose final deliverable, in the form of the handbook Making Research Infrastructures Accessible, was launched during the year.

Strategic research initiatives

In 2025, KTH's research committee prepared several decisions on strategic research initiatives with the aim of concentrating efforts in areas where new collaborations are required in view of upcoming national and European calls for proposals. Funding is used to finance initiatives that will attract significant external research funding in strategically important areas, by either strengthening existing environments or initiating new ones. During the year, 14 approved projects have been ongoing in areas ranging from AI to new materials, electrical power, nuclear technology, life sciences, smart urban development and total defence. All 14 projects have been awarded SEK 1 to 2 million per year from KTH for a maximum of five years.

In 2025, the KTH Centre for Total Defence was established with the mission of coordinating, developing and raising awareness of research and education directly relevant to societal security and resilience. The centre is linked to the national university collaboration Campus Total Defence, which began in 2024.

European Institute of Innovation and Technology

KTH continues its involvement in five of the EIT's knowledge and innovation platforms in the fields of information and communication technology, energy, materials, health and mobility. Having previously been the main partner in all programmes, KTH is now an associated partner in EIT Health and EIT Raw Materials.

Within EIT InnoEnergy, KTH continued its involvement in the Novatron Fusion Group. The startup company reLi Energy, which originated at KTH, was featured on the Forbes 30 Under 30 Europe 2025 list.

Cybercampus Sweden

Cybercampus Sweden is a national initiative and a collaboration between universities, research institutes, government agencies and companies in Sweden. Cybercampus conducts research, innovation and education in cyber security and cyber defence. The activities meet needs that are not addressed by any of the other actors in the field of cyber security and are intended to support all sectors of society. The results will contribute to increased cyber security and strengthen society's defence capabilities and Sweden's competitiveness.

In 2025, major steps have been taken in the development of operations, collaborations and activities performed.

To date, 15 organisations from academia and the public and private sectors across Sweden have entered into formal partnerships with Cybercampus and many more have expressed their intention to do so.

In March, Cybercampus Sweden's strategies for education, research and innovation were completed and published. There is now a comprehensive catalogue of courses and training programmes in cyber security for organisations in the public

and private sectors. During the spring, a training programme tailored to the Ministry of Foreign Affairs' diplomatic programme was developed in collaboration with Cisco. A number of different research projects have been made possible and a research school has been established, with 15 universities and colleges committing to participate in and co-finance doctoral projects. It will be the first national research school for cyber security in Sweden. Cybercampus hosted the CyberSweden conference at Chalmers University of Technology in Gothenburg. Cybercampus is involved in several different collaborations and projects, including the EU project Cycone, which aims to develop and share cyber security training for professionals in small and medium-sized enterprises and the public sector.

Developments in the field of sustainable production

KTH's 2025 appropriation for research and postgraduate education includes SEK 10 million for activities in Södertälje. Research activities in Södertälje focus on three areas: production management, industrial operational reliability and production logistics. Operations in Södertälje are conducted in close collaboration with Scania, AstraZeneca and the municipality of Södertälje. The initiative includes three company doctoral students from Scania and two from AstraZeneca. Of these, one company doctoral student from Scania and one from AstraZeneca defended their theses in 2025.

In 2023, KTH decided to relocate its research activities in Södertälje to KTH Campus, while further developing its collaboration with KTH's strategic partners. The move took place during the summer of 2025, when all research activities were transferred to the KTH Campus. KTH now has a consolidated environment for research in the field of production at the KTH Campus. In addition, KTH's research infrastructure in the field of production has been strengthened through new investments and a donation of experimental equipment.

Publishing and bibliometrics

Bibliometric indicators can be used to analyse an educational institution's research impact and citation impact, as well as ongoing quality assurance and follow-up. Every year, KTH conducts an annual bibliometric review that provides an overview of KTH's publications, citation impact and co-authorship with other universities and countries. All data presented in this section is taken from the annual review. The review is based on publications registered in KTH's repository DiVA. Due to delays in registration in the publication databases, definitive data regarding volume and openly available articles in 2025 will not be available until next year. Citation indicators are meaningful to measure only some years after the research results have been published and are therefore reported until 2023.

KTH's publication volume of peer-reviewed articles has been relatively constant in recent years, between 4,200 and 4,400 articles, with 2024 at the upper end of this range with 4,383 articles. The number of articles in journals has remained relatively stable in recent years, at just over 3,100. After declining during the pandemic years of 2020 and 2021, the number of conference articles appears to have recovered in 2024 to over 1,200, returning to the same level as before 2020.

KTH's field-normalised citation rate, cf, in 2023 is 1.03, where a value of 1 represents the average value within the vari-

ous subject areas globally. KTH's value shows a citation rate 3 per cent above the global average. Throughout the evaluation period 2015–2023, the value is 1.16, and the latest data point for 2023 at 1.03 should be considered unusually weak. The reasons for the decline are being investigated and the analysis work will continue in 2026. At the institutional level, citation impact shows greater variation, both between years and between departments, ranging from values below one to above three. The proportion of articles belonging to the top 10 per cent in their respective subject areas is 11 per cent for the past year. The top 10 per cent indicator has been relatively stable throughout the evaluation period, between 10 and 12 per cent, and does not show the same decline as cf.

For the field-normalised journal indicator, jcf, KTH's value for 2024 is 1.29, which corresponds to 29 per cent above the global average. At the university level, this indicator is slow to change and over the past five years, KTH has remained in the range of 1.22–1.29. The proportion of publications in journals ranked in the top 20 per cent in their respective fields was 32 per cent for KTH in 2024. Both of these indicators are traditionally interpreted as visibility and, to some extent, prestige among publication channels and both results this year are in the upper echelons when viewed over the entire evaluation period.

Open science and open access to research results

Since 2021, open science has been a statutory obligation within the EU's research and innovation programmes. The bill Research and Innovation for the Future, Curiosity and Benefit (prop. 2024/25:60) stipulates that the transition to open science for publications must be completed by 2021 and for research data by 2026. As part of this work, KTH has developed an action plan for open science in 2025. By 2026. As part of this work, KTH has developed an action plan for open science in 2025. KTH participates in European and international collaboration on open science. For example, KTH has become a member of the European Open Science Cloud Association (EOSC Association). KTH has also introduced a service that can be used for open publication of research data. A decision has been made to establish a support structure for researchers at KTH in matters relating to digital tools and working methods, as well as in matters relating to access to data.

Open access publications

In 2024, KTH published 64 per cent of its peer-reviewed research results as openly available.

The long-term trend has been a steady increase in the proportion of open access, which means that KTH has been well on its way to achieving the goals set out in the research bill (prop. 2024/25:60) that all published material should be openly available immediately upon publication. This year's figure clearly deviates from the previous trend. The reason for the decline compared to previous years is currently unclear. A certain portion can probably be explained by delays in green open access, but this is not considered sufficient to explain the entire decline. KTH will continue to investigate and follow up on potential causes. Virtually all doctoral and licentiate theses from KTH are published and freely available.

Access to research data

During the year, KTH has further developed services and sup-

port for the management of research data for KTH researchers. The support aims to provide KTH researchers with good conditions for conducting internationally leading research and promoting accessible research data in accordance with the FAIR principles, in line with the objectives set out in the research bill (prop. 2024/25:60). Further basic requirements for promoting accessibility are the provision of services and infrastructure for sharing data efficiently and in a legally secure manner. As part of this, KTH has decided to manage an internal repository for research data. KTH is also developing support to ensure that research data underlying research results is searchable, usable and of good quality, and is developing methods for following up on traceable data published externally.

Ranking

Rankings are used to compare educational institutions based on aspects such as research, education and collaboration. The results can be used to estimate a university's international competitiveness. Visibility and ranking lists influence student recruitment, recruitment of international researchers and international collaborations, for example.

KTH performs well in many international university rankings. External actors produce these rankings based on various methods and indicators, with criteria such as student experience, internationalisation, research output or academic reputation. The aim is to provide an indication of the overall quality of universities. Some rankings also assess specific subject areas. None of these rankings can provide a complete picture of a university, and the results can vary significantly depending on the choice of parameters and how they are weighted.

The QS World University Rankings, QS, and Times Higher Education Rankings, THE, are considered among the most prestigious and important internationally.

KTH was ranked 78th (74th) out of more than 1,500 universities worldwide in the QS ranking 2026, which was released in June 2025. This puts KTH in twelfth place among universities in the EU and second place among Swedish universities. In the QS Sustainability Rankings 2026, KTH ranks 53rd (66th). The number of participating universities in this ranking has increased rapidly, from 1,394 universities in 2023 to 2,022 universities in 2025.

In THE World University Ranking 2026, KTH ranked 98th (95th) among approximately 2,200 universities worldwide. KTH is ranked as the third university in Sweden.

KTH has achieved a number of good results in specific subject rankings. In the QS subject rankings, KTH had 14 subjects among the top 100 and 6 among the top 50. Subject rankings in which KTH performs well include mechanical, aerospace and manufacturing engineering; materials science; electrical and electronic engineering; architecture/built environment; civil engineering and art history.

Several other rankings are published annually. Among these is the Shanghai ranking Academic Ranking of World Universities. Universities are ranked based on several academic and research performance indicators, including alumni and staff who have received Nobel Prizes and Fields Medals, highly cited researchers, articles published in the journals *Nature* and *Science*, articles indexed in major citation indexes and an institution's academic performance per capita. In subject-specific areas, KTH performs very well in fields such as mechanical engineering, automation and control, robotics and mathematics.

Collaboration

KTH's strategic partnerships aim to improve the quality and relevance of education and research, while creating value for external stakeholders and society. In 2025, KTH has continued to deepen and broaden its collaboration with industry and the public sector. These efforts strengthen ties with the outside world and contribute to development and innovation.

Through continuous and clear communication about opportunities for collaboration, including targeted mailings and information campaigns, conditions are created for establishing contact with companies, teachers and researchers. At the same time, meeting places such as thesis fairs, collaboration meetings and other forums are arranged where companies, researchers and students can establish contacts and initiate dialogue. The meeting places match skills with needs and increase understanding of each other's challenges and opportunities. Promoting this type of interaction strengthens the relationships between academia, the public sector and industry, which in turn leads to increased knowledge transfer and more concrete collaborations. The initiatives can serve as a basis for building strong consortia between companies, academia and other actors. The consortia can jointly identify common areas for development and seek external funding, for example through national and European research and innovation programmes.

In 2025, KTH has prepared for Vinnova's excellence cluster initiative together with relevant parties. In summary, these initiatives are part of building a dynamic, inclusive and innovative environment for collaboration.

Collaboration for long-term professional development

KTH has continued to develop the thesis portal to improve user-friendliness and provide clearer information for students and employers. The portal gives organisations the opportunity to publish proposals for degree projects and advertisements for seasonal and temporary jobs.

To increase young people's interest in STEM subjects, KTH, together with the City of Stockholm, Kista Science City and Vetenskapens Hus, has conducted a preliminary study that mapped the conditions and needs of young people in the Järva area. The preliminary study, financed by the European Social Fund, aims to lay the foundation for long-term measures to strengthen young people's exposure to STEM and to establish sustainable collaboration between industry, the public sector and academia. In early 2026, Vetenskapens Hus will open a branch in Kista where students in secondary years 4–9 and upper secondary school will be able to explore science, technology and mathematics.

Strategic partnerships

KTH has 15 established long-term strategic partnerships with major global companies, the public sector and leading research institutes of particular importance to KTH's activities. Strategic partnerships contribute to strengthening research and education at KTH. They provide better conditions for applying for

research funding, relevant projects for students and increased shared use of infrastructure. The partnerships offer a structured way to develop collaboration with society, nationally and internationally. The work with the strategic partnerships is regularly monitored by KTH's management together with the management of each strategic partner.

In addition to introductory meetings and thematic meetings with individual companies and strategic partners, larger events are also organised. In 2025, this has been achieved through, for example:

- Partner events for strategic partnerships focusing on lifelong learning and thematic workshops on sustainable transport systems and energy resilience.
- A fair together with THS and its sections with the aim of facilitating dialogue and contact between the sections and companies.
- Thesis fairs and study visits for students.
- Three meetings within the Future Education External Advisory Forum, attended by representatives from KTH's strategic partners, Teknikföretagen, Innovationsföretagen, Sveriges Arkitekter and Sveriges Ingenjörer.
- Scientific Council in collaboration with the City of Stockholm.
- AIMday in collaboration with Stockholm Trio and the City of Stockholm.

Personal mobility

An important part of KTH's strategic collaboration consists of personal mobility to KTH from companies and public sector organisations. In order to attract expertise and strengthen relationships, KTH offers several forms of personal mobility for individuals from the public and private sectors: adjunct professor, affiliated faculty and company doctoral student.

In order to maintain dialogue and offer adjunct professors and affiliated faculty the opportunity to meet, the Forum for Adjunct and Affiliated Faculty is held regularly in various KTH environments. In 2025, an information session was also held for affiliated faculty members on opportunities for merit-based promotion at KTH.

During the year, researchers and teachers were offered the opportunity to apply for funding to spend time in the business sector or public sector. The purpose of the call was to strengthen and further develop collaboration through increased understanding of research and competence needs in industry and society. The mobility period will be between three and twelve months, and the grant will cover salary costs. The applications were assessed with a focus on how well they fulfilled the purpose of the call and their potential for developing long-term collaborations. Five projects were awarded funding. This initiative is part of KTH's long-term efforts to promote personal mobility.

Efforts to increase the societal impact of KTH's research and education

KTH aims to be a leader in societal impact, i.e., the concrete benefits, changes or influence that KTH's research and education have outside academia. Collaboration is key to achieving this. KTH has impact managers who work to create conditions for increased impact, follow up on results and effects and ensure clear communication of these.

In 2025, KTH has continued to develop its work on the academic merit value of collaboration and societal impact, based on the focus areas established in 2024. During the year, work has been largely dominated by the follow-up to the UKÄ's thematic evaluation of collaboration between higher education institutions and KTH has continued to work on the recommendations. At the end of 2026, KTH is to report to UKÄ on how the recommendations have been implemented.

Fundraising

KTH's fundraising activities work long-term to increase private support for KTH's education and research. A number of financiers have a long-term commitment to KTH, such as the Promobilia Foundation, the Erling Persson Foundation and Spotify founder Daniel Ek.

In 2025, several well-attended events were organised, including events on the theme of AI and community building. This year's main focus was on preparations for KTH's 200th anniversary in 2027. During the year, KTH received a large donation that will go toward research in gene therapy.

Innovation office

Since its inception, KTH's innovation office has deepened its collaboration with regional universities and received funding to support the Stockholm School of Economics (HHS), the Swedish School of Sport and Health Sciences (GIH) and Södertörn University (SH). Through collaboration agreements, KTH offers services in innovation development, including business development, financing, patent support and recruitment, as well as support for building up local innovation support. A joint action plan has been drawn up together with the three higher education institutions. KTH's innovation support is also open to researchers and students at these universities.

In 2025, KTH has strengthened its support for GIH through the physical presence of a business development coach and ongoing coaching, IP verifications and support in utilisation.

Together with SSE Business Lab at HHS and GIH, KTH has implemented a joint programme, Ideate, which brings together students interested in innovation and gives them the tools to develop their ideas. Interest increased in 2025 with a total of 288 applications and 89 accepted, making it the most extensive year since the programme began.

SH Innovation has broadened its innovation support and thereby strengthened its long-term base. Innovation Station at SH has become a permanent part of the university and provides a collaborative environment for students, researchers and external partners. From here, Press Start has established itself as a gaming community with around 300 members and large regular meetings, as well as a centre of excellence for social innovation funded by the EU.

KTH's Innovation Office also has a long-standing

collaboration with Uppsala University in the area of patent support and participates in exchanges of experience with innovation offices at other universities.

Innovation support activities

KTH Innovation helps researchers, students and employees at KTH to commercialise their research results and business ideas in the earliest stages.

The overall objectives of KTH Innovation are to:

- The overall objectives of KTH Innovation are to:
- Create conditions for innovation to arise and develop throughout KTH in order to strengthen KTH's competitiveness
- and attractiveness as an innovative and entrepreneurial educational institution.
- Enable more ideas and results from KTH's students, researchers and employees to reach the market and develop into successful innovations that contribute to sustainable social development.
- Drive and further develop an effective and inclusive innovation process to best support idea generators and ideas on their way to market.
- Further develop a strong and internationally connected, complementary ecosystem for innovation support at KTH.

KTH runs the Global Change Award (GCA) together with the H&M Foundation, Accenture and The Mills Fabrica. In 2025, the further developed accelerator programme was implemented with a focus on early change leaders in the textile industry. GCA's tenth anniversary was celebrated with an exhibition featuring 20 GCA alumni at KTH Innovation.

KTH Innovation has expertise in process-oriented innovation development and over 5,200 people from nearly 4,000 organisations have registered to use KTH Innovation Readiness Level™. These organisations range from incubators and universities to companies, banks and government agencies. In June, the second Readiness Level Summit was held, with 75 participants from 21 countries sharing experiences and participating in workshops over two days.

The Brighter programme was run for the thirteenth year with a visit to London. The programme was open to projects from KTH, GIH and SH and included six projects in digital deep tech and AI. The goal is to strengthen knowledge about international entrepreneurship and create meetings between Swedish startups and international players. The programme involved KTH's alumni network and collaborations with Imperial College, the University of Oxford and the Alan Turing Institute.

The KTH Innovation Award was presented for the fifth time in 2025. The award recognises individuals from KTH who have tackled global challenges with creativity and courage. This year's recipients were Anton Osika and Fabian Hedin, founders of Lovable, who were recognised for their work with AI-based solutions that democratise technology and promote creativity.

In 2025, KTH Innovation received 439 new ideas, of which approximately 28 per cent came from researchers and 72 per cent from students. The commercialisation projects currently supported by KTH Innovation have generated a total of just over SEK 82 million in funding from sources including the Vinnova program Verification for Growth. During the year, 40 new companies were formed, of which 19 are research companies. In addition, 20 patent applications have been filed. During the year, 36 projects were accepted into the launch

program at KTH Innovation. Six companies have been accepted into Swedish and international incubators. Stockholm's innovation ecosystem is one of the most developed in the world and there are many alternative routes to market, meaning that most companies develop in ways other than through a traditional incubator.

Deep tech and AI initiatives

In 2025, KTH Innovation has made special investments in deep tech and AI. The Pioneer Programme, in collaboration with KTH Ventures AB, develops science-based innovations with a particular focus on advanced technology, known as deep tech, and matches researchers with entrepreneurs. KTH Innovation has initiated collaboration with KTH AI Society, a student association associated with THS, hired student employees and opened up opportunities for more people to build a stronger AI community.

Industrial collaborations

In 2025, KTH has organised events within the framework of Industry Focus, an initiative to highlight the challenges and opportunities for innovation in industry. IKEA, Volvo Group and the Swedish Air Force Experimental Office have participated in such events and met with students, researchers and start-up companies. Another concept is Office Hours, which connects companies with research projects and start-ups. Swedavia, Scania and IKEA have participated in these.

Gender equality, diversity and equal opportunities

KTH's ethical policy emphasises that gender equality, diversity and equal opportunities (JML) are central questions of quality and core values. JML is integrated into KTH's vision and overall goals for 2024–2028. Operational work focuses on collective organisation, knowledge and awareness, equal opportunities and inclusive cultures.

Collective organisation

KTH conducts research-based and proactive work to strengthen gender equality and combat discrimination from an intersectional perspective. The president leads the overall work, while school managers and the university director are responsible for JML. They are responsible for organising, planning and following up on JML within their operations. Local JML groups work on follow-up and implementation and student representatives participate in this work. JML managers collaborate with faculty renewal managers to strengthen gender equality in recruitment and promotion.

In 2025, a policy decision was made on gender equality, diversity and equal opportunities for the period 2026–2030. The decision links JML more clearly to KTH's overall goals and will facilitate local development work.

Several schools have trained managers in inclusive leadership, which strengthens their ability to lead change and improve the working and learning environment. JML is also integrated into KTH's sustainability goals.

Knowledge and awareness

Employees' knowledge of gender and gender equality is strengthened through training and research-based documentation. This will be put into practice in leadership, pedagogy and education.

JML is part of sustainable development, which should be integrated into all education programmes. A compulsory JML component must be included in every programme and included in examinations within relevant courses. Upon completion of the programme, students should understand key JML concepts, how they relate to sustainable development and how inequality can manifest itself.

Structures for integration and follow-up are available via programme analyses. Teachers receive support through the Necessären tool, educational materials and the higher education pedagogy course Gender Research and Gender Equality in Technical Higher Education. The work also includes procedures against harassment and for inclusive education.

Training courses on equal recruitment have been conducted for, among others, recruitment and promotion committees, research environments and supervisors. The aim is to strengthen equal career paths. A new supervisor training programme has been developed and will be introduced.

KTH contributes to a virtual support structure for JML within the university alliance Unite! with the aim of strengthening

knowledge and creating safer study and work environments within the nine partner universities.

Equal opportunities

Efforts to promote gender equality in recruitment and career paths continued in 2025. This includes efforts to increase the proportion of women among professors and other senior academic positions. In operational support, the majority of managers are women, while some departments are male-dominated.

The composition of KTH's student population varies greatly between different levels of education, types of education and subject areas. To counteract gender-based study choices and broaden recruitment, schools are working with programme-specific action plans.

JML is integrated into KTH's quality system through self-assessments and feedback that lead to recommendations and further development. JML is also followed up in faculty renewal and development plans.

Inclusive cultures

Active work on core values and zero tolerance for harassment are central to KTH's work with JML. In 2025, preventive work against sexual harassment and gender-based vulnerability was strengthened. A new workshop format was tested at several departments with the aim of integrating the work into systematic working environment efforts.

KTH, THS and RFSU continued to implement the concept Dare to Care, which promotes mutuality in sexual encounters and combats abuse. The programme has been integrated into the student union's activities. During the year, close to 1,000 students and employees were trained.

InspireLab

In 2025, InspireLab was inaugurated at KTH, an initiative focused on promoting gender equality through technology and innovation. The initiative has been made possible by a donation that will support the formation and development of InspireLab over a four-year period.

InspireLab will support projects that use technology to improve women's living conditions, solve gender equality challenges and contribute to sustainable societal development.

During the year, InspireLab decided to fund its first research projects targeting specific societal challenges related to gender equality, including:

- preventing birth injuries and reducing their long-term impact on women's health using new ultrasound technology
- developing sustainable hormone diagnostics for home use, which could lead to more gender-equal healthcare
- developing AI solutions that include the invisible and combat gender-based violence.

Environment and sustainable development

KTH's vision and overall goal is to take the lead in sustainable development. As a technical university, KTH plays an important role in influencing social development in a positive direction in order to contribute to Agenda 2030 and the UN's 17 global goals for sustainable development.

KTH's educational programmes provide the next generation with the knowledge and skills needed to meet current and future challenges. In order to contribute to a sustainable society, it is important that KTH's research reaches a wide audience and is put into practice. KTH therefore attaches great importance to collaboration with various social actors and to making research results visible.

Within KTH, there is a commitment and leadership to continuously develop and improve environmental and sustainability work. KTH's strategic work is conducted based on KTH's policy for sustainable development. The overall sustainability goals for the period 2021–2025 and the climate goals for the period 2021–2045 specify what is to be achieved and what measures are to be implemented. In December 2025, KTH decided on new sustainability and climate goals for the period 2026–2030, along with an action plan.

KTH is driving the implementation of Agenda 2030 and the global goals for sustainable development in accordance with its vision and overall objectives. This is evident, for example, in the fact that KTH's educational programmes are linked to the global goals and that many research projects are focused on the global goals. KTH's work with Agenda 2030 and the global goals is reported annually in a report: KTH Sustainable Development Goals Report. The report describes how KTH contributes to all of the UN's 17 global goals for sustainable development.

Environmental management system

Since 2015, KTH's environmental management system has been certified according to the international environmental management standard ISO 14001 and complies with the requirements of the Swedish Environmental Management Ordinance (2009:907) for government agencies. KTH's environmental management system encompasses sustainable development in education, research and collaboration. It also includes the impact of our own operations, such as sustainable meetings, building space and energy use, procurement, chemical and waste management, food and catering and biodiversity. In 2025, the certificate was renewed through an external environmental audit.

In 2025, KTH conducted internal environmental audits focusing on how the environmental management system permeates the schools' activities at divisional level. The audit also covered KTH's handling of textiles based on current legal requirements for textile collection.

KTH's work to achieve its sustainability goals has been monitored and has included the following measures:

- continued integration of sustainable development into the quality system for education and research
- integration of sustainable development into supervisor training for doctoral students
- development of a canvas course in sustainable development for researchers
- development of bibliometrics linked to sustainable development
- development of circular furniture flows in connection with campus relocations
- introduction of Case system support, linking research projects, project managers and financiers to the UN's global goals
- introduction of a carbon budget with associated visualisation tools.

Ranking

In THE Impact Rankings 2025, which focuses on the UN's global goals and the implementation of Agenda 2030, KTH was ranked 101–200 (72) out of approximately 2,300 (2,000) participating universities worldwide. Compared to the previous year, KTH received higher scores for Goal 9: Industry, Innovation and Infrastructure and Goal 13: Climate Action.

Otherwise, KTH received lower scores compared to the previous year for the global sustainability goals reported. Among other things, the analysis shows that competition has increased: 355 more universities participated in the ranking compared to 2024, an increase of approximately 15 per cent. KTH also loses points because certain supporting documents that were accepted in previous years are now considered too generic. This is partly because THE Impact Rankings has changed its methodology and seeks direct alignment with the key concepts used in the indicator with the support of AI.

In the QS World University Rankings: Sustainability 2026, KTH ranked 53rd (66th) out of approximately 2,000 participating universities worldwide. Among participating universities in Europe, KTH ranked 30th and fourth in Sweden. See the section on *Research*.

During the period 2024 to 2025, KTH's QS ranking deteriorated marginally in the field of Environmental Sciences to 81st place (74), where the trend had otherwise been positive since 2020. KTH improved its ranking in the Academic Ranking of World Universities, Environmental Sciences and Engineering, to 301–400 (401–500) and retained its ranking in the subject Environmental Science and Engineering in the National Taiwan University Ranking, 201–250.

Education

KTH has overall goals for sustainable development in education that are followed up within both the environmental man-

agement system and the quality system. KTH offers two 5-year engineering programmes, ten 2-year master's programmes and one doctoral programme with a focus on sustainability. In addition, there are several higher education courses offering professional development in learning for sustainable development.

Within the quality system for education, programme follow-up at the doctoral level was carried out during the year. The self-evaluation showed that sustainable development is integrated into almost all programmes. All schools have established structures for integrating sustainable development into doctoral education, but the level of concretisation and systematisation varies and further efforts are needed to ensure that all programmes reach the intended CDIO level.

Research

Research that promotes sustainable development is central to KTH and is conducted at all KTH schools. Both basic and applied research contribute to new knowledge and to solving societal challenges in the short term. Research to address climate challenges and other sustainability goals is conducted in many of KTH's disciplines. A number of research areas that are important for societal transformation are represented in centres of excellence in various fields. These centres also collaborate with other societal actors to ensure the relevance of their research and accelerate the implementation of results. KTH also funds several strategic initiatives focused on sustainability challenges, such as climate, energy and circularity.

External research funding from four financiers with a particular focus on sustainability is one of several indicators used to monitor sustainability in research. The financiers are Formas, the Swedish Energy Agency, Mistra and the Swedish Environmental Protection Agency. Funding from these financiers has accounted for approximately 13 per cent of the total amount of external research funding to KTH for several years.

According to KTH's bibliometric study, publications focusing on sustainability account for 19 per cent of total publications in 2024. This is measured with a one-year lag. The publications focusing on sustainability mainly relate to Goal 7: Affordable and clean energy, Goal 11: Sustainable cities and communities, Goal 9: Industry, innovation and infrastructure and Goal 3: Good health and well-being. Of all advertised teaching positions, 47 (40) per cent had a focus on sustainability.

Collaboration

KTH is working to strengthen its position as a leading technical university in sustainable development through collaborative activities. Through collaboration and partnerships with external organisations, innovative solutions are developed that address multiple challenges simultaneously. In 2025, several innovation projects have been launched focusing on climate technology, energy efficiency and the circular economy with the aim of accelerating the implementation of sustainable solutions.

KTH monitors how often KTH is mentioned in the media. Of all mentions in Swedish media during the year, 36 (39) per cent were related to sustainability. The corresponding figure for international media was 55 (45) per cent.

KTH participates in DG-Forum for Agenda 2030. The GD Forum is a platform for collaboration between authorities to support Agenda 2030 in central government. KTH contributes

its expertise to councils and delegations, including Stockholm City Council's Scientific Council for Sustainable Development. Internationally, KTH is active in the International Sustainable Campus Network, a network of over 90 universities from different parts of the world working with sustainable development.

Resource management

Travel and transportation

In December 2025, KTH decided to introduce a carbon budget to reduce emissions from air travel. The budget is being introduced on 1 January 2026 and allocated to all organisational units within schools and operational support based on each unit's emission level in 2019. A visualisation tool has been developed for automated monitoring of emissions at various organisational levels within KTH.

Within the climate network of higher education institutions, KTH has led the focus group for business travel with the task of developing a common method for calculating emissions within the higher education sector. The aim is to enable comparisons between higher education institutions and to develop recommendations for reducing emissions from business travel. The work has resulted in guidance that provides concrete support for climate action in the sector. The guidance will be published in early 2026.

KTH's sustainability goal for travel and transportation means that the climate impact of business travel, CO₂e per full-time employee, should be reduced by 40 per cent by the end of 2025 compared to 2019. Emissions from air travel account for the majority of emissions from business travel.

By 2025, KTH's climate impact from air travel had decreased by approximately 28 per cent compared to 2019. The decrease is mainly due to reduced travel, with the number of flights decreasing by approximately 15 per cent. In addition, changes in emission factors have contributed to the reported reduction, in several cases by up to approximately 9 per cent compared with 2019. These changes primarily reflect updated assumptions about the aircraft fleet and fuel efficiency, rather than actual changes in travel patterns.

Procurement and waste

KTH's procurement process includes sustainability requirements in relevant procurements. In 2025, a spend analysis tool has been implemented that enables analysis of the environmental impact of purchases. KTH also uses circular furniture flows for the reuse of furniture.

In connection with the campus move from Södertälje, approximately 95 per cent of the office and laboratory furnishings have been reused, and from Kista, approximately 70 per cent of the office furnishings have been reused. Other furnishings have been deemed to have no market value and have therefore been discarded.

Sustainable buildings

In 2025, KTH has implemented several measures to improve energy efficiency and increase the use of renewable energy on campus. The focus has been on LED lighting, ventilation, climate shell, operational optimisation and installation of solar cells with an estimated production of 100 MWh per year. The switch to energy-efficient LED lighting has been completed for one building, which is expected to yield annual savings of

approximately 80 MWh. Changed opening hours and optimisation during semester breaks have further reduced energy consumption, with estimated savings of around 110 MWh. Several of the buildings used by KTH for its activities are environmentally certified in accordance with the certification requirements for Miljöbyggnad (Sweden Green Building Council).

In collaboration with Akademiska Hus, a preliminary study on shared premises at KTH has been conducted, focusing on space, utilisation and sustainable business models. The study shows that KTH has great potential to streamline its use of premises, which could yield financial and climate benefits. During the year, the KTH Climate Action Centre continued to be used as a test bed for the development of sensor data in collaboration with Live-In Lab and for the development of shared use of premises.

During the year, KTH Live-In Lab launched projects in AI-based predictive maintenance in buildings, energy storage and recycling of waste heat from IT equipment. Two projects have been carried out focusing on hydroponics and the extraction of chemicals from wastewater. Live-In Lab has also served as a test bed for two EU projects, one of which installed an innovative heating system with phase change materials that can store and release heat. Other ongoing projects address behaviour and energy performance in buildings, indoor lighting quality, solar panels, energy storage systems and geothermal heat pumps, all with the goal of promoting sustainability in buildings.

Food and service

In 2025, KTH continued to implement One Planet Plate to reduce the environmental and climate impact of meals, in close collaboration with the World Wide Fund for Nature (WWF). The concept limits carbon dioxide emissions to a maximum of 0.5 kg per meal and promotes climate-smart food choices while supporting biodiversity. One Planet Plate is used by contracted suppliers.

Biodiversity and ecosystem services

KTH promotes biodiversity through practical application on campus areas in collaboration with property owners. These initiatives contribute to a vibrant and sustainable campus environment, for example through beehives and planting boxes. The Albano campus area is certified according to Citylab, a system for sustainable urban planning and management. The certification covers innovative water systems, improved micro-climates and outdoor environments that strengthen dispersal routes for flora and fauna.

Systematic quality enhancement activities

KTH's quality system

KTH's quality system is based on the quality requirements set out in the Higher Education Act, the Higher Education Ordinance, European standards and guidelines for quality assurance in higher education. Quality assurance work aims to develop KTH's research and education in line with KTH's vision and overall goals. The quality system consists of two parts, one for education at all levels and one for research. The system also includes follow up of academic competence provision for education and research.

The Faculty Council has overall responsibility for issues relating to quality in education, research and collaboration. The Faculty Council is also responsible for managing and developing KTH's quality system.

Monitoring and development of research

In 2024, a review of KTH's quality system for research was carried out, and in the spring of 2025, the president decided on a new guideline for systematic quality work in research. The system consists of continuous monitoring every two years and recurring reviews with national and international experts every six years.

In autumn 2025, continuous monitoring of research was carried out based on the revised guideline. Departments and divisions conducted self-evaluations of their research, which formed the basis for quality dialogues in the faculty boards. The results were compiled in reports that were discussed in the president's operational dialogues. Prerequisites for research, including operational support, maintenance of premises and research-infrastructure, were seen as areas for development.

Monitoring and development of faculty renewal and faculty development

The faculty's subject-specific and professional educational development is an important prerequisite for KTH to maintain high quality in research and education. The composition and competence of the staff are therefore analysed within the framework of the quality system.

This year's follow-up of the schools' faculty renewal and faculty development plans focused, among other things, on planned promotions, recruitment needs in the coming years and the proportion of docents in the researcher category. The distribution of teaching time per employment category was also analysed. The follow-up showed, among other things, that over the next eight years, certain environments will see a large number of retirements, which may provide opportunities for strategic investments.

Monitoring and development of courses and study programmes

The quality system for education consists of annual follow-ups

and programme follow-ups. For first and second cycle education, as well as qualifying education, the annual follow-up covers the quality of courses. For third cycle education, the annual follow-up includes, in addition to course quality, follow-up of the study environment, supervision, goal fulfilment, and progression. Programme follow-ups are conducted every two years and focus on identifying strengths, weaknesses, areas for development and good examples. Discussions regarding the results of the follow-ups are conducted at the school level in the faculty boards and discussed in the president's operational dialogues.

In the autumn of 2025, programme monitoring of all programmes at third cycle level was implemented for the first time, with the support of KTH's doctoral student survey conducted in 2025. The doctoral student survey covered areas that affect doctoral students' conditions for completing their education.

The programme follow-up showed that several initiatives have been implemented since last year's annual follow-up. For example, information about courses has been improved through joint publication and the application of the salary grades for doctoral student employment has been reviewed. The results of the follow-up include that schools should work to reduce the perceived stress of doctoral students, develop the role of assistant supervisors and investigate how the quality of theses can be ensured. The follow-up also revealed a number of good examples that should be shared among schools.

During the spring semester, the new digital system for course evaluation and analysis was implemented.

The annual review of first and second cycle education, as well as qualifying education, showed several positive results. The response rate for course surveys increased, as did the number of completed and published course analyses. Only a limited proportion of the courses required action plans.

International partnerships

Quality enhancement activities at Unite!

In addition to its regular quality monitoring, the Unite! quality assurance working group also conducted an external expert review of the alliance's activities in 2025. The results will be used in the further development of Unite! in the next funding period.

Quality enhancement activities at Nordic Five Tech

Within the collaboration between the five largest technical universities in the Nordic region, Nordic Five Tech, there is a working group for quality issues. During the year, the group continued its work on further developing a model for peer learning. The model involves learning with and from each other

with the aim of obtaining a basis for the continued development of degree programmes. One starting point has been to develop a model that is so flexible that it can be adapted to the quality system of each respective educational institution.

The Swedish Higher Education Authority's reviews and evaluations

During the year, UKÄ did not conduct any evaluations of KTH's activities.

In 2026, KTH's quality assurance work in research and education will be reviewed by UKÄ. The work of conducting the self-evaluation for this -began in the autumn of 2025. The self-evaluation must be submitted to UKÄ in March 2026.

Systematic safety and security activities

Safety and security measures for staff, students and others working at KTH

General information about safety and security at KTH is available on the KTH intranet and provides the conditions for everyone working at KTH to be able to take measures to minimise risk, injury or danger to life and health. KTH has an officer on call who is available around the clock, every day. Information about contact details and the support that the emergency officer can provide is available on all evacuation boards at KTH. The number of calls and tasks for the emergency officer has gradually increased since the introduction of the system in 2024.

Physical security

During the year, investments, upgrades and modernisation of access control and alarm systems were carried out. They are part of a comprehensive effort that enables KTH to use the existing security system in a way that is both trouble-free and conducive to safety. A review was conducted to ensure that only authorised persons have access to the university's premises. Alarms and camera platforms were also upgraded and modernised with the aim of creating an expanded and modern approach to physical security at the university.

Operational security

A number of management systems have been developed in the area of operational security. The purpose of the management systems is to clarify the responsibilities and roles of property owners and the organisation. Responsibilities in areas such as chemical safety, nuclear material control, radiation, laser, biological and electrical safety are also clarified for actors outside the organisation. During the year, a number of risk mitigation measures were implemented, including a comprehensive clean-up of old, unused chemicals. The work will continue in 2026. During the autumn, a survey on electrical safety was initiated. The purpose of the survey is to also develop a management system for electrical safety. In collaboration with the emergency services and the property owner, so-called access cards for all properties have also been developed and approved. The purpose of the cards is to indicate risks in the properties to the emergency services in the event of an alarm. Collaboration with responsible parties regarding events has been expanded to ensure safety and security in connection with events.

Security protection

During the year, a new security protection analysis for 2026–2028 was developed and adopted. KTH's capabilities

in research security have been strengthened with a focus on Sweden's security.

Information security and cyber security

A management system for information security work at KTH has been established and implementation has begun. Increasing the level of maturity surrounding information security within an organisation is a long-term and comprehensive change process. This includes technology, users and culture.

Cooperation between data protection officers, information security officers and IT security has been developed during the year to strengthen KTH's ability to identify legal, antagonistic and self-generated risks and its capacity for early warning, damage minimisation and incident management.

Information security requirements set the framework for the level that a public authority or organisation needs to meet the requirements for confidentiality, accuracy and availability for all information and digital systems. It is about how people relate to information, assess it and then protect it using technical systems.

Current legislation, Act (2018:1174) on information security for socially important and digital services and Regulation (2018:1175) on information security for socially important and digital services, stipulates that public authorities must work on information security and develop a management system for this.

Information security within security protection is not reported in the annual report.

Cyber security involves protecting digital systems, networks, programmes and data to minimise intrusions, attacks and unauthorised access. This means that a number of technical measures need to be taken, but above all, a long-term strategy is required to ensure that information security requirements are met, i.e., confidentiality, accuracy and availability of all information and digital systems. Other important parameters are authenticity, traceability and non-repudiation, i.e., ensuring that a party cannot deny having sent, altered or received data.

The NIS2 Directive, which forms the basis for the upcoming Swedish Cyber Security Act expected to come into force on 15 January 2026, aims to achieve a high common level of cyber security throughout the EU.

The NIS2 Directive sets clear requirements for risk analyses and various security measures, among other things. KTH is covered by NIS2.

There is an ongoing dialogue within KTH regarding how to handle work in the borderland between cyber security and information security. An investigation has been initiated and a gap analysis has been conducted of KTH's capabilities in the field of cyber security. The aim is to identify the current

situation and the desired situation going forward. The investigation and gap analysis were conducted during the autumn of 2025.

Work is also under way to identify and handle incidents in a process-oriented manner.

KTH has not conducted a comprehensive threat and vulnerability analysis in 2025 but plans to do so in 2026.

Personal safety

In the area of personal safety, training initiatives have been carried out extensively for employees and students on ongoing lethal violence and dealing with antagonists in the workplace. The efforts will continue in 2026. Approximately 400 people took the course in 2025. Fire safety training and CPR training were conducted on an ongoing basis throughout the year.

A large number of personal safety-related incidents, both perceived and actual, were handled.

Crisis management

The crisis management organisation implemented in 2024 has been further developed. Training in KTH-wide staff methodology, exercises in local crisis groups within schools and operational support have been carried out and will continue in 2026. The central crisis team continues to hold weekly meetings to review what has happened and draw attention to what is coming.

A review of KTH's role in total defence and the work on contingency measures for KTH has begun and will continue in 2026.

Responsible internationalisation

International collaboration in higher education and research is often crucial for excellent research and innovation. In an increasingly uncertain and polarised world, there are geopolitical challenges where openness and cooperation risk being exploited. Openness should form the basis of international collaboration, while at the same time there needs to be an awareness of the need to protect national interests, knowledge and technology. KTH actively works to safeguard both the fundamental values of academia regarding openness and international exchange and the identification and handling of protected values.

In addition to work on security, export control and ethics, measures are being taken to raise awareness of responsible internationalisation in operations and build a culture of responsibility within the organisation. Responsible internationalisation is highlighted in KTH's policy decision for international research and education collaborations. Discussions have been held within KTH during the year to establish support for the policy decision. There is a module on responsible internationalisation within KTH's management training programme, which is conducted regularly.

Since 2024, there has been an advisory group for responsible internationalisation that assists KTH's operations with risk management. The categories of cases handled are employment, admission to doctoral programmes and invitations to guests for longer stays, external funding, external collaborations and certain cases related to KTH Innovation. The advisory group can escalate issues to the steering group for responsible

internationalisation if necessary. The steering group is responsible for issues relating to international collaboration and responsible internationalisation that are of a strategic nature and that may affect KTH's brand or involve elements of risk-taking.

KTH actively participates in networks between higher education institutions, such as Coordinated Assessment for Strategic Internationalisation, the Stockholm Trio's working group for responsible internationalisation, the network for responsible internationalisation among all higher education institutions' security managers and SUHF's advisory group for global relations, in order to exchange experiences. During the year, KTH hosted a workshop on this topic with Stockholm Trio. KTH also organised a workshop to which several Swedish universities were invited. There is a guide that KTH, together with the Swedish Foundation for International Cooperation in Higher Education (STINT) and the Karolinska Institute, has developed with guidelines for reflection on international collaborations. KTH is following the work on the government assignment for responsible internationalisation and the development of national guidelines, which will be translated into guidelines adapted to specific activities.

Export control

KTH works systematically on export control to support management in decision-making and also individual researchers with export control classification of hardware, software and technical information in projects. The organisation also receives support in applying for permits from authorities, informing the organisation and implementing processes for due diligence, including for partners.

The geopolitical situation in the world remains tense and a natural consequence of this is that export control at KTH received increased focus in 2025. The year has seen increased international sanctions against countries and an even greater focus on military-civil fusion in research collaborations, which requires thorough preparation and follow-up work. Several development projects in export control at KTH were launched in 2025 to meet the new requirements.

Staff

At KTH, people from different backgrounds and with different experiences work together with the common goal of managing, renewing and communicating knowledge for today's and tomorrow's society. Below is a list of activities carried out in 2025 in the area of human resources, based on KTH's vision, overall goals and operational plans.

Skills provision

A decisive competitive factor for KTH is its ability to attract, recruit, introduce and develop employees. Strategic skills provision will ensure access to the right skills to achieve the organisation's vision and goals. The development of strategic skills provision for all categories of personnel is an ongoing process.

KTH intends to develop the career system for teachers and researchers so that it provides opportunities for attractive recruitment and clear career paths. Within the framework of the career system and recruitment efforts, KTH will actively work to promote gender equality, diversity and equal opportunities. In 2024, KTH's career system was reviewed. The review report was then circulated internally. In 2025, work began on preparing the implementation of certain proposals regarding new positions. Work is currently ongoing on the proposals from the inquiry regarding assessment criteria and appointments within the framework of the career system. The intention is to make a decision on a new appointments procedure for KTH in 2026.

As of 1 January 2025, the faculty boards of the schools have overall responsibility for preparing appointments of teachers, affiliations as professors and faculty and admissions as docents. Responsibility for skills provision was thus transferred from the president to the schools' faculty boards. All processes are now in place, which means that recruitment and promotions are now carried out in accordance with the new procedures. The faculty's subject-specific and professional educational development is an important prerequisite for KTH to maintain high quality in research and education. The composition and competence of staff are continuously monitored through the schools' faculty renewal plans and analysed within the framework of the quality system.

See section *Systematic quality enhancement activities*.

Operational support is undergoing a development process with the overall goal of providing operational support that contributes to KTH's competitiveness by optimising the time available to teachers and researchers for teaching and research. Operational support contributes to high quality and cost-effectiveness. Managers should be trained and empowered in the area of strategic skills provision.

It is not possible to assess how the measures taken have contributed to ensuring competence. This is partly because several measures are being implemented simultaneously and because external factors also affect KTH's skills provision in various ways.

The Euraxess network

Euraxess is a European network under the European Commission that focuses on facilitating researcher mobility, promoting

career development for researchers, informing researchers about their rights and highlighting vacant research positions in Europe. As a participant in the network, KTH has access to career development programmes, workshops and webinars for researchers.

In 2025, KTH's role has been strengthened through active networking and exchange of experiences between participating universities, both nationally and internationally, as well as visibility at introduction days and career fairs at KTH. An internal website has been created to showcase KTH's commitment. Information has been disseminated to researchers and accompanying persons about activities relating to mobility, migration and career support, among other things.

Unite!

KTH is one of nine technical universities in Europe that are part of the Unite! university alliance. The alliance provides opportunities for networking, knowledge exchange and career development within the EU. KTH participates in the Professional Development and Training working group. The working group has compiled a training catalogue for teachers, researchers and administrative staff and developed a tool for training and development. A career support programme has been launched and a self-assessment tool for early-career researchers has been put into operation. In 2025, work was completed on a new career support guide for young researchers.

Career development and support

KTH offers an academic career path, tenure track, which aims to recruit people to academic positions and provide them with opportunities for long-term development. Within the framework of tenure track, support for career development is offered through individual career planning, education, networking and follow-up via mid-term evaluation. During the year, a review was conducted of the existing leadership offerings within career support for tenure track. In connection with the review of the programme *Partners in Learning*, a need was identified to ensure that the programme is integrated into the organisation's existing support and leadership structure. This forms the basis for the ongoing planning work ahead of the programme launch in 2026.

KTH offers support for career planning, transition and career change for employees in the form of a shorter programme for career inventory and a longer programme for life and career planning, in collaboration between employers and employee organisations.

Recruitment and employer branding

In order to attract and recruit staff and strengthen KTH's employer brand, new career pages were launched on the external website in 2025. The target group is potential employees in both Sweden and abroad. The content on the website includes a film about KTH as a workplace and employee portraits featuring representatives from different employment categories. An advertising campaign was launched on social media, focusing on research positions. The outcome was positive, among other things

in that the gender distribution was even among the target group that saw the advertising campaign. KTH also participated as an employer at two of THS's job fairs, Armada and D-day.

Introduction for new staff

A well-functioning introduction is crucial for achieving a creative and safe working environment where employees thrive and achieve success. During the year, the structure and content of the university-wide introduction programme were finalised, while work on target group-specific introductions continues to develop.

Skills development

KTH provides various forms of skills development initiatives for different categories of employees. Through training courses, programmes, workshops, networks, job shadowing and international exchanges, conditions are created for continuous development and learning at work.

During the year, KTH offered a wide range of staff training courses designed to strengthen skills, safety and legal certainty within the organisation. In the area of safety, training courses have been conducted in preventive safety, fire safety, ongoing lethal violence and cardiopulmonary resuscitation and emergency medical care. Furthermore, all staff have had the opportunity to participate in training courses in administrative law, as well as public access and confidentiality.

In order to strengthen the academic structure's role in teacher recruitment, basic training courses have been held on the role of members of the faculty council and the faculty board's committees for promotion and employment.

The training course *The Professional Conversation*, aimed at providing support in dealing with complex situations in everyday work, has been given to employees in human resources functions and to study counsellors.

As part of KTH's language development initiative, a course in advanced English was offered at Cambridge University.

To promote research collaboration, tailored and role-specific professional development is offered to all researchers, doctoral students and employees at KTH. During the year, a new online course was published, *JML and Sustainability*, which is aimed at managers of centres, strategic initiatives, and innovation programmes, as well as large EU projects. In addition, a new staff training programme in research project management has been developed with the aim of providing researchers with basic skills in research project management and generally increasing project maturity at KTH.

During the year, a total of 137 people participated in staff mobility with Erasmus scholarships. Of these, 94 are women, 41 are men and two are undefined.

Higher education teaching activities

In 2025, 9 (10) higher education teaching courses were held for teachers, with 238 (241) participants, of whom 104 (108) were women and 134 (133) were men. The courses are designed in such a way that participants can achieve SUHF's recommended goals for qualifying courses in higher education pedagogy. The courses aim to develop participants' pedagogical skills, facilitate the development of courses, learning environments and educational programmes and contribute to networking between KTH's schools. Examples of courses include Digital learning in higher education and *Learning and teaching in higher education*.

In 2025, 192 (209) doctoral students participated in the

Figure 16. Staff 2025

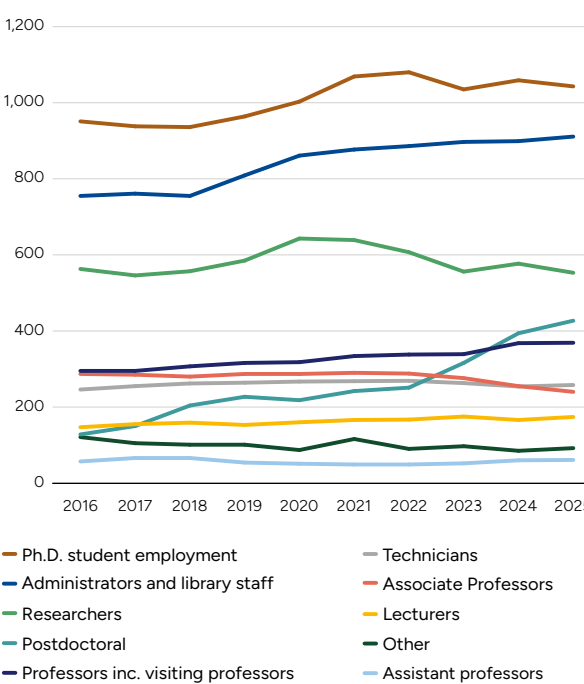
Per staff category



Source: HR-system.

Figure 17. Staff 2016–2025

Per staff category



Source: HR-system.

course *Basic Communication and Teaching Theory*, of whom 69 (77) were women and 123 (132) were men.

To promote ongoing dialogue on higher education pedagogy and networking among teachers, staff and students, two large meetings were held, with the themes Teaching for the Future – with Today's Resources and Challenges and Education with and without AI.

In connection with one of these events, the Scholarship of Teaching and Learning conference was organised with the

theme Taking Learning Seriously. The main purpose of the conference was to encourage teachers to develop their teaching and learning by exploring, discussing and sharing their educational initiatives. The conference emphasised the importance of a conscious, research-based and reflective approach to learning and how this can be translated into practical pedagogical development at KTH.

In addition, eight collegial working groups for priority educational issues, known as PriU groups, were coordinated. The groups Future Learning Environments, Scheduling and Planning and Assessment and Examination Methods have been particularly active. In 2025, KTH-wide network meetings for directors of studies and programme directors were arranged once a month, with themes such as course evaluation, broadened recruitment, lifelong learning, JML integration and examination formats.

Collaboration within the Stockholm Trio university alliance was strengthened in the area of higher education pedagogy by jointly and more cohesively offering higher education pedagogy courses and pedagogical development support in learning for sustainability. KTH teachers have the opportunity to take courses in higher education pedagogy at the other two partner universities and participate in teacher days and conferences.

Relocation

KTH shall have the capacity to strategically recruit internationally renowned individuals. KTH Relocation is tasked with providing support to international researchers, doctoral students and accompanying persons in line with KTH's strategic decision for international research and education collaborations 2024–2028. These efforts strengthen KTH's attractiveness as an employer and contribute to establishment, integration and well-being.

Prior to arrival, digital meetings are offered to provide support. KTH organises a welcome day for new staff and an introduction for new doctoral students. Some activities are carried out in collaboration with the doctoral student section within THS.

A newsletter for foreign staff was launched with information about life in Sweden, career opportunities and social activities. A separate programme has been created for accompanying persons, with individual guidance and opportunities for networking meetings. During the year, several social activities were organised to promote integration and the exchange of experiences. New and established employees are invited to a social gathering to promote community and integration within KTH.

The assessment is that these efforts have increased KTH's ability to attract, establish and retain employees, as well as to create an inclusive and welcoming working environment.

Management and leadership

In 2025, work on management and leadership development has continued to be strengthened at KTH through a wide range of programmes, training courses and support initiatives. The leadership programme *Leading at KTH as a manager* was carried out with 22 participants and included a study trip to NTNU in Trondheim. In the autumn, another programme cycle began with 23 participants, which will continue until May 2026.

At school level, training was conducted on *Inclusive Leadership* with the aim of increasing managers' and leaders' knowledge of gender, intersectionality and culture, as well as how

these perspectives can be translated into practical leadership.

During the year, 31 programme directors completed the training, which has contributed to strengthening JML work and improving conditions for equal working conditions.

Two leadership programmes were launched at school level in 2025. The Future Leaders Programme, with twelve participants, strengthens the faculty's readiness for future management assignments. The programme for unit heads, with 19 participants, focuses on strengthening participants' leadership skills.

Given the intense pace of change at KTH, considerable focus has been placed on change management. The initiatives have been implemented through management forums, training courses, coaching and targeted workshops. Among other things, support was provided to managers in connection with changes related to the use of premises and a special leadership programme was implemented for 16 managers in activities with a high rate of development and change.

During the year, the President's Management Forum has served as a forum for dialogue on current development issues for KTH's management team, department heads and managers within operational support. For operational support managers, the University Director's Management Forum was held on four occasions, focusing on shared understanding, exchange of experiences and dialogue.

In 2025, ten leaders participated in the training course *Generative Change Management*, which has strengthened their ability to lead complex change processes through dialogue, inclusion and creativity. Participants have continued to meet for learning and experience sharing together with previous training participants.

Two pilot training courses in *Leadership without management* were held during the autumn with a total of 30 participants. The initiative contributes to developing leadership among employees without formal managerial responsibility and will continue in 2026.

In June, the *Leadership Excellence in Academia Programme* was launched within Nordic Five Tech. The programme will run until December 2026 and brings together 20 participants from five Nordic universities, including four heads of department from KTH.

KTH also participated in the Partner Mentor Programme with three mentees and three mentors, as well as in the STHLM Mentor Programme, which strengthens leadership development and collaboration between universities. Group development work was expanded to include more managers and leaders and has contributed to an improved working environment and team development. A network for heads of department was established and held four meetings during the year.

As a result of efforts to achieve more coordinated operational support, management communication was developed, which led to the launch of the KTH-wide newsletter *Chefsnytt*, among other things. The initiative has strengthened equality in management support and improved access to relevant governance and management information.

Working environment

KTH Employee Pulse, KTH's university-wide employee survey, was conducted for the third consecutive year. The employee pulse consists of short surveys with ten recurring core questions. In addition, there are questions within a theme per survey round: treatment, organisation and leadership,

physical working environment or systematic working environment activities. The results are used as a basis for dialogue and each group, together with its manager, is responsible for implementing measures to maintain good results and make improvements.

As part of its systematic working environment activities, KTH conducts regular health checks, safety inspections and training courses and provides digital support materials. Every year, schools draw up working environment plans in which activities relating to the physical, organisational and social working environment are documented, implemented and followed up.

Training for managers on the working environment continued to be provided during the year. This covers the basics of working environment responsibilities and legislation and is based on the distribution of working environment tasks that managers receive from their line managers.

Work on introducing safety inspections into the digital information system on the working environment continued in 2025 and half of KTH's operations carried out safety inspections using the new support system during the autumn. The system continues to be used to report risk observations, incidents and accidents.

Staff structure

The average number of employees decreased by 41 to 5,299 (5,340) in 2025, of whom 2,366 were women and 2,933 were men. In terms of full-time equivalents, there was an increase in 2025 of ten to 4,127 (4,117), of whom 1,760 were women and 2,367 were men. Measured in terms of full-time equivalents, the proportion of women was 43 per cent and the proportion of men was 57 per cent, compared with 42 per cent and 58 per cent, respectively, in 2024.

Age structure

The average age of employees at KTH in 2025 was 41, 42 for women and 40 for men. The average age of teachers and researchers was 42, 40 for women and 43 for men. The average age of doctoral students with employment was 30, 30 for women and 29 for men. The average age of technical and administrative staff was 49, 49 for women and 49 for men.

Teachers and researchers

The number of teachers decreased in 2025 by three full-time equivalents to 844 (847), of whom 248 (243) were women and 596 (606) were men. The teachers group includes professors, visiting professors, adjunct professors, associate professors, assistant professors and lecturers. The proportion of female teachers was 29 (29) per cent.

Professors, visiting professors and adjunct professors

The number of full-time equivalents in the professor group - professors, visiting professors and adjunct professors - increased to 369 (368), of whom 88 (84) were women and 281 (284) were men. The proportion of women increased to 24 (23) per cent. The number of visiting professors measured as full-time equivalents remained at three, of whom two were women and one was a man.

In 2025, 24 new professors and visiting professors were appointed. The proportion of women among these was 29 (50) per cent.

The number of adjunct professors decreased in 2025 and at the end of the year stood at 38 (39), of whom nine (eight) were women and 29 (31) were men. All adjunct professors are employed by KTH but conduct their main activities outside KTH. Their employment comprises a minimum of 20 per cent and a maximum of 30 per cent of full-time employment and almost none of the adjunct professors receive a salary from KTH. The number of full-time equivalents for those receiving salaries was rounded to zero full-time equivalents in 2025.

Associate professors and lecturers

The number of associate professors decreased to 240 (255) full-time equivalents, of whom 68 (73) were women and 172 (182) were men. The proportion of women was 28 (29) per cent. During the year, 16 new associate professors were appointed, of whom three were women and 13 were men. The proportion of women among the new appointments decreased to 19 (50) per cent. The number of lecturers increased compared with 2024 to 174 (166) full-time equivalents. The proportion of women in this category was 38 (36) per cent.

Qualifying positions: assistant professors and postdocs

At KTH, assistant professors and postdocs together form the category of qualifying positions. The number of qualifying positions increased in 2025 to 488 (454) full-time equivalents, of which 173 (162) were women and 315 (293) were men. In 2025, the proportion of women fell to 35 (36) per cent.

During the year, nine new assistant professors were appointed, of whom three were women and six were men. The proportion of women among the new appointments was thus 33 (53) per cent. The number of assistant professors calculated in terms of full-time equivalents was 61 (60), of whom 26 were women and 35 were men, while the total number of teaching and research staff was 1,824 (1,820), of whom 588 were women and 1,236 were men. The proportion of assistant professors among all research and teaching staff was thus 3 (3) per cent. See *Figure 16*.

The number of postdocs increased compared with the previous year to 427 (394) full-time equivalents, of whom 147 (137) were women and 280 (257) were men. The proportion of women decreased to 34 (35) per cent. The significant increase in the number of postdocs in recent years can be explained, among other things, by increased research funding, which has enabled the employment of more postdoctoral researchers, and by the extension of the maximum employment period for postdocs from two years to three years.

Researchers and research engineers

The number of researchers and research engineers decreased compared with the previous year to 553 (577) full-time equivalents, of whom 193 (195) were women and 361 (382) were men. The proportion of women increased to 35 (34) per cent.

Doctoral students with employment

376 (374) were women and 667 (686) were men. Among doctoral students with employment, the proportion of women was 36 (35) per cent.

Technical and administrative staff

Technical and administrative staff

The technical and administrative staff, including library staff,

increased to 1,169 (1,153) full-time equivalents in 2025, of whom 749 (749) were women and 420 (404) were men. The proportion of women was 65 (65) per cent.

Docents

In 2025, KTH appointed 39 (30) docents, of whom 13 (14) were women and 26 (16) were men. The proportion of women among the appointments was thus 33 (47) per cent. Being accepted as a docent is part of an academic career in which teachers and researchers can build their own research groups by acting as principal supervisors for doctoral students. Those who have been appointed as docents are expected to serve as principal supervisors for doctoral students, act as external examiners and participate in grading committees for doctoral dissertations within the subject area, contribute to teaching within the subject area at second and third cycle levels and conduct scientific activities at international level.

Premises

At the end of 2025, KTH had approximately 281,000 m² (282,500 m²) of floor space at its disposal. Housing for students and visiting researchers is not included in this area. 33,183 m² (33,300 m²) is sublet to, among others, the Red Cross University College, Stockholm University, Karolinska Institutet the Swedish National Defence University and Stockholms Idrottsgymnasium AB.

In 2023, the University Board decided to relocate operations at two of KTH's campuses, Kista and Södertälje. The aim was partly to strengthen existing education and research environments through increased coordination and partly to reduce KTH's premises costs in the long term. The relocation is to be completed by the end of 2027 at the latest. The relocations resulting from the decision were planned and implemented as early as autumn 2025. This means that necessary adjustments to the premises have not been able to be made at the desired pace or to the desired extent, and that there is a shortage of study places at KTH Campus. Adaptation of the premises as a result of the relocation of operations from Södertälje and Kista will continue in 2026.

In 2025, KTH has implemented several measures. A new computer room and new group rooms have been organised. In Flemingsberg, premises have been converted into larger practice rooms and teaching labs have been added. In the machine rooms at KTH Campus, practice rooms have been adapted to accommodate employees and students from KTH Södertälje. Additional office space and laboratories have been adapted to enable the relocation of operations from Kista to KTH Campus.

In April, the president decided that KTH would retain responsibility for the Elektrum Laboratory, which means that KTH will continue to have some operations in Kista. Various office premises were vacated at the turn of the year 2025/2026. Discussions are ongoing with Akademiska Hus regarding the possibility of leaving the teaching environments in Kista before the agreements expire in 2029. The student union's section premises will remain in place, as the new premises at KTH Campus are not expected to be completed until 2027.

Renovation and development of the KTH Library began in 2025 with the aim of making the building more accessible and adapted to future needs.

In the autumn of 2025, work began on adapting the office premises of the operational support department to create flexible workplaces in order to optimise the use of space. From spring 2026, large parts of operational support will be located in flexible office solutions.

Accommodation for students and visiting researchers

In 2025, KTH arranged accommodation for 2,016 foreign master's students, 525 exchange students and 534 foreign researchers and doctoral students. During the year, agreements were concluded for about 40 apartments in Täby and 60 apartments in Tensta. The portfolio now consists of a total of 1,009 housing units divided into corridor rooms, rooms in shared apartments, studio apartments and larger family apartments. Approximately 90 per cent of tenants are students and approximately 10 per cent are researchers or doctoral students. The total occupancy rate for all housing units over the year was 93 per cent. The occupancy rate was at its lowest during the month of July. The financial result for residential rentals amounted to SEK 3.9 million. Information on income and expenses is provided in note 2.

The forecast for income from residential rentals in 2026 is SEK 94 million and for costs SEK 91 million. This gives a projected surplus of SEK 3 million for 2026. The occupancy rate is forecast at 85 per cent.

Financial summary

Finance – results, resource utilisation and financing

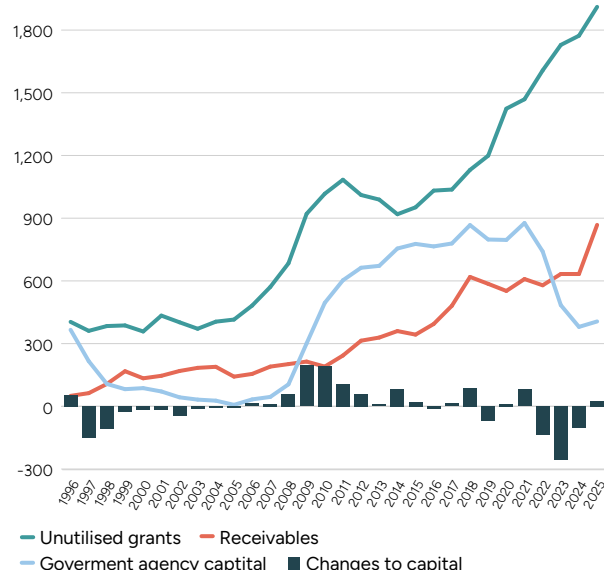
Earnings and change in capital

KTH reports a positive result for 2025 compared with the negative results of the previous two years. The financial result for 2025 amounted to SEK 26 million (-105), which means that KTH's result for 2025 is SEK 131 million better than the result for 2024. Revenues in 2025 increased by 6 per cent, or SEK 351 million, and costs increased by 4 per cent, corresponding to SEK 221 million, compared with 2024. Both total revenue and total costs were higher than forecast for 2025 in the budget documentation. The operating result for 2025 was forecast at SEK -11 million in the budget documentation and the difference from the actual result amounted to SEK 37 million.

KTH's turnover increased by SEK 480 million compared with 2024 and amounted to SEK 7,364 (6,884) million, calculated as operating revenue including funds for financing transfers. In addition to operating revenue, transfers increased by SEK 129 million. In ten years, KTH's turnover has increased by 50 percent, with operating revenue increasing by 44 per cent and transfers by 110 per cent.

At the end of 2025, KTH's agency capital amounted to SEK 406 (380) million, which corresponds to 6 (6) per cent of turnover according to the above definition and 6 (6) per cent of operating revenue. Of KTH's total agency capital, SEK 240 (168) million relates to SciLifeLab. The amount for 2024 has been adjusted upwards by SEK 2 million, as not all funds were included. This amount includes both agency capital

Figure 18. Earnings and Capital Trend
MSEK



Source: Financial system.

Figure 19. Surplus/deficit
MSEK

	2025	2024
Revenues	6,352	6,001
Costs	6,327	6,106
Profit/loss	26	-105
Revenues for transfers	1,011	882
Grant issues (costs for transfers)	-1,011	-882
Profit/loss	26	-105

Source: Financial system.

Figure 20. Capital development
MSEK

	Balance carried 2025	Profit/loss 2025	Profit/loss 2024	Balance brought 2024
First and second level studies	-197	78	5	-282
Purchased courses	3	0	-1	5
Commissioned courses	-2	-1	0	-1
Research and doctoral studies	594	-45	-112	750
Commissioned research	8	-6	3	11
Total	406	26	-105	484

Source: Financial system.

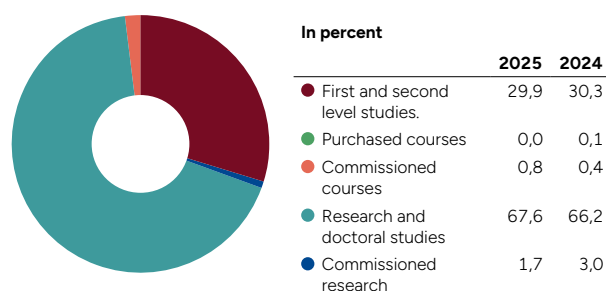
relating to appropriations not yet allocated and previously allocated appropriations to KTH's activities that have not yet been used.

Revenue

Total revenue increased in 2025 by SEK 351 million to SEK 6,352 (6,001) million excluding transfers, which corresponds to an increase of 6 per cent compared with 2024. All types of revenues, with the exception of financial income, contributed to the increase. Revenue from government grants increased by SEK 219 million, or 7 per cent, of which SEK 115 million related to price and salary adjustments. In 2025, KTH received increased funding for targeted initiatives relating to, for example, SciLifeLab, Cybercampus Sweden and electrification and battery technology. Revenue from contributions increased by SEK 80 million, corresponding to an increase of approximately 4 per cent. Revenue from fees and other compensation also increased, amounting to SEK 916 million, which was an increase of SEK 72 million, or just under 9 per cent, compared with the previous year (see the section on Fee-financed activities). Financial income decreased by SEK 20 million, mainly as a result of the interest rate cuts implemented during the year. The involvement in SciLifeLab, where KTH is the host university, generated income in the form of grants, contributions and fees, which amounted to SEK 307 (272) million in 2025. This income represented approximately 5 per cent of KTH's total revenues. Further

Figure 21. Field of activity 2025 (2024)

Total msek 6,352 (6,001)



Source: Financial system.

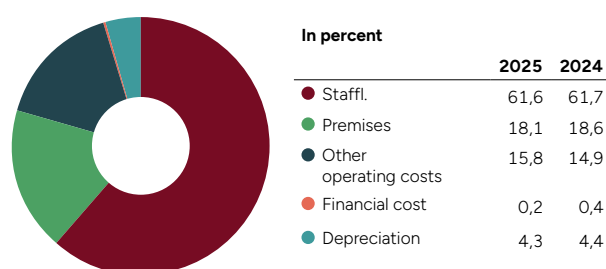
information about SciLifeLab's activities and funding can be found in the Research section and in the separate annual report on SciLifeLab that KTH submits to the government in connection with its annual report.

Expenses

Operating expenses totalled SEK 6,327 million (6,106), which was an increase of just under 4 per cent compared with 2024. Staff expenses increased by SEK 133 million, or 3.5 per cent. The increase is largely attributable to annual salary reviews. The number of full-time equivalents increased by ten in 2025. Staff expenses accounted for 60 per cent of the total expense increase in 2025 and constituted just under 62 per cent of KTH's total expenses. Premises expenses amounted to SEK 1,144 million during the year, which corresponds to an increase of SEK 7 million or 0.6 per cent. The limited increase in costs for premises is mainly explained by KTH reducing its stock of student and guest researcher accommodation during

Figure 23. Costs 2025 (2024)

Total msek 6,327 (6,106)



Source: Financial system.

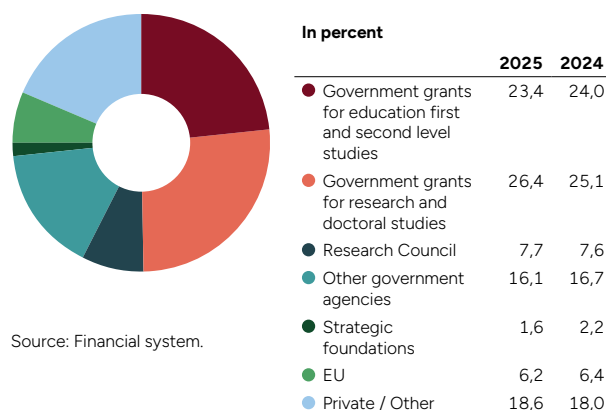
Figure 24. Costs MSEK

	2025	2024
Staff	3,897	3,765
Premises	1,144	1,137
Other operation costs	996	908
Financial cost	15	26
Depreciation	274	270
Total	6,327	6,106

Source: Financial system.

Figure 22. Sources of income 2025 (2024)

Total msek 6,352 (6,001)



Source: Financial system.

the year, which mitigated the effect of the general index adjustment of premises rents. Other operating expenses increased by SEK 88 million to SEK 996 million, an increase of almost 10 per cent. Consulting expenses accounted for nearly half of the total increase and mainly related to contract work. Expenses for other services have also increased. Depreciation expenses increased by SEK 4 million and amounted to SEK 274 million in 2025. Financial expenses decreased by SEK 11 million and amounted to SEK 15 million.

Education at first and second-cycle level

The financial result for first and second-cycle education amounted to SEK 77 (4) million in 2025, an increase of SEK 73 million compared with 2024.

Revenue from first and second-cycle education increased by SEK 107 million to SEK 1,956 million in 2025, which represents 31 (31) per cent of KTH's total revenue. Revenue from grants for first and second-cycle education amounted to SEK 1,486 (1,438) million in 2025, which corresponds to an increase of SEK 48 million. The increase was mainly due to the annual price and wage indexation of the ceiling amount and the fact that KTH had appropriations savings to utilise. The number of full-time students increased marginally to 14,030 (13,969) in 2025. In 2025, SEK 1,489 million was offset, including the use of appropriations savings of SEK 73 million. In addition, KTH generated a further SEK 58 million that could not be utilised in 2025 but which may be claimed in the event of future underproduction, see Note 1. Revenue from fees and other compensation within educational activities increased by 20 (16) per cent, SEK 67 million, and amounted to SEK 409 million in 2025. The increase is explained by higher revenues from tuition fees and contract education. Tuition fee income accounted for approximately 12 (10) per cent of total revenues from educational activities and amounted to SEK 225 million. Revenue from contract education amounted to just over SEK 51 million in 2025, which corresponded to an increase of 142 per cent compared with the previous year. See section on Fee-financed activities. Revenue from grants decreased marginally, by SEK 2 million, and amounted to SEK 51 million in 2025.

The expenses for first and second-cycle education amounted to SEK 1,878 million in 2025, accounting for 30 per cent of total operating expenses in 2025. This represented an increase of SEK 34 million, or 2 per cent, compared with the previous year. Staff expenses rose by SEK 11 million, corresponding to

approximately 1 per cent. This meant an actual reduction in resources for educational activities, as the cost increase was less than the effect of the salary review. Operating expenses increased and mainly related to consulting expenses associated with the expansion of contract education for estate agents. Premises expenses remained relatively unchanged compared with the previous year and amounted to SEK 431 (433) million. Depreciation expenses decreased by just over SEK 5 million to SEK 57 million.

Research and education at third-cycle level

The financial result for research and third cycle education amounted to SEK -52 million in 2025, which is an improvement of SEK 57 million compared with 2024.

KTH's revenue from research and third cycle education amounted to SEK 4,397 million (4,153) in 2025, which is an increase of SEK 244 million or just under 6 per cent. Revenue from research and third cycle education accounts for 69 (69) per cent of KTH's total revenue. External funding accounted for 62 per cent and government grants for 38 per cent of total revenue from research and third cycle education. Revenue from grants for research and third cycle education increased by SEK 171 million. In addition to the price and salary recalculation that took place ahead of 2025, KTH also received additional funding for Cybercampus Sweden. In addition, KTH also received funding in 2025 through the government's bill Research and Innovation for the Future, Curiosity and Benefit. In addition to reported revenue, KTH has also transferred appropriations corresponding to SEK 486 (463) million, mainly to other higher education institutions. Revenue from contributions amounted to SEK 2,187 million (2,105), which corresponds to an increase of SEK 82 million. Grant contribution income accounted for 50 per cent of total revenue from research and third cycle education, with the Swedish Research Council, the EU and the Wallenberg Foundations accounting for almost half of this. KTH's three largest external funding sources for research and third cycle education were the same as in 2024. The Swedish

Research Council was KTH's largest source of funding, with revenues amounting to SEK 393 (378) million. The second largest financier was the EU with SEK 365 (359) million, followed by the Wallenberg Foundations with SEK 322 (302) million, see the section on Research. KTH received funding from 316 different sources for research and third cycle education in 2025. Revenue from fees and other compensation amounted to SEK 507 million in 2025, an increase of SEK 5 million compared with 2024.

The expenses for research and third cycle education amounted to SEK 4,448 million (4,262), an increase of SEK 186 million. The expenses accounted for 70 (70) per cent of KTH's total expenses. Staff expenses increased by SEK 122 million, or about 4.5 per cent in 2025. The expense increase was in line with the salary review that took place and increased salary-related expenses. Expenses for premises amounted to SEK 713 million (705), which corresponds to an increase of SEK 8 million. The increase is lower than the index adjustment of rental costs made prior to 2025, due to KTH reducing its stock of guest researcher accommodation in 2025. Other operating expenses increased by SEK 54 million to SEK 710 (656) million, an increase of approximately 8 per cent. The main increases were in expenses for consultants, other services and open access. Depreciation expenses increased by just over 4 per cent and amounted to SEK 217 (208) million in 2025.

Relocation of operations

relevant operations have moved to KTH Campus and Campus Flemingsberg. The financial consequences of the relocation are affected by factors such as the terms of the leases, negotiations with landlords regarding possible early termination of agreements and the possibility of subletting. This means that KTH will continue to incur rental costs for certain premises even after the operations have been relocated. Expenses for certain premises adaptations remain at KTH Campus. In Södertälje, no premises adaptations have been carried out that give rise to restoration costs. The wear and tear on the premises is considered normal and KTH therefore does not expect any restoration costs.

Figure 25. Outcome for research and education at third cycle

MSEK

	2025	2024	2023
Operating revenues			
Government grants	1,677	1,506	1,461
Revenues from tuition fees and other charges	507	502	444
Revenues from grants	2,187	2,105	1,901
Financial income	26	40	42
Total operating revenues	4,397	4,153	3,848
Operating costs			
Staff costs	2,796	2,674	2,479
Costs for premises	713	705	663
Other operational costs	710	656	618
Financial costs	11	19	16
Depreciation	217	208	192
Total operating costs	4,448	4,262	3,969
Total operating outcome	-52	-109	-121

Source: Financial system.

Figure 26. Outcome for education at first and second cycle

MSEK

	2025	2024	2023
Operating revenues			
Government grants	1,486	1,438	1,280
Revenues from tuition fees and other charges	409	342	296
Revenues from grants	51	53	42
Financial income	10	16	18
Total operating revenues	1,956	1,849	1,636
Operating costs			
Staff costs	1,101	1,090	1,024
Costs for premises	431	433	415
Other operational costs	286	252	267
Financial costs	4	8	7
Depreciation	57	62	60
Total operating costs	1,878	1,844	1,773
Total operating outcome	77	4	-137

Source: Financial system.

In Kista, too, wear and tear is considered normal. However, restoration costs may arise in connection with the relocation of laboratories.

Management of foundations

KTH currently manages 93 private law foundations through affiliated management.

The foundations were established through various donations to KTH. The oldest foundations originate from two gifts from 1874 that were donated to KTH's predecessor, the Royal Institute of Technology.

Management for the purpose of the foundations

The purpose of each foundation is specified in its charter. In 2025, the KTH-affiliated foundations distributed SEK 26 (26) million. Scholarships for first and second cycle students are awarded by 41 foundations. Just over SEK 11 million was distributed through 385 scholarships, of which nearly SEK 7 million came from the largest of the foundations managed by KTH, the Henrik Göransson Sandviken Scholarship Fund. The foundation has capital of SEK 258 million. Travel grants for teachers, researchers and doctoral students are awarded by 28 foundations. From these, just over SEK 5 million was distributed in 2025 through 212 scholarships. The other 24 foundations contribute to research activities at KTH, among other things. During the year, it was decided to distribute grants totalling just over SEK 9 million, divided among 75 scholarships for such activities.

The second largest foundation managed by KTH is the KTH Grand Prize Foundation, established in 1944. The donor stipulated that the prize should go to a Swedish citizen who, through groundbreaking discoveries, ingenious applications or artistic achievements, has made a significant contribution to Sweden. Carina Haak was awarded KTH's Grand Prize 2025, which amounted to SEK 1.9 million. KTH's motivation for awarding Carina Haak the prize is as follows: "Through a simple yet ingenious idea to make sports and leisure equipment available to more people and enable it to be used many times over, Deacon Carina Haak has created Fritidsbanken – a kind of library open to everyone where equipment can be borrowed free of charge throughout Sweden. It improves public health, reduces both consumption and waste and is an inspiring model that can likely be applied in several areas in the work for sustainable social development. Carina Haak is a very worthy recipient of KTH's grand prize."

KTH receives compensation from the foundations for the costs incurred in connection with the administration. Compensation in 2025 amounted to SEK 2.3 million.

Asset management

The capital of the affiliated foundations is managed on a discretionary basis by two external asset managers within the framework set out in the University Board's guidelines for the investment of capital for KTH's affiliated foundations. Total foundation assets at year-end amounted to SEK 1,136 million (SEK 1,126 million).

Financial statement

SEK thousand

	2025	2024	2023	2022	2021
Operating revenues					
Government grants	3,163,195	2,944,301	2,741,228	2,660,597	2,710,769
Revenues from tuition fees and other charges	916,299	844,404	739,783	703,808	678,842
Revenues from grants	2,237,704	2,157,361	1,942,865	1,898,095	1,923,698
Financial income	35,277	55,415	59,724	26,301	4,075
Total operating revenues	6,352,475	6,001,481	5,483,600	5,288,01	5,317,385
Operating costs					
Staff costs	3,897,436	3,764,571	3,502,420	3,357,468	3,325,956
Costs for premises	1,143,738	1,137,155	1,078,503	987,230	972,857
Other operational costs	995,908	907,927	884,842	852,007	724,670
Financial costs	15,499	26,304	23,859	10,549	2,963
Depreciation	274,182	270,286	252,057	218,718	211,212
Total operating costs	6,326,763	6,106,243	5,741,681	5,425,973	5,237,658
Total operating outcome	25,712	-104,762	-258,081	-137,172	79,727
Transfers					
Funds allocated from government budget for financing of grants	498,039	474,291	429,621	435,058	427,799
Funds allocated from government agencies for financing of grants	202,931	184,031	209,634	181,636	169,998
Other funds recieved for financing of grants	310,398	223,864	244,098	159,457	152,036
Grants made	-1,011,368	-882,186	-883,353	-776,151	-749,833
Outcome of transfers	0	0	0	0	0
Changes to capital for year	25,712	-104,762	-258,081	-137,172	79,727

Financial statement per operational area

	Total	Education at first and second cycle		Research and education at third cycle		
		First and second level studies	Purchased education	Commissioned education	Research and doctoral studies	Commissioned research
Operating revenues						
Government grants	3,163,195	1,485,876	0	0	1,677,319	0
Revenues from tuition fees an other charges	916,299	354,648	3,131	51,295	396,387	110,839
Revenues from grants	2 237,704	51,077	0	0	2,186,627	0
Financial income	35,277	9,646	0	2	25,500	129
Total operating revenues	6,352,475	1,901,247	3,131	51,297	4,285,832	110,968
Operating costs						
Staff costs	3,897,436	1,089,504	1,528	9,960	2,753,925	42,520
Costs for premises	1,143,738	429,171	286	1,497	701,105	11,680
Other operational costs	995,908	243,503	1,440	40,776	660,753	49,436
Financial costs	15,499	3,925	0	152	10,068	1,353
Depreciation	274,182	56,699	0	0	205,311	12,172
Total operating costs	6,326,763	1,822,801	3,254	52,385	4,331,161	117,162
Total operating outcome	25,712	78,446	-123	-1,088	-45,329	-6,194
Transfers						
Funds allocated from government budget for financing of grants	498,039	11,863	0	0	486,176	0
Funds allocated from government agencies for financing of grants	202,931	27,585	0	0	175,345	0
Other funds recieved for financing of grants	310,398	5,198	0	0	305,200	0
Grants made	-1,011,368	-44,646	0	0	-966,722	0
Outcome of transfers	0	0	0	0	0	0
Changes to capital for year	25,712	78,446	-123	-1,088	-45,329	-6,194

Balance sheet

SEK thousand

	2025-12-31	2024-12-31
ASSETS		
I. Intangible fixed assets	75,391	55,189
Capitalised expenditure for development	14	38
Intellectual rights and other intangible assets	75,377	55,151
II. Tangible fixed assets	685,616	749,909
Improvements to non-owned real estate	225,804	234,387
Machines, inventory items, installation etc.	437,872	470,718
Construction in progress	21,940	40,232
Advance payments for tangible fixed assets	0	4,572
III. Financial fixed assets	35,414	31,014
Interests in wholly and partially owned companies	35,325	30,925
Other investments held as fixed assets	90	90
VI. Receivables	158,186	124,556
Receivables - customers	46,730	32,466
Receivables - other government agencies	111,667	92,625
Other receivables	-211	-535
VII. Cut-off items	1,238,984	1,076,920
Prepaid expenses	353,301	340,523
Accrued grant revenues	867,971	700,919
Other accrued revenues	17,712	35,477
VIII. Settlement with Government	0	-73,059
Settlement with Government	0	-73,059
X. Cash and cash equivalents	1,981,470	1,751,853
Balance and interest-bearing account at Swedish National Debt Office	1,774,985	1,523,531
Other credit balances at Swedish National Debt Office	206,485	228,323
Total assets	4,175,060	3,716,382
CAPITAL AND LIABILITIES		
I. Agency capital	405,989	380,126
Government capital	36,747	32,347
Changes to capital brought forward	343,529	452,541
Changes to capital according to Financial Statement	25,712	-104,762
III. Provisions	72,940	63,573
Provisions for pensions and similar commitments	21,081	16,992
Other provisions	51,859	46,581
IV. Liabilities etc.	1,583,643	1,331,359
Loans from Swedish National Debt Office	546,625	597,048
Accounts payable - other government agencies	135,818	151,026
Accounts payable - suppliers	501,534	171,067
Other accounts payable	399,361	412,601
Deposits	303	-383
V. Cut-off items.	2,112,489	1,941,324
Accrued expenses	112,239	104,746
Unutilised grants	1,911,050	1,773,163
Other prepaid revenues	89,200	63,415
Total capital and liabilities	4,175,060	3,716,382
CONTINGENT LIABILITIES		
Government guarantees for loan and credits	none	none
Other contingent liabilities	none	none

