



DELIVERABLE No. 1.10

Fundraising Strategy and Investment Fund are established

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Abstract	The Fundraising Strategy aims to provide an overview of fundraising at the institutional level of EDUC member universities. It outlines a strategic, tangible, yet realistic approach to alliance-level fundraising that can contribute to the long-term sustainability of the alliance. The strategy goes beyond the traditional fundraising tools and includes in-kind contributions and the discovery of local, regional and international grant applications for a more comprehensive approach.
Keywords	Fundraising, knowledge investment fund, grants

I. Introduction

The European Digital UniverCity (EDUC) European university alliance was founded in 2019 in response to the first European Universities Initiative calls. Still, the six founding members were involved in decade-long partnerships ranging from student and staff exchanges to joint study programs and research collaborations. In EDUC I, between 2019 and 2022, the Alliance aimed to lay the foundations of a joint virtual campus: the members carved out numerous possibilities for online, offline and blended joint educational offers, quality assurance processes, developed joint courses and organised traditional and new types of physical, virtual, and blended mobilities. With the start of EDUC II in 2023 and the addition of two new partners, the Alliance is now working on the long-term sustainability of the strategic collaboration.

Financial sustainability is one of the core guarantors of academic freedom, excellence, and innovation. Being committed to creating the best circumstances for all its members, students, and scholars to achieve intellectual growth, EDUC aims to establish a Knowledge Investment Fund (KIF). Therefore, a fundraising strategy has been developed and rolled out to invest in the future of European academia.

EDUC created this Fundraising Strategy because *fundraising* can be a cornerstone of sustainability efforts, providing independent financial resources to support EDUC projects. Independent financial resources support ongoing projects and enable the Alliance to innovate, expand its reach, and address emerging challenges, ensuring its continued relevance and impact.

Fundraising as a European university alliance

Fundraising must be a collaborative effort of the alliance members, as it has to naturally connect to the already existing local initiatives and adapt to the local and European legal frameworks and realities, together with stemming from local and regional ecosystems within which the respective members operate. Combining the local experiences with the European-level EDUC possibilities can benefit the Alliance's concerted fundraising goals and the individual member universities. While fundraising presents growth opportunities, the Alliance recognises the need to navigate regulatory complexities, address donor concerns, and effectively communicate its value proposition to potential supporters.

What EDUC means by '*collaborative effort*'

- We are developing EDUC collaborations with the local-level fundraising instruments and the relevant local players to leverage them on EDUC goals;
- Going together – as an alliance – to develop specific activities/instruments to raise funds on a global level, provided there is no competition with the local level.

The Alliance is committed to upholding the highest standards of integrity and ethical conduct in all fundraising activities, including donor stewardship, data privacy, and adherence to relevant regulations and guidelines.

II. Fundraising goals

The general aim of the fundraising activities is:

- To raise funds for the activities planned in EDUC II and increase their impact by having:
 - more student mobilities (Gap Year, and other semester-long programs, and summer schools and short-term formats)
 - more staff and teaching mobilities,;
- To secure funding for activities planned in EDUC II but not funded through the EDUC II budget (Erasmus+);
- To secure funding to go beyond the activities planned in EDUC II. As dozens of task team experts work on 27 different tasks, many new ideas and initiatives are coming without initial funding. To support these ideas, EDUC shall have its financial pool.

Upon the full rollout of the fundraising strategy (from 2025), the KIF shall finance, among others:

- mobilities for students, teachers and researchers,
- scholarships to joint programs,
- extension of the funding of EDUC Professorships and Postdoc scholarships,
- funding of visiting professors,
- funding of EDUC support services,
- student initiatives, etc., based also on open public calls,
- Alliance-wide research/innovation/teaching proposals.

The KIF will be governed by a transparent allocation process, with criteria established for evaluating proposals and assessing their alignment with priorities.

The goals outlined above can be considered a "minimum package" to be extended with new elements based on the success of the fundraising activities.

III. Fundraising methods and principles (how to raise funds in the "EDUC context")

In the EDUC context, fundraising must be a collaborative effort with significant responsibility for member universities. Apart from the direct university contributions, member universities will actively search for local opportunities and help the Alliance in:

- Developing members' collaborations with the local-level fundraising instruments and the relevant local players to leverage them on EDUC goals;
- Going together – as an Alliance – in developing specific activities/instruments to raise funds on a global level, provided there is no competition with the local level.

Based on an alliance-wide internal analysis of the members' fundraising capacities carried out at the end of 2023, early 2024, the following principles are outlined:

1. EDUC should not focus on building new or specific local EDUC fundraising channels because the members need more capacity and have diverse fundraising policies.
2. Instead, it should be emphasised that EDUC and EDUC-related activities should be introduced to local fundraising activities that are already working. This way, a local partner and long-time supporter of the respective member university can contribute to EDUC through a channel they know and trust.
3. EDUC should approach the EDUC Associated Partners within the members' regional ecosystems to join forces to fundraise for EDUC alliance purposes.
4. Regarding possible funds, the most profitable fundraising activity will be tighter coordination of joint applications for EU and other regional and international grants.
5. Setting up a tuition-based joint program can also serve as a source of income.
6. Setting up an EDUC chair program and leveraging local/national/European chair schemes can also serve as a source of income.
7. Regular progress reports will be provided to the EDUC governance, detailing fundraising achievements, expenditure patterns, and the impact of funded initiatives, ensuring transparency and accountability in using donor funds.

IV. Achieving contributions from the Local Level

A. Local University contributions

A.1. University of Rennes

Local co-funding from the University of Rennes' own resources on EDUC I and EDUC II amounts, as per our Grant Agreement, to 20% of the expenses on EDUC. For EDUC I, the amount was 275,395 euros. This amount notably includes the direct involvement in EDUC at various levels, with 60 personnel (academics and admin) beyond the EDUC team. For EDUC II, the forecasted amount is 418,000 euros.

Other personnel contributions from the University of Rennes cannot be financially estimated. The reliance on university faculty expertise is significant, with more than 50 admin personnel, 45 teacher-researchers, and 30 researchers directly involved in EDUC I activities. For EDUC II, the current number of admin personnel involved is 100.

In-kind contributions from the University of Rennes, i.e. the use of the university office spaces, infrastructure, central services, networks/fluids/energy, etc., can be valorised using the French National Research Agency rule (80% of the project budget). For EDUC I, this amounts to 1 101 580 euros. For EDUC II, the forecasted amount is 1 280,000 euros.

Action:

- The impacts of EDUC on our universities and ecosystems will be evaluated in the context of the external evaluation of EDUC under T1.1.
- It would be helpful to define a method to measure the in-kind contribution of our universities in EDUC (full cost analysis, etc.).

A.2. University of Cagliari

Local co-funding from the University of Cagliari's own resources on EDUC I and EDUC II amounts, as per our Grant Agreement, to 20% of the expenses on EDUC. For EDUC I, the amount was 177,920 euros. This amount notably includes the direct involvement in EDUC at various levels, with 26 personnel (academics and admin) beyond the EDUC team. For EDUC II, the forecasted amount is about 389,833 euros.

For EDUC II, the current number of admin and academic personnel directly involved is 60. Other personnel contributions from the University of Cagliari cannot be financially estimated.

In-kind contribution from the University of Cagliari, i.e. the use of the university office spaces, infrastructure, central services, networks/fluids/energy, etc., can be valorised using the French National Research Agency rule (80% of the project budget). For EDUC I, this amounts to 711,682 euros. For EDUC II, the forecasted amount is 1,559,333 euros.

In addition to these in-kind contributions, another opportunity might be explored to allocate selected positions of "industrial" PhD programme grants, funded under the national "Next Generation EU" PNRR (National Resilience and Recovery Plan) framework, to specific actions within the EDUC alliance. For those grants, co-funding of the position from an external private or public entity is required, which will then have to host the PhD candidate for a 6-month internship.

As far as postdoc networks are concerned, the EDUC partner Universities within the EDUC II Task 5.3 are co-financing at least six young researcher positions for 2-year-long pilot projects at the postdoc level, which, in total, should amount to about 360,000 euros.

Action:

- The impacts of EDUC on our universities and ecosystems will be evaluated in the context of the external evaluation of EDUC under T1.1.
- It would be helpful to define a method to measure the in-kind contribution of our universities in EDUC.

A.3. University of Pécs

Local co-funding from the University of Pécs is 50% of the contribution part (153,156 euros), as the Hungarian government provides the other 50%. Since the beginning of EDUC I, the University of Pécs has spent at least 20,000 euros for general project purposes (event organisation, funding mobilities, etc.). In addition to these, the University funded the EDUC Postdoc programme from its own research budget and opened a dedicated pool for EDUC-related research funding where 3.000 euros individual grants are available to every researcher at the University who conducts their research or publishes their research papers with partners from the Alliance. The University of Pécs, at the same time, began designing a joint scheme with "PTE Alapítvány", the University of Pécs Foundation, to fundraise for micro EDUC-related projects.

A.4. University of South-Eastern Norway

Organisations within the Norwegian University and college sector are required to use the national full costing model when defining project budgets for all R&D activities with external funding, as outlined by the Universities' Norway (TDI model):

University costs are divided into two groups for the purpose of the costing methodology: costs related to salaries (including supplies and petty office equipment) and costs related to support activities. The most significant shift in applying the TDI model is that some of the costs associated with support activities traditionally regarded as indirect costs are considered direct costs:

- a) Direct costs: Investment in and running costs of extensive infrastructure, instruments, laboratories, including buildings and cost for technical staff.
- b) Indirect costs: Costs connected with horizontal services (libraries, IT service, administrative and financial management, human resources, training, legal advice, documentation, etc.). The term research infrastructure resources (RIR) is closely linked to the understanding of how costs vary between academic disciplines. As a consequence, the RIR will vary according to discipline. To categorise research infrastructure as direct costs leads to more accurate resource allocation at the project level, as well as ensures sustainable funding, especially

concerning future investments in scientific equipment and infrastructure (source: [Norway-modelupdatedfeb2018.pdf \(uhr.no\)](#))

For the University of Southeast Norway (USN), the projected total costs for the EDUC program amount to 2,766,700 euros. The indirect costs associated with horizontal services (such as libraries, IT services, administrative and financial management, human resources, training, legal advice, documentation, etc.) are estimated to be 530,000 euros. Meanwhile, direct costs, including salaries, research infrastructure resources, and other running expenses, are projected to reach 2,236,700 euros. This results in a forecasted in-kind contribution from the University of Southeast Norway amounting to 800,000 euros.

National co-funding: None. The Norwegian government does not offer a top-up for financing European University Initiatives

A.5. University of Potsdam

The University of Potsdam finances two members of its EDUC staff through core university funding: the Liaison Officer position is funded at 100%, and the Administrative Management and Finance Officer is supported at 25%. The Vice President for Education oversees EDUC as part of her vice presidency. The President and Chancellor of the University require the central administration, departments, and offices to contribute to the EDUC work plan where their respective expertise is necessary. Members of UP regularly contribute to the EDUC work plan as part of their roles. A fixed cap has not been defined, as the contribution depends on the specific task and is organised on a case-by-case basis by UP's EDUC core team.

The President is a member of the Board of Rectors, which convenes twice a year. The Vice President for Teaching, Studies, and Europe oversees EDUC and is part of the Board of Education, which meets regularly as needed. The Vice President for Research, Early Career Researchers, and Equal Opportunities is a member of the Board of Research, which meets twice a year. The Equal Opportunity Coordination Office has two members who participate in the Advisory Board for Equal Opportunities, Diversity, and Inclusion. Two members of the EDUC student board are from the University of Potsdam, and their regular travel to student board meetings and European meetings is covered by the University of Potsdam.

A.6. Jaume I University

The Spanish Ministry of Science, Innovation and Universities provided a national co-funding of 223,660.74 euros to be invested in the activities included in EDUC II.

In addition to the national co-funding, Jaume I University finances the direct involvement of 54 persons in EDUC, which belong to the management and administrative staff. The financial estimation of such personnel contribution is of 185,000 euros/year.

In-kind contribution from the UJI, i.e. the use of the university office spaces, infrastructure, central services, networks/fluids/energy, etc., is difficult to estimate. In addition to these in-kind contributions, different opportunities have been explored and implemented, like allocating a two-year postdoc funded with 40,000 euros on our local funds.

A.7. Université Paris Nanterre

Local co-funding from Université Paris Nanterre's own resources on EDUC I and EDUC II amounts, as per our Grant Agreement, to 20% of the expenses on EDUC. For EDUC I, the amount was 349,458 euros. This amount notably includes the direct involvement in EDUC at various levels, with 24 personnel (academics and admin) beyond the EDUC team. For EDUC II, the forecasted amount is 411,491 euros. The reliance on university expertise is significant, with more than 36 administrative personnel and 60 academic staff directly involved in EDUC activities.

B. Local Foundations' engagement

B.1. University of Rennes Foundations

NB: All statements in this part will require further validation by the Management Board of the Foundation and will be subject to the necessary fundraising.

B.1.1. What the University of Rennes Foundation does

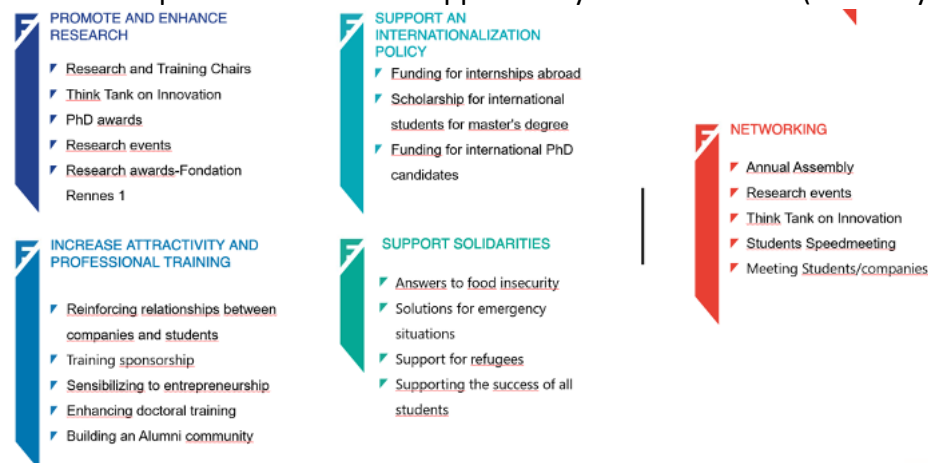
Created in 2010, the Foundation University of Rennes is a tool allowing the University to open up to the socio-economic world with:

- A vast network the institution can rely upon (2400 donations; 1,300,000 euros per year);
- New initiatives in cooperation with businesses and local authorities;
- Students' initiatives in collaboration with businesses (participatory funding, networking, etc.);
- Support provided for collaborative projects (research and education);
- An arena for discussion and exchange between the socio-economic world and the University.

The Foundation aims to *develop cooperation between the University of Rennes and socio-economic stakeholders to innovate together towards a desirable future. Working together to:*

- *Meet the challenges of a world in transition through research, training and innovation;*
- *Support the engagement of students in the professional world;*
- *Support solidarity in conjunction with university stakeholders.*

Here is the portfolio of actions supported by the Foundation (currently being reshuffled):



B.1.2. How to leverage the Foundation for EDUC activities

The Foundation is open to developing new actions or prioritising actions in the framework of EDUC as long as they are aligned with its purpose. The Foundation can anchor EDUC in its actions (international, entrepreneurship, etc.), thus directing funds to EDUC.

The Foundation is a way to access "Smart money", i.e., through funding and cooperation with – and in-kind support from – its members/donors. As a principle, the Foundation is keener to co-design/co-fund activities with EDUC than to co-fund EDUC activities without further implication.

The Foundation is ready to exchange on these matters with other foundations within the EDUC alliance in the spirit of:

- Co-constructing with local initiatives through the construction of joint actions;
- Articulating the use of local and national funds in the Alliance in addition to European funds.

Action:

Discuss with the Foundation to check where synergy is possible and can be leveraged through practical actions for each EDUC Task. Identify first concrete actions. Have an EDUC presentation to the Foundation Board and members.

B.2. University of Cagliari Foundation

Currently, the University of Cagliari does not have its own Foundation. In the last months, it looks in depth at the possibility of setting up one. The final decision will be made by the end of 2024. If the establishment is opted for, the Foundation will carry out actions in line with those promoted by the EDUC Alliance.

B.3. University of Pécs Foundation

Hungarian taxpayers can send 1% of their personal income tax to any foundation. This is the primary income of the University of Pécs Foundation, and promoting this opportunity is the University's most significant fundraising activity. The Foundation also receives donations from various for-profit organisations in the Region.

From these donations, the Foundation runs a call for applications in every academic year, serving three significant goals:

- Supporting the cultural, professional and sports activities of innovative and creative student groups;
- Supporting the academic staff in attending conferences and pedagogical training;
- Supporting the non-academic staff of the University to participate in professional conferences, training and study trips.

The board of trustees of the Foundation has opened a separate financial pool to provide funding to EDUC-related projects.

B.4. University of South-Eastern Norway Foundation

The University of South-Eastern Norway relies first and foremost on governmental funding and has no foundation for financing activities. However, the University is closely connected to regional ecosystems in both the private and public sectors. Projects for education, research and innovation are continuously co-financed by ecosystem actors. Financing, however, depends on regional actors' relevance, thematic scope, and interest in contributing and participating.

B.5. University of Potsdam: Local Foundations engagement

B.5.1. Funding via foundations, associations, clubs, and societies at UP

The University of Potsdam still needs to have its foundation. It is part of and thus also a beneficiary of the PEARLS Foundation, which links the University of Potsdam and 21 non-university research institutions of the Potsdam region with each other. However, the

University of Potsdam has a circle of friends, the Potsdam University Society, with around 1000 members. The Universitätsgesellschaft Potsdam e.V., a non-profit association, has been supporting academic and cultural projects as well as the festive events of the University of Potsdam for over 30 years: e.g. scientific publications, series of events, symposia, presentations or exhibitions and also support for the central graduate farewell ceremony as well as the Graduate Award, Dissertation Award, E-Learning Awards.

B.5.2. How to leverage the foundations, associations, clubs, and societies for EDUC activities

The University Society has already made its first small donation in favour of the EDUC Alliance by supporting a scholarship in the EDUC THINK Lab. Members pay a membership fee, which finances the projects of the society. Both the President of the University of Potsdam and its Chancellor sit on the board of the University Society and can influence decisions. However, the monetary framework of the society is relatively modest. Nevertheless, there are important people and multipliers in the society who could be essential partners in the city, the Region, the federal state and in business and politics in general. These multipliers should be spoken to, and the extent to which they could be helpful for EDUC and its funding, in particular, should be worked out.

B.5.3. Funding via endowments / (Government) Matched Funding Scheme

- a. The University of Potsdam is the first University in Germany to have a privately funded faculty (Digital Engineering Faculty), which the co-founder of the IT company SAP Hasso Plattner donated.
- b. The University of Potsdam recently inherited a villa that will be used as a guesthouse in the future. However, this donation will not be available until the residents die. The villa will be the University's first-ever real estate property.
- c. A matching fund programme has been in place in Germany since 2011, which is intended to fulfil two tasks: On the one hand, it enables German universities to award their own scholarships to talented students. On the other hand, universities have to approach companies, foundations and private individuals (in some cases for the first time) in order to acquire half of a scholarship. The federal government provides the other half. In 2023, the University of Potsdam acquired 122 German scholarships for students. This corresponds to a funding amount of approx. 440.000 Euros in 2023.

B.6. Fondation Université Paris Nanterre (FUPN)

B.6.1. FUPN's activities

The FUPN was created in 2015 and is independent of the Université Paris Nanterre (UPN). FUPN has three main objectives:

- Support the missions of research, initial and continuing education of the UPN;

- Contribute to developing partnerships with the socio-economic area in its territory and internationally;
- Work closely with the University of Paris Nanterre through a framework agreement.

Three axes of activity:**1. Partnership Research Chairs**

They are created for a minimum of three years and must be led by one (or more) teacher-researcher from the University of Paris Nanterre

- They imply a partnership development of projects in collaboration with companies, foundations, associations and NGOs, local authorities, other public institutions;
- They support the University's educational activities;
- They support, through the partnerships thus developed, the University's training activities, in particular, to promote the professionalisation of students.

2. Transversal actions and university solidarity

- Scholarships for students, teachers and researchers;
- Support for research projects and training research;
- Support for distance learning at the University of Paris Nanterre;
- Contribution to international mobility for students and staff;
- Construction and renovation of premises, laboratories and equipment (+ *street art tour*);
- Facilitate access to the University of Paris Nanterre (for instance, support to the programme PAUSE for exile scientists).

3. Alum network

- Promote the mentoring of students and young graduates with active or retired alum;
- Testimonial and professional conferences by Alum;
- Collecting donations (to allow the Foundation to develop its missions and to support solidarity actions, for example, the Solidarity Fund for students in difficulty);
- Gather national and international expertise.

B.6.2. How to leverage the FUPN for EDUC activities

The Foundation is open to collaborating within the EDUC framework in the context of Foundation activities. The Foundation can integrate EDUC-related actions into its activities (international, entrepreneurship, international alums, etc.). The Foundation could co-design activities with EDUC without financial involvement, as fundraising actions conducted by FUPN are complex, and it is necessary to avoid a lack of clarity in this type of approach.

The Foundation is ready to engage in discussions on these topics with other foundations within the EDUC alliance in the spirit of:

- linking the international network and local events based on joint actions,
- involving FUPN partners in the EDUC events,
- articulating local and national funds within the Alliance in addition to European funds.

Action:

Pursuant discussions between EDUC and the Foundation to identify actions that can be carried out together. Present EDUC to the Board of Directors and members of the Foundation. Draw up an agreement setting out the precise framework for collaboration, clarifying the responsibilities of each party and the financial implications.

C. Local Alum Engagement

C.1. University of Rennes

C.1.1. What the University of Rennes Alum Organisation does

The University of Rennes is currently (2024) designing its new university-wide alum network. It will be piloted in 2025. The objectives of this new alum network are to develop the image and attractiveness of the University as well as to develop a feeling of attachment among the students and professionals to their University of origin. An important focus will be intergenerational transmission to promote student success and professional integration. The alum organisation will offer services to attract alum and develop their attachment and, consequently, their willingness to give back. The Alum organisation will manage to establish a distinctive image based on university values and positioning as a research/knowledge creation institution.

C.1.2. How to leverage the Alum organisation for EDUC activities

Together with the university Foundation, this instrument will contribute to opening the University to society. It will be a communication channel for the University (and potentially EDUC).

The Foundation will remain the instrument dedicated to fundraising. The connection between the alum network and the Foundation will be tight to ease the Foundation's success in the alum network.

Action:

- Identify ways to connect the university alum network with EDUC and the EDUC alum to help university alum develop a feeling of belonging to the EDUC Alliance beyond the University (cf. EDUC Task 6.3).
- As soon as the alum network is launched, discuss with the alum organisation to check where synergy is possible and can be leveraged through practical actions for each EDUC task. Identify first concrete actions.

C.2. Masaryk University

MU has two alum organisations. One is for those who have finished their degrees in Czech study programmes, and the other is for those who have finished their degree in an English programme. However, after graduating, there is no strong affiliation culture with the alma mater.

C.3. University of Cagliari

The University of Cagliari still needs to establish an alum network. It is an activity scheduled for 2026.

C.4. University of Pécs

The University of Pécs has an alum network with over 33,000 registered members. The alum network helps to organise alum gatherings and offers discounts at several local and national service providers.

The registered members can apply for the "Alumni Academy" and other training and are eligible for discounts at our different study programs. Registered members can receive a free copy of the print Alumni Magazine.

How can we leverage them for EDUC activities (synergies around common objectives)?

EDUC could build an alum community from the students who had any exchange or mobility experience within the Alliance.

C.5. University of South-Eastern Norway

The University of South-Eastern Norway has yet to establish an alum network as of 2024. The Rectorate set up a working group in the autumn of 2024 to work and plan future activities for an alum organisation to start up in 2026. The alum working group will be aligned with the similar work done in EDUC.

C.6. University of Potsdam

An established alum service with a full-time position in the President's office manages the programme and services with a student assistant. In addition to a traditional meeting platform, on which around 13,000 alum are registered, the Alum Office organises the central graduation ceremony, an alum magazine, and various services, such as a funded return programme for research alums. The alums have already been analysed in a campaign by the fundraising office, and their support has been requested.

The Fundraising Office works very closely with Alum Relations Management (together with the Scholarship Coordinator, they form a joint department). From the point of view of both officers, nothing would stand in the way of a campaign for the benefit of the EDUC Alliance. However, the University of Potsdam is still very young; the alums are correspondingly young. Smaller donations would, therefore, be expected.

C.7. University of Paris Nanterre

Fondation Université Paris Nanterre (FUPN) has set up an Alum Network with the following targets:

- Promote the mentoring of students and young graduates with active or retired alum;
- Collecting donations (to allow the Foundation to develop its missions and to support solidarity actions: for example, equality grant for students in financial difficulty);
- Gather national and international expertise.

Action:

A significant survey will be conducted among alums of the University of Paris Nanterre. Particular attention will be paid to international alums who may be invited to participate in EDUC events.

D. Other Local Communities' engagement

D.1. University of Rennes

Some players in the Rennes ecosystem could potentially be leveraged for joint fundraising actions and cooperation within their missions:

In the area of students' entrepreneurship and deep-tech innovation and entrepreneurship:

- PEPITE Bretagne (www.pepitebretagne.fr): the regional hub for students' entrepreneurship, is already cooperating with EDUC on the TESE Days in EDUC II.
- SATT Ouest Valorisation (www.ouest-valorisation.fr/who-we-are): the regional hub for tech-transfer and research valorisation, already involved in EDUC II activity on networking our knowledge transfer ecosystems.

In the area of student mobilities:

- The Rotary International: Its network is present in all EDUC partners' local ecosystems. The Rotary funds scholarships (<https://www.rotary.org/en/our-programs/scholarships>) and organises or supports several actions directed towards youth in ways that may be relevant for EDUC.

Action:

- With PEPITE Bretagne: continue and expand cooperation in the context of EDUC T4.3;
- With SATT Ouest Valorisation: continue and expand cooperation in the context of EDUC T3.2. Especially regarding working together to seek European seed funds for EDUC Alliance innovation projects and startups;
- With Rotary International: establish contact and identify opportunities.

D.2. Masaryk University

MU is very successful in submitting projects at national and international levels. We can use this for the activities in the EDUC alliance. The main problem is that it cannot be foreseen and calculated in advance and is often bound by project limitations. However, where possible, the EDUC activities are mentioned and given priority.

D.3. University of Cagliari

"5 per mille" scheme: Italian taxpayers can choose to allocate 5% of their tax amount to a non-profit institution selected. As a public university, UNICA is a beneficiary of this funding scheme.

Ateneika: every year, at the beginning of June, the University Sports Centre CUS promotes, together with the students' associations and the students' web radio, "Unica Radio", a 10-day long event of sports and music that gathers thousands of students in the University sports premises in Cagliari city centre. In 2023, the participation in the events of the festival was of 100k attendances during the 10 days.

Action:- UNICA will evaluate the possibility of dedicating a % of the funds raised with the "5 per mille" initiative to EDUC through a specific campaign devoted to some EDUC activities to be supported.- EDUC might consider promoting a fundraising initiative within Ateneika to fund a student-led initiative that builds on the most critical values for the students' community, such as inclusion, sustainability, sports, and creativity. Info: <https://www.ateneika.com/>.

D.4. University of Pécs

The University of Pécs, as the largest employer and the most prominent healthcare provider in the Region, has a special place in the RDI infrastructure and has close cooperation with many local companies.

The key stakeholder in this will be the Pécs-Baranya Chamber of Commerce and Industry, an associated partner of EDUC. Through the Chamber, the University and the Alliance can access all the local companies that can benefit from the vast RDI potential of the Alliance, and this can also serve as a basis for joint grant applications with other companies.

D.5. University of South-Eastern Norway

University of South-Eastern Norway has close connections and ties to the regional and municipal governments, as well as the industry, clusters, SMBs and NGOs. An institutional policy for outreach includes formalised collaboration with the regions/municipalities, industry clusters, and NGOs, enhancing interdisciplinary development projects, and developing study programs, traineeships, and internships. The regional industry clusters (maritime industries, defence industry, process and energy technology – amongst others) should be mentioned, and they should act as hubs for cooperation in education, research, and innovation for USN.

USN allocated approximately NOK 215 million in contribution income (for education, research and innovation activities) in 2023. Additionally, approximately 110 million NOK was allocated from European and regional funds.

D.6. University of Potsdam

In June 2014, the *Partner Circle "Industry & Business"* officially started its work to strengthen the cooperation between regional companies and the University of Potsdam. However, the focus of the work of the Partner Circle is to bring students into contact with companies as potential employees.

With *Potsdam Transfer*, Potsdam University operates as a central scientific institution for startups, innovation, and the transfer of knowledge and technology at the University of Potsdam, thus ensuring that research innovations are implemented. EDUC Potsdam already works together with the transfer service and involves colleagues whenever it makes sense. Whether this can also lead to more significant partnerships, particularly in the direction of the Knowledge Investment Fund, will have to be worked out.

D.7. University of Paris Nanterre

Some players in the Nanterre ecosystem could potentially be leveraged for joint fundraising actions and cooperation within their missions in the area of students' entrepreneurship and deep-tech innovation and entrepreneurship:

PEPITE PON:

- The local hub for students' entrepreneurship is already cooperating with EDUC on the TESE Days in EDUC II;
- Continue and expand cooperation in the context of EDUC T4.3 Organise challenge-based team learning for a (social) entrepreneurial mindset.

The Chamber of Commerce and Industry of Department 92 (Hauts-de-Seine) collaborated with the University and its Foundation to organise and facilitate a Hackathon event for the benefit of students.

V. Achieving contributions from Regional to European levels

A. Regional/cities level

A.1. University of Rennes

Rennes Metropole offers standard research support instruments focusing on developing attractiveness (<https://metropole.rennes.fr/les-aides-la-recherche>). These instruments encompass Research chairs, installation grants, etc.

Region Bretagne: offers standard Research and Education support instruments (<https://www.bretagne.bzh/aides>). These instruments encompass Outbound doctoral

mobilities, PhD thesis co-funding, and postdoc grants. The Region also operates several local European Structural Funds (FSE, Interreg, etc.). The Region also supports the "Boost 'Europe' (www.bretagne.bzh/aides/fiches/boosteurope-projets-europeens/) The instrument helps academics and companies prepare proposals for European calls for projects.

Action:

- Rennes Métropole: Discuss a contribution to EDUC education activities within a UR-Rennes Métropole convention currently being set up, which aligns with Rennes Métropole's strategic focus on the environmental and societal transitions. This action is ongoing, jointly with the UR IRIS-E project.
- Region Bretagne: identify common areas of interest and synergies, notably related to European research cooperation.

A.2. Masaryk University

There is no City programme supporting the EU alliances.

A.3. University of Pécs

The University works closely with the local municipality, but only in-kind contributions are available due to its limited financial resources; the City of Pécs supports the Alliance by providing a unique particular during the Pécs Days event in early September, where we organise cultural programs representing the Alliance: The International Culture Day in Pécs (ICDiP) annually hosts EDUC performances throughout the Alliance.

A.4. University of Potsdam

The University is closely linked to the city of Potsdam. The University of Potsdam and the state capital of Potsdam have jointly decided on a university and city partnership with the Ukrainian City of Ivano-Frankivsk and the Vasyl Stefanyk Precarpathian National University (PNU). They are now joining forces to shape the collaboration. The PNU is also one of the latest Associated Partner Universities of the EDUC-Alliance. The city administration also supports the Alliance, offering the EDUC Alliance a platform for citizens and guests of the city as part of the regular "International Tuesday."

- Associated Partners: Bürgerstiftung Potsdam, Potsdam Science Park, Falling Walls Foundation, Erasmus Student Network Potsdam, Europa-Zentrum Potsdam (BBAG e.V.);
- Roundtable of Ministry of Science, Research and Culture with Brandenburg's alliances (EDUC, ENHANCE, ERUA).

A.5. Université Paris Nanterre

- Ville de Nanterre: offers standard Research support instruments focusing on developing attractiveness;
- Département Hauts de Seine: offers standard Research support instruments focusing on developing attractiveness;
- Région Ile de France: offers standard Research and Education support instruments.

Action:

- Nanterre: discuss a contribution to EDUC education activities.
- Département Hauts de Seine: identify common areas of interest and synergies, notably related to European cooperation in education and research.
- Region IDF: identify common areas of interest and synergies, notably related to European cooperation in education and research.

B. National level

- Country-Specific Research and Innovation Grants
- Research into available government grants and funding opportunities in each country.
- Collaboration with national research & innovation organisations.
- Development of joint research or innovation proposals to access national funding.

B.1. University of Rennes

The principal – multidisciplinary – French funding instrument is the ANR (French National Research Agency). ANR is our funding operator for the French national top-up funding for EDUC as part of a national initiative to support the French universities involved in European Universities Alliances. The financial support from ANR to the University of Rennes for EDUC is as follows:

- For EDUC I: 1,032,000 euros;
- For EDUC II: 1,600,000 euros.

Other national players could be leveraged to develop cooperation and access funding in relation to some of the priority topics of EDUC:

- Santé Publique France (www.santepubliquefrance.fr) for health;
- ANSES (www.anses.fr/en) for health too;
- ADEME (www.ademe.fr/en/frontpage/) for environmental transition;

- INRIA (inria.fr/en) for digital (this national lab is more to be seen as a partner to jointly chase national or European funding in common areas of interest).

Action:

- Establish contact and identify opportunities with Santé Publique France, ANSES, and ADEME.

B.2. Masaryk University

The support from the Ministry of Education is fixed on the co-funding contractual contribution of the Czech universities, which is 75% of this amount. Apart from this, we can consider the activities of the alliances in the internationalisation budget, which is part of the National Programme to Support Strategic Management.

B.3. University of Cagliari

The Italian Ministry for Universities and Research (**MUR**) is the key RTD policy actor and funding agency in Italy at the state level. The MUR has decided to cofinance all the Italian University members of European Alliances funded under the Erasmus+ Programme. The University of Cagliari received from MUR a contribution of 204,370 euros for the pilot phase of EDUC and an additional 116,000 euros for EDUC II (2024 quota).

It is worth noting that due to the COVID-19 pandemic restrictions, the co-funding received during the implementation period of the EDUC pilot was not totally spent; the MUR authorised the University of Cagliari to use the residue of the contribution unspent for EDUC II.

B.4. University of Potsdam

The University of Potsdam and its EDUC programme successfully applied for the national support programme for German universities European University Networks (EUN). With their funding, the German Academic Exchange Service (DAAD) is flanking the European initiative, which has a topping of 725,000 euros (duration: 1.1.2023 - 31.12.2026). There are Virtual EUN meetings every 6-8 weeks on topics such as governance, student involvement, virtual mobility, communication of alliances, etc. and an annual physical meeting in Brussels or Bonn.

B.5. Université Paris Nanterre

The principal – multidisciplinary – French funding instrument is the ANR (French National Research Agency). ANR is our funding operator for the French national top-up funding for EDUC as part of a national initiative to support the French universities involved in European

Universities Alliances. The financial support from ANR to the University of Paris Nanterre for EDUC is as follows:

- For EDUC I: 1,260,000 euros;
- For EDUC II: 1,600,000 euros.

Other national players could be leveraged to develop cooperation and access funding for some of the priority topics of EDUC:

- Santé Publique France (www.santepubliquefrance.fr) for health;
- ANSES (www.anses.fr/en) for health too;
- ADEME (www.ademe.fr/en/frontpage/) for environmental transition;
- INRIA (inria.fr/en) for digital (this national lab is more to be seen as a partner to jointly chase national or European funding in common areas of interest).

B.6. University of Pécs

The Hungarian government provides funding for 50% of its contribution (153,156 euros for EDUC II.). The Hungarian government also opened multiple financial pools to substitute the European funds, which we can't access to the European Commission's resolution. The so-called HURIZON project finances the EDUC-WIDE HORIZON project.

C. European level

The different bilateral, macro-regional, and European funds are the greatest possible source of fundraising for the Alliance; with tighter cooperation in applying for grants, the Alliance could and will secure significant funding for EDUC-related projects. Such European funds include:

- Erasmus+,
- FP10,
- Other EU-funded structural funds,
- CEEPUS.

Action:

The Alliance already secured funding from these channels, and it will be the most crucial activity of Task 1.4 to foster collaboration and joint planning of applications. Task 1.4 shall contribute to matchmaking events (online, in-person or hybrid) to connect researchers from

the Alliance. The project manager and grant administration should also be involved in these events to provide updates on the applications and available calls.

D. International level

The EDUC Alliance seeks to build strategic partnerships with international organisations and grant providers to support groundbreaking academic and research initiatives. Our primary goal is to secure funding to establish professorships, fellowships, and prestigious chairs, such as the UNESCO Chair, to foster excellence in education and research. By collaborating with global institutions, we aim to enhance our capacity to address critical global challenges, develop innovative solutions, and elevate our academic reputation. These partnerships will enable us to attract world-class scholars, support cutting-edge research, and contribute meaningfully to the international academic community.

VI. How do we organise ourselves?

A. Capacity Building

As fundraising is generally an underdeveloped sphere of European higher education, we see this task as an opportunity to exchange knowledge and skills between universities by organising training and workshops on grant writing, donor engagement and effective fundraising strategies.

D. Timeline and Milestones

The 1.4 Task Group shall create an annual fundraising plan for the upcoming year during its last meeting in each calendar year, including KPIs. The fundraising plan will be discussed and presented at the Project Management meeting and Steering Committee. This fundraising plan will contain the activities and their timelines, goals, and steps.

Each University is in charge of delivering its activities, while the lead and co-lead of Task 1.4 provide the alliance-level goals.

E. Resource Allocation

The fundraising will operate on a project basis, and each activity will have a specific goal. This will ensure that donors will have a clear picture of where their donation is spent, and it will also help us determine the allocation of resources before the fundraising activity.

F. Risk Management

The task's main challenge is the Alliance's unclear value proposition towards possible donors, which can lead to unsuccessful fundraising.

The Alliance aims to tackle this challenge by:

1. Clarifying the value proposition ensures that possible donors have a clear idea of the Alliance's goals.
2. Widening the scope of fundraising by including non-traditional methods (applying for grants together, channelling our institutional resources to EDUC projects, etc.), which are low risk, can ensure that the goals are met.

G. Documentation and Reporting

The EDUC 1.4 Task group will meet a minimum of four times a year to review the ongoing activities and will report to the Steering Committee bi-annually. The results of the fundraising efforts will be part of EDUC's annual report, available to a broader public audience.

During the fundraising activities, the member universities and the Alliance will obey every financial and legal regulation of the European Union, the member universities' national legislations and the universities' internal rules and regulations.