INTERNATIONAL REVIEW OF THE PROMOTION OF TEACHING AND LEARNING IN HIGHER EDUCATION

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1.

INITIAL QUESTIONS AND OBJECTIVES OF THE REVIEW

In September 2022, the CHE Centre for Higher Education (CHE) was commissioned by Stiftung Innovationen in der Hochschullehre (StIL) to conduct a review addressing the following overarching question: Which public and private organisations, programmes, projects or networks outside Germany promote the development of teaching in higher education and innovation in teaching and learning?

Initial investigations into the promotion of innovation in higher education teaching abroad revealed that there is little information available on this topic. There are no overview pages on the internet and very little literature on the structure of promoting teaching in higher education in European and non-European countries. One exception to this was the report published by the European University Association (EUA) as part of the "National Developments in Learning and Teaching in Europe" project

(Zhang 2022)[1] funded by the European Union (EU). This report provided additional information for taking stock of the promotion of innovation in higher education teaching.

The aim of the review was therefore to identify relevant organisations across the world and to create profiles of them based on the information gathered from the investigation. In addition, a comparative analysis was conducted on the basis of these profiles with a view to identifying potential patterns.

1 Zhang, T. (2022). National Developments in Learning and Teaching in Europe. Brussels: European University Associa-tion. https://eua.eu/component/attachments/attachments.html?id=3524 (last accessed on 22 March 2023)

2.

METHODOLOGY

Initial investigations to identify public and private organisations, initiatives and projects revealed that the relevant stakeholders and organisations are not interconnected at the European or international level. It soon became apparent that internet searches did not constitute a promising starting point for identifying relevant organisations and programmes. After all, English-language search terms seldom identified relevant organisations and initiatives, and terms in national languages were not readily available.

For this reason, a multi-stage process was chosen to identify such organisations:

1. The first step was to try to obtain information on relevant organisations and programmes through specialists from the respective countries and experts in international organisations (the European University Association (EUA), the International Association of Universities (IAU), the OECD and the World Bank) that have active contacts with CHE thanks to the think-tank's wide range of international activities (e.g. the U-Multirank project, CHE's International Deans Course (IDC) and IREG Observatory on Academic Ranking and Excellence).

2. The second step involved conducting targeted internet searches on the organisations that the experts had identified and prioritised. In some cases, written questions were additionally addressed to the organisations to fill information gaps.

3. Video interviews were conducted with three organisations that, for various reasons, seemed particularly interesting. These organisations are based in England, Austria and the Netherlands. Another organisation from Ireland responded to the interview questions in writing (see Chapter 4).

4. Additional sources used to identify relevant organisations were a list of organisations known to StIL, and the aforementioned LOTUS study (Zhang 2022).

2.1 SURVEY OF EXPERTS

Existing international contacts were used, as described above, to determine which organisations in which countries were relevant for the review. On this basis, around 40 experts from 18 European countries and ten non-European countries were contacted.

With some exceptions (e.g. Poland), the willingness to respond was quite high in the countries surveyed. However, the survey findings revealed that the level of knowledge on the promotion of teaching and learning is often low, and some of the experts were unable to spontaneously name any organisations in this field. The outcome was different in the case of research support organisations, which are much more closely interconnected internationally. Such organisations were frequently mentioned.

This approach therefore faced the challenges of clarifying the subject-matter of the review and obtaining information on relevant organisations and initiatives from additional individuals named by the contacts.

2.2 INTERNET AND LITERATURE SEARCH ON ORGANISATIONS AND INITIATIVES

Based on the information provided by the experts, a list of more than 100 organisations, projects and initiatives was initially compiled. Following subsequent internet searches and, in some cases, personal discussions, the list was further reviewed and refined in detail (see Appendix 1). It became apparent that a number of the organisations and initiatives mentioned ultimately had to be classified as irrelevant. This was the case when an organisation only supported research projects on teaching and learning (e.g. digitalisation, didactics), rather than innovation projects, such as by awarding grants to individuals only. Organisations were also classified as irrelevant if they did not promote innovation and reform approaches in the strict sense, despite operating in the thematic field of higher education. Those responsible created profiles for the organisations and initiatives that were considered relevant to the survey (see Appendix 2). During the search, they focused on the following aspects:

- Legal construct or form of organisation/ relationship with the state
- Origin (own initiative, mandate, etc.) and funding
- Objective of the support/programmes
- Governance structures (organisation, boards, networking with stakeholders, etc.)
- Level of support (e.g. collaborative projects, entire universities, departments, individuals, single thematic projects)

- Funding amount (in total, for each project)
- Timeline
    - Establishment of the funding institution, any predecessor projects
    - Timeline of support (project duration)

In addition, the following information was collected:

- Application and selection process for support, reporting requirements
- Evaluation of support
- Key areas of support
- International cooperation, where applicable
- Examples of funded projects
- Remarks (special features, unavailable information, etc.)

The information gathered in this way was used to create a total of 43 profiles of organisations in 17 countries (in Europe and worldwide) (see Table 1 and, in detail, the profiles in Appendix 2). The organisations and initiatives differ significantly in some cases. What they do have in common, though, is that they provide financial and/or non-material support for innovation in higher education teaching.

Table 1: Relevant organisations with a profile

Organisation	Country	Website
Flemish Government	Belgium	https://onderwijs.vlaanderen.be/
C Foundation	China	http://cfoundation.cn/en/
A.P. Møller and Chastine Mc-Kinney Møller Foundation	Denmark	https://www.apmollerfonde.dk/the-a-p-moller-foundation/
Fonden for Entreprenørskab	Denmark	https://ffefonden.dk/om-fonden/
Erasmus+ Alliances for Innovation	EU	https://op.europa.eu/s/w8TYhttps://op.europa.eu/s/w8TY
Erasmus+ Partnerships for Cooperation KA220 (former strategic partnerships)	EU	https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/cooperation-among-organisations-and-institutions/partnerships-for-cooperation
European Network of Innovative Higher Education Institutions (ENIHEI)	EU	https://education.ec.europa.eu/education-levels/higher-education/innovation-in-education/european-network-of-innovative-higher-education-institutions
NextGenerationEU	EU	https://next-generation-eu.europa.eu/index_de
Le Programme d'investissements d'avenir (PIA)	France	https://www.gouvernement.fr/le-programme-d-investissements-d-avenir
Higher Education Authority (HEA)	Ireland	https://hea.ie
National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum)	Ireland	https://www.teachingandlearning.ie
SOLAS	Ireland	https://www.solas.ie/reach-fund/
Italia Domani, the National Recovery and Resilience Plan (NRRP)	Italy	https://www.mef.gov.it/en/focus/The-National-Recovery-and-Resilience-Plan-NRRP/
Teaching Innovation Unit of the University of Bologna	Italy	https://centri.unibo.it/teaching-learning/en
Central Finance and Contracting Agency of Latvia (CFLA)	Latvia	https://www.cfla.gov.lv/lv/822-stiprinat-augstakas-izglitibas-instituciju-akademisko-personalu-strategiskas-specializacijas-jomas-1-karta

Ministry of Education and Science	Latvia	https://www.izm.gov.lv/lv/strukturvieniba/augstakas-izglitibas-zinatnes-un-inovaciju-departaments
4TU.Centre for Engineering Education	Netherlands	https://www.4tu.nl/cee/
ComeniusNetwork	Netherlands	https://comeniusnetwerk.nl
Hogeonderwijspremie	Netherlands	https://www.rijksoverheid.nl/onderwerpen/hoger-onderwijs/documenten/brochures/2020/07/06/de-nederlandse-hogeronderwijspremie
SURF	Netherlands	https://www.surf.nl/en
The Netherlands Initiative for Education Research (NRO)	Netherlands	https://www.nro.nl/en/researchprogrammes/comenius-programme
The National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa)	New Zealand	https://ako.ac.nz/programmes-and-services/te-whatu-kairangi/
Norwegian Directorate for Higher Education and Skills (HKDIR)	Norway	https://hkdir.no/
Forum Neue Medien in der Lehre Austria (fnma)	Austria	https://fnma.at/projekte/projekte-im-ueberblick
swissuniversities	Switzerland	https://www.swissuniversities.ch/themen/hochschulpolitik/programme-und-projekte
INOVUP project	Slovenia	https://www.inovup.si/en/
Higher Education Learning and Teaching Association of Southern Africa (HELTASA)	South Africa	https://heltasa.org.za
Teaching Advancement at Universities (TAU)	South Africa	https://taufellowships.org.za/about-us/
University Capacity Development Grant (UCDG)	South Africa	Framework Document
Ministry of Education – SPROUT project	Taiwan	https://sprout.moe.edu.tw/SproutWeb/Home/Index/en

Advance HE	UK/England	https://www.advance-he.ac.uk/
Engineering Professors' Council	UK/England	https://epc.ac.uk/
HEFCE Catalyst Fund	UK/England	https://www.officeforstudents.org.uk/advice-and-guidance/teaching/innovation-in-learning-and-teaching/
Imperial College London	UK/England	https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/funding-opportunities-for-learning-and-teaching-innovation/
Office for Students	UK/England	https://www.officeforstudents.org.uk/
Alfred P. Sloan Foundation – Science Education. Diversity, Equity & Inclusion in STEM Higher Education	USA	https://sloan.org/programs/higher-education/equitable-pathways
Andrew W. Mellon Foundation	USA	https://mellon.org/
Foundation for Excellence in Higher Education	USA	https://excellenceinhighered.org/
Howard Hughes Medical Institute	USA	https://www.hhmi.org/science-education/programs
Lumina Foundation	USA	https://www.luminafoundation.org/our-work/areas-of-focus/
National Endowment for the Humanities – Division of Education Programs	USA	https://www.neh.gov/divisions/education
National Science Foundation – Division of Undergraduate Education	USA	https://www.nsf.gov/div/index.jsp?div=DUE
World Bank	Worldwide	https://www.worldbank.org/en/home

2.3 ONLINE INTERVIEWS

Based on the profiles, it was possible to identify organisations and/or projects that were of particular interest, given their provision of monetary or non-material content-related support to innovation in higher education teaching. To gain insights beyond these organisations' profiles, four representatives were invited to participate in an interview. Three interviews took place online via video conference. For greater clarity, permission was obtained to record the interview as an audio file. In addition, interview guidelines (see Appendix 3) were emailed prior to the interview. Where appropriate, the individual questions were adapted to the relevant organisation. The fourth organisation was unable to give an interview because of an ongoing change in leadership, but responded to the questions in writing. Table 2 lists the organisations and the names of the persons interviewed.

Table 2: Individual interviews

Organisation	Country	Interview partners (role)	Date
Office for Students	England	Mike Spooner (Senior Advisor to the CEO and Chair of the Office for Students)	13 January 2023
Comenius programme of the Netherlands Initiative for Education Research (NRO)	Netherlands	Lars de Bruin (Programme Secretary)	18 January 2023
Forum Neue Medien in der Lehre Austria (fnma)	Austria	Ortrun Gröblinger (Member of the Presidential Board, contact person for university members)	2 February 2023
National Forum for the Enhancement of Teaching and Learning in Higher Education	Ireland	Bláithín McDonald (Forum Administrator) / Tim Conlon (Committee Member)	20 January 2023 (by email)

3.

TYPES OF ORGANISATION

One key finding of the review is that there are not many organisations, either within or outside Europe, with a similar structure and objective to those of Stiftung Innovation in der Hochschullehre. The combination of an independent institutional framework, financial and project-based support, and a relevant clear priority is a rare feature on the international arena. Nonetheless, a number of organisations were found that differed in only one of these three characteristics or that were at least thematically relevant but organised differently, fulfilling a different role in their country (such as England's Office for Students, which is a regulatory body for teaching and learning – analogous to the Higher Education Funding Council (HEFCE) for research).
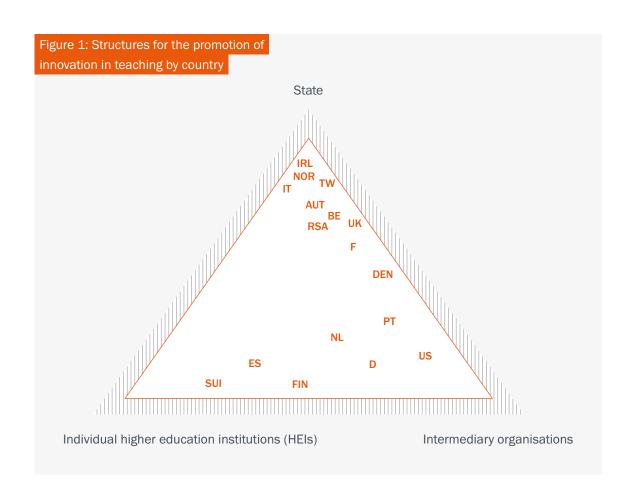
3.1 FORM OF ORGANISATION AND RELATIONSHIP WITH THE STATE

The analysis revealed country-specific patterns that should be seen in the context of the general organisation of the higher education sector; the relationship between higher education institutions (HEIs) and the state; and general governance in the respective countries. In particular, the countries differ as to whether the focus of activities to promote innovative approaches in teaching and learning tends to originate from individual HEIs; whether there are recognisably independent or intermediary organisations; or whether the domain is characterised more directly by state funding (cf. Fig. 1). Activities of individual HEIs are present in all higher education systems; in this case, the countries were placed further away from this pole ("individual HEIs") if relevant organisations existed in addition at the other two levels. Although the available information does not permit the absolutely exact positioning of individual countries, and despite the fact that initiatives and projects to enhance teaching can be found at a large number of individual HEIs in all countries, it is possible to highlight clear differences in profile between individual countries. This is particularly the case for countries that are clearly positioned close to one of the poles "state", "higher education institutions" or "intermediary organisations".

In Switzerland, for example, neither intermediary organisations nor special activities on the part of the state could be identified, with the exception of the Rectors' Conference of Swiss Higher Education Institutions. At the same time, many HEIs in Switzerland have established their own internal structures. For example, ETH Zurich has a large Educational Development and Technology administrative department, which, according to its website (as of February 2023), has

ten employees in the Innovation Management group alone. The University of Bern offers an internal project "Förderung innovativer Lehre FIL" (Promotion of Innovative Teaching) under the responsibility of the Vice-Rectorate Teaching, which saw the implementation of more than 100 projects between 2017 and 2022. This structure should no doubt also be seen against the background of how well funded Swiss HEIs are in comparison to those in Germany.

Figure 1: Structures for the promotion of innovation in teaching by country

Individual higher education institutions (HEIs)   Intermediary organisations

At one of the other ends of the triangle is the USA. Compared to other countries, the USA, in the context of a liberal and more subsidiary understanding of the state, is characterised by the existence of a whole host of private organisations, and especially foundations, that provide financial support for teaching and learning across a very wide range of topics. The orientation and portfolio of these organisations, as in other countries, reflect the higher education policy agenda, with its particular priorities. Consequently, one of the key areas (of support) provided by the US organisations surveyed is equal access / accessibility and equity. Projects that specifically promote (didactic, curricular, technological, etc.) innovation in teaching then frequently also have a reference to or a focus on this agenda, or innovation represents just one of many funding areas. One example is the Lumina Foundation, one of the world's largest and financially strongest higher education foundations, with an endowment of around USD 1.5 billion and an annual funding amount totalling around USD 90 million. Besides focusing on the core topics of access opportunities and educational equity, the Foundation also addresses issues related to teaching and learning in a narrower sense, such as talent development, competence-based learning, and human work and learning.

Direct state intervention can be found in Norway. The Directorate for Higher Education and Skills (HKDIR) is the executive agency of the Ministry of Education and Research. HKDIR was established in 2021 through the merger of several public organisations, including the Agency for International Cooperation and Quality Improvement (Diku), Skills Norway and

the Norwegian Social Science Data Services (NSD). The Directorate has the task of enhancing the quality of education and skills as well as international cooperation. As such, it is also the only organisation that the authors came across in which international networking is one of the core tasks. The range of support covers the entire education sector, from primary level to higher education and professional development. The organisational chart shows a complex structure with departments for labour market and skills, higher education and research, and career guidance, which are of relevance to this review. A key initiative supported by the Directorate is the establishment of the Centre for Excellence in Education (SFU) at Norwegian HEIs, which seeks to develop high-quality higher education.

Quasi-governmental support for reforms and innovation in teaching and learning is also provided by the EU. The Member States are involved to varying degrees. In this context, mention should be made of the European Universities Initiative (EUI) (see below). This initiative, which explicitly focuses on the reform of teaching and learning alongside the inherent aspect of transnational cooperation (rather than research excellence), has supported HEIs in the EU with more than EUR 500 million (including the current call for proposals) since it was initiated in 2018.

The authors identified a particular case of the national use of EU funds for reform and innovation in higher education through state intervention in Italy, Belgium and Latvia, where funds from the EU Recovery and Resilience Facility and Solidarity Fund are used to support the

development of teaching. In Italy, for example, the Ministry of Economy and Finance uses resources from the Recovery Fund and the Next-GenerationEU plan totalling EUR 191.5 billion (plus a further EUR 30.6 billion from its own budget) to implement a National Recovery and Resilience Plan (NRRP), Italia Domani. These funds are invested in various areas of society, including education and research. In this context, EUR 500 million in funding is being invested in the area of Advanced university education and skills.

The legal and organisational institutionalisation of the organisations is wide-ranging. It includes:

- State (regulatory) authorities (e.g. the Office for Students in England and the Higher Education Authority in Ireland);
- Temporary state programmes (Voorsprongfonds in Belgium, Le Programme d'investissements d'avenir (PIA) in France, Norway's HKDIR, Italia Domani), financed in part with EU funds;
- Foundations and organisations under private law (e.g. foundations in the USA, China's C Foundation, Denmark's Fonden for Entreprenørskab);
- Networks (e.g. the Higher Education Learning and Teaching Association of Southern Africa (HELTASA), 4TU.Centre for Engineering Education, European Network of Innovative Higher Education Institutions (ENI-HEI), Advance HE, Engineering Professors' Council, the ComeniusNetwork) and, in one case, an association (Forum Neue Medien in der Lehre Austria).

Particularly when it comes to foundations, the higher education sector is often just one funding area among many. The funding areas beyond the higher education sector are often directed at globally relevant social challenges and thematic areas (education in general, digitalisation, the environment, social participation and social justice), and in some cases are very country-specific. For example, the Danish AP Møller Foundation also funds projects to promote Danishness in the German-Danish border regions. It is interesting to note that there is a private foundation in China founded by entrepreneurs from the design and IT sector.

3.2 MODE OF OPERATION AND AWARD PROCEDURE

This chapter examines the types of support, the legal structure and the award procedures of the different organisations/initiatives, and places them in the overall context.

3.2.1 TYPES OF SUPPORT

The organisations identified differ in their mode of operation. The following methods of support were identified, which are also combined in various ways:

- Project funding
- Support of individuals in the form of grants/fellowships and awards
- Development and provision of infrastructure and resources
- Initiation of networks

Table 3 provides an overview of these support activities.

Several organisations support both projects and individuals; the provision of infrastructure and (online) resources is often combined with networking. Some organisations, such as the National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland, support both innovation projects and individuals (fellowships), and offer a whole host of resources on their website.

Table 3: Types of support activities

Activities	Organisation	Country
Project funding	Projecttoelagen Voorsprongfonds voor hogescholen en universiteiten	Belgium (Flanders)
	C Foundation	China
	Fonden for Entreprenørskab	Denmark
	A.P. Møller and Chastine Mc-Kinney Møller Foundation	Denmark
	Le Programme d'investissements d'avenir (PIA)	France
	Solas	Ireland
	Higher Education Authority (HEA)	Ireland
	Forum Neue Medien in der Lehre Austria	Austria
	National Forum for the Enhancement of Teaching and Learning in Higher Education	Ireland
	Italia Domani, the National Recovery and Resilience Plan – EU funding	Italy
	Ministry of Education and Science – EU funding	Latvia
	Norwegian Directorate for Higher Education and Skills	Norway
	swissuniversities	Switzerland
	Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education	Slovenia
	University Capacity Development Grant	South Africa
	Ministry of Education SPROUT Project (Sustained Progress and Rise of Universities)	Taiwan
	Office for Students	UK/England
	HEFCE Catalyst Funds	UK/England
	Alfred P. Sloan Foundation	USA
	Andrew W. Mellon Foundation	USA
	Foundation for Excellence in Higher Education	USA
	Howard Hughes Medical Institute	USA
	Lumina Foundation	USA
	National Endowment for the Humanities – Division of Education Programs	USA
	National Science Foundation – Directorate for STEM Education (DUE)	USA
	World Bank – Active Tertiary Education Projects	Worldwide

Funding of individuals	Grants / fellowships	Fonden for Entreprenørskab	Denmark
		Higher Education Authority (HEA) training programmes	Ireland
		4TU.Centre for Engineering Education	Netherlands
		Comenius programme	Netherlands
		Teaching Advancement at Universities (TAU)	South Africa
		Foundation for Excellence in Higher Education	USA
		National Endowment for the Humanities – Division of Education Programs	USA
		The National Centre for Tertiary Teaching Excellence	New Zealand
		Hogeonderwijspremie	Netherlands
		Higher Education Learning and Teaching Association of Southern Africa (HELTASA)	South Africa
		Fonden for Entreprenørskab	Denmark
	Awards	SURF	Netherlands
Infrastructure/ resources		Forum Neue Medien in der Lehre Austria	Austria
		Advance HE	Great Britain
		Engineering Professors' Council	Great Britain
Network formation		4TU.Centre for Engineering Education	Netherlands
		Comenius programme	Netherlands
		Teaching Advancement at Universities (TAU)	South Africa
		Engineering Professors' Council	Great Britain

The independent organisations (foundations, associations) are generally institutionalised for an unlimited period. In contrast, the state-run organisations and programmes are often of a temporary nature, especially those that use resources from the EU Recovery Fund (Italy, Belgium (Flanders), Latvia). In these countries, aspects concerning the sustainability of the supported developments will be of relevance.

3.2.2 LEGAL STRUCTURE AND GOVERNANCE

The governance or organisational structure of the organisations reviewed differs according to their role in the higher education system, their legal structure and country-specific patterns of organisation. In some countries, ministries directly control the stakeholders responsible for higher education or act as the institutions' funding bodies. Examples include the Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education project in Slovenia, South Africa's University Capacity Development Grant and the Norwegian Directorate for Higher Education and Skills. In other cases, other ministries than the Ministry of Education are responsible for the organisations. This is especially true in cases involving the allocation and monitoring of resources from the EU Resilience and Recovery Fund, e.g. the Ministry of Finance in Italy and a department of the Prime Minister responsible for investments in France. In these cases, the administrative structures correspond to the specifications and structures of the national administrative systems.

In several countries, state/public institutions were established, usually by law, independent of the government. Examples include England's Office for Students, the Irish Higher Education Agency, the National Forum for the Enhancement of Teaching and Learning in Higher Education, also in Ireland, and the National Centre for Tertiary Teaching Excellence in New Zealand. In other cases, existing intermediary and independent organisations that already perform other roles in the higher education system also undertake tasks in promoting innovation in teaching and learning. One such example is swissuniversities, the Swiss Rectors' Conference, which organises the distribution of federal funds. Funding for the support activities of these organisations comes directly from the state.

Private foundations are organised in accordance with the legal requirements of national foundation law. There is usually a president or spokesperson and a board, which is typically made up of experts or stakeholders from the foundation's field of activity. Operations are generally conducted by the management or a secretariat, with widely differing numbers of staff. Depending on the size and diversity of the funding areas, the boards vary in terms of their number of members. Large foundations (e.g. Lumina Foundation, Alfred P. Sloan Foundation) and organisations (e.g. Advance HE in Great Britain) often have more than ten, and sometimes more than 15 board members, while small foundations have just a few board members. The institutional background of board members varies according to the funding areas involved. University-related foundations are usually represented by university presidents (often also emeritus presidents), professors and generally also – often high-ranking – private sector professionals. With some foundations, the founders themselves (e.g. Andrew W. Mellon Foundation (USA) or their descendants (e.g. A.P. Møller Foundation in Denmark)

are represented on the board. What is striking is that the boards of most foundations tend to be composed almost exclusively of nationals of that particular country, given that these organisations usually only operate at the national level.

In contrast, the structures of the Forum Neue Medien in der Lehre Austria follow the requirements of Austrian association law; it is financed largely by membership fees. Member organisations can also be found in other national legal structures; examples include Advance HE in Great Britain, SURF (Netherlands) and 4TU. Centre of Engineering Excellence, likewise in the Netherlands.

While it is not surprising in the case of organisations where the promotion of teaching is one of several funding areas that students are represented as stakeholders in committees or involved in decision-making processes in only the minority of organisations, this is also the case in most organisations dedicated exclusively or primarily to teaching and learning. One of the few organisations with students in their governance activities is England's Office for Students: one of the board's 15 members is a student, who in turn chairs a student panel (of

13 people) that advises the board and helps them "to understand students' views and perspectives and challenge us to regulate in the interest of students"[2]. Another example is Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education, which has a student on the board representing the Union of Students in Ireland. In both cases, there is a student member on the board consisting of more than ten people.

In a few cases, such as the US Foundation for Excellence in Higher Education, there is no information on the website about the organisation of the foundation.

2 See https://www.officeforstudents.org.uk/about/who-we-are/our-student-panel/
(last accessed on 26 February 2023)

3.2.3 SUPPORT PROCEDURES AND EVALUATION

In most cases, support is based on application procedures. There are either fixed annual application periods (e.g. England's Office for Students) or ad hoc project calls, either of a general nature (e.g. Norway's HKDIR) or for specific, new funding lines. South Africa's University Capacity Development Grant is a special case in that it allocates state funds to universities according to a predefined ratio, i.e. without an application process.

The review revealed little about the evaluation of funded projects. While a cost reporting requirement is the rule, systematic evaluations of the content of funded programmes or of the funding activities as a whole seem to be the exception. However, a few examples can be found:

• Lumina Foundation, for instance, has published an extensive external evaluation of its funding lines. In the Comenius programme, the objectives of the funding must be set out in the application; the applicants themselves are required to document the achievement of those objectives.

• In Germany, the German Academic Exchange Service (DAAD) conducted an evaluation of the participation of German HEIs for the previous programme generation of Erasmus+ Key Action 2 on Partnerships for Cooperation ("Cooperation among organisations and institutions); there is no evaluation on the part of the EU.

• Le Programme d'investissements d'avenir (PIA): In this case, projects are evaluated ex post. Evaluations are also conducted for individual funding lines, such as the programme on Promoting the progress of education and research.

• England's Office for Students also undertakes external evaluations of individual funding lines, such as within the programme for innovations in learning and teaching, which provided funding for 67 projects from the HEFCE Catalyst Fund.

3.3 FUNDING PRIORITIES

On the one hand, there are funding priorities that are closely integrated into the respective national education agenda or that respond to problems in the respective higher education system; on the other hand, there are overarching issues that determine higher education development at the international level. The former include the numerous foundations in the USA that focus on equity in higher education access and learning. The following challenges and issues take centre stage throughout the world:

Internationally, digitalisation and blended learning – often explicitly in connection with the Covid-19 pandemic – are one of the major issues in the development of teaching and learning in almost all countries, as is the issue of sustainability as an element of course content. Other issues addressed by many of the organisations reviewed are the promotion of future skills for students, lifelong learning, the improvement of teachers' didactic skills, and the promotion of new and innovative approaches to teaching in general (e.g. problem-based learning). Table 4 below classifies the organisations under consideration according to their funding priorities.

Table 4: Funding priorities of the organisations under review

Topics	Organisations
Digitalisation / e-learning / blended learning	Forum Neue Medien in der Lehre Austria, Projecttoelagen Voorsprongfonds voor hogescholen en universiteiten, NextGenerationEU, SOLAS, the National Forum for the Enhancement of Teaching and Learning in Higher Education, Italia Domani, the National Recovery and Resilience Plan, SURF, swissuniversities, Imperial College London – funding opportunities for learning and teaching innovation
Lifelong learning in higher education	Projecttoelagen Voorsprongfonds voor hogescholen en universiteiten, National Endowment for the Humanities – Division of Education Programs

Improvement of education / expansion and consolidation of the education portfolio	C Foundation, the National Forum for the Enhancement of Teaching and Learning in Higher Education, the Central Finance and Contracting Agency of Latvia (CFLA), Teaching Advancement at Universities (TAU), HEFCE Catalyst Fund, the National Endowment for the Humanities – Division of Education Programs, the Lumina Foundation, the World Bank, Pojecttoelagen Voorsprongfonds voor hogescholen en universiteiten
Innovation related to education/teaching	C Foundation, Erasmus+ Key Action 2: "Cooperation among organisations and institutions" Alliances for innovation, Italia Domani, the National Recovery and Resilience Plan, the University of Bologna – Teaching and Learning Centre, the National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa), SURF, Hogeonderwijspremie, 4TU.Centre for Engineering Education, NRO (Comenius programme), HKDIR, the INOVUP project, the University Capacity Development Grant, the Office for Students, Imperial College London – funding opportunities for learning and teaching innovation, Andrew W. Mellon Foundation
Educational staff / faculty / improvement of teachings skills, appreciation of teachings skills	Erasmus+ Key Action 2: "Cooperation among organisations and institutions" Alliances for innovation, SOLAS, the Higher Education Authority (HEA), the National Forum for the Enhancement of Teaching and Learning in Higher Education, Italia Domani, the National Recovery and Resilience Plan, the Central Finance and Contracting Agency of Latvia (CFLA), the Ministry of Education and Science (Latvia), Hogeonderwijspremie, NRO (Comenius programme), the INOVUP project, Teaching Advancement at Universities (TAU), the Higher Education Learning and Teaching Association of Southern Africa (HELTASA), the National Science Foundation – Directorate for STEM Education – Division of Undergraduate Education (DUE)
Integration / minority support / inclusion / equity	SOLAS, the Higher Education Authority (HEA), the National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa), swissuniversities, the Office for Students, Imperial College London – funding opportunities for learning and teaching innovation, the National Science Foundation – Directorate for STEM Education – Division of Undergraduate Education (DUE), the Alfred P. Sloan Foundation – Diversity, Equity & Inclusion in STEM Higher Education, the Andrew W. Mellon Foundation, the Lumina Foundation, Howard Hughes Medical Institute, the World Bank
Internationalisation / international exchange	The Higher Education Authority (HEA), Italia Domani, the National Recovery and Resilience Plan, HKDIR

Student success / study conditions	The National Forum for the Enhancement of Teaching and Learning in Higher Education, the Ministry of Education and Science (Latvia), the University Capacity Development Grant, the Office for Students
Link to the world of work / work-based learning / professional life skills / entrepreneurship education	The National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa), HKDIR, the World Bank, Fonden for Entreprenørskab
Artistic development work / talent cultivation	HKDIR, C Foundation, the Lumina Foundation
Engineering education / STEM / technologies	4TU.Centre for Engineering Education, Engineering Professors' Council, the National Science Foundation – Directorate for STEM Education – Division of Undergraduate Education (DUE), the Alfred P. Sloan Foundation – Diversity, Equity & Inclusion in STEM Higher Education, Le Programme d'investissements d'avenir (PIA)

3.4 FUNDING AMOUNT

Overall, the EU invests considerable resources in teaching and learning in the Member States through various funding lines and programmes, not only directly, but also through programmes in which the individual Member States decide on the distribution of funds to individual policy areas. In addition to funding from ERASMUS+, the first variant primarily includes the European Universities Initiative, which has been funding networks and alliances of HEIs since 2019 in three calls for proposals with the aim of "revolutionising the quality and competitiveness of European higher education"[3]. In the first three calls for proposals, 61 alliances were funded with around EUR 500 million in total. Now that the funding for the first wave has ended, 44 alliances involving 340 HEIs are currently being funded. EUR 387 million is available for the new call for proposals (application deadline: the end of January 2023) to fund 60 alliances. Funding under the Recovery and Resilience Facility, totalling EUR 807 billion, is distributed to individual funding areas and programmes via the respective member countries. Italy, Latvia and Belgium use funding from the NextGenerationEU plan, primarily from the Resilience Facility, to very different extents to improve teaching and learning: while Belgium uses EUR 59 million for higher education projects, Italy devotes as much as EUR 500 million to three funding lines

to improve and modernise higher education. It was not possible to determine the proportion for teaching and learning in Latvia. This country also uses a total of EUR 7.8 million from the EU Structural Funds for digital initiatives to improve the quality of higher education.

Some countries rely heavily on direct state programme-specific and project-based funding for teaching and learning. In Great Britain, basic government funding for teaching and learning is provided separately for England, Scotland and Wales via the Office for Students. As part of this framework, funds are also allocated that can be directly attributed to the promotion of innovation. In Ireland, SOLAS provides a total volume of EUR 993 million over a period of five years. This is complemented by comparatively smaller funding lines such as the Innovation and Transfer Fund of the Higher Education Authority (HEA), which has provided Irish HEIs with around EUR 23.3 million in funding for 21 projects since 2018. In France, the Programme d'investissements d'avenir (PIA) has had a total annual budget of EUR 4 billion for five years since 2021, of which EUR 7.5 billion is allocated to HEIs, research, and innovation projects. It is not possible to quantify the exact share that can be attributed to innovation in teaching and learning within this framework. The Swiss Rectors' Conference (swissuniversities)

is one of the independent bodies that allocate state funds to HEIs on the basis of applications and projects. For the period from 2021 to 2024, swissuniversities has made available CHF 124.42 million for the launch of 13 programmes and projects.

The authors determined that the funding amounts provided by the independent organisations and initiatives vary greatly. A number of the organisations identified offer no or very little financial support, but focus instead on non-material support (e.g. by helping to establish networks or providing (usually) online resources). According to their orientation and the differences in size of the organisations, they differ considerably in terms of their budget. Not all organisations provide transparent information about their finances on their website. Budgets range from EUR 10,000 (e.g. in the case of the Forum Neue Medien in der Lehre Austria, which mainly provides non-material support) to large foundations such as the Lumina Foundation, which, based on an endowment of around USD 1.6 billion (2021), is able to provide nearly EUR 100 million in funding to projects annually. However, Denmark's A.P. Møller Foundation also spent funds totalling some EUR 740 million between 2015 and 2021. For the majority of organisations that provide financial support for other priority topics in addition to innovation in teaching and learning, it is not possible to quantify the proportion of funding that goes towards innovation in teaching.

In line with the varying financial clout of the organisations and programmes, the average and maximum funding amounts for individual projects and initiatives also differ considerably. They range from a few thousand euros for individual projects (e.g. in the Austrian Forum Neue Medien in der Lehre Austria) to funding amounts of several million euros for individual projects (e.g. in the framework of the Irish Innovation and Transformation Fund to almost three million euros for the "Enabling Change: Enhancing Digital Capacity in Teaching and Learning" project). In contrast, the maximum amount of funding per project in China's C Foundation, for example, is the equivalent of EUR 40,000. Awards and fellowships usually involve smaller sums than grants from project funding. For example, awards presented by New Zealand's National Centre for Tertiary Teaching Excellence amount to around EUR 11,000 each. In some cases, however, there are also highly endowed awards, usually financed by state funds. One example is the Dutch Hogeronderwijspremie awarded to educational teams, which is worth EUR 1.2 million for first place, and EUR 800,000 and EUR 500,000 respectively for second and third place.

4.

CASE STUDIES FROM OTHER EUROPEAN COUNTRIES

In January and February 2023, following the expert interviews and internet search, interviews were conducted with relevant organisations in other European countries. The aim of these discussions was to learn more about these organisations' structures and funding guidelines. The main findings of these interviews are summarised below.

4.1 OFFICE FOR STUDENTS (ENGLAND)

An interview was held with Mike Spooner, representing England's Office for Students, on 13 January 2023. The Office for Students (OfS) is a kind of regulatory organisation ("market regulator") for higher education. It was founded in 2017 by the Higher Education and Research Act. It is only applicable to England, because the OfS is an independent body and operates independently of the UK Government. The OfS is responsible for regulating to a baseline of minimum standards across various conditions that cover the management and governance of HEIs with regard to their sustainability and quality, including the quality of teaching. Its role is to represent the interests of students and to ensure the equality of opportunity for all students from different socio-economic backgrounds. Moreover, the OfS is responsible for distributing funding on behalf of the Government to HEIs, which receive no other money for ongoing funding other than tuition fee income. In total, the OfS has GBP 1.2 billion available for distribution each year.

In addition to its role as market regulator and funder of HEIs, the OfS also allocates a small part of its budget to monetary support. For this purpose, there are a few funding competitions, some of which also aim to promote innovation in higher education teaching. One example is trials in higher education short courses. The OfS does not have the liberty to set its own topics and allocate funding to them. But it does have a degree of flexibility to prioritise and weight issues that are relevant to meeting the core tasks of the OfS (market surveillance, quality of teaching, ensuring student well-being).

There is currently no international exchange at the European level. Such exchange would be possible, but it would have to be oriented more towards experiences and evaluations than towards specific funding. The OfS has no powers at the system level; exchange with the Department for Education would be necessary in this respect.

Students are not involved in decision-making in the OfS. However, there is a student panel and a student board member who acts as a link between students and the OfS.

In summary, it can be stated that the central mission of the Office for Students is to distribute core funding to HEIs, ensuring the best possible conditions for students in England. Promoting innovation projects constitutes only a very small part of these activities, and is by no means a key area. The limited resources available to promote innovation in higher education teaching have no impact on profiles, and there is little scope for the OfS to set its own priorities.

4.2 COMENIUS PROGRAMME (NL)

An interview was conducted with Lars de Bruin, representing the Comenius programme in the Netherlands, on 18 January 2023. He is the Policy Officer for the Netherlands Initiative for Education Research (NRO), which is a unit of the Netherlands Organisation for Scientific Research (NWO), the Dutch research council. Lars de Bruin is responsible for programmes relating to higher education, including innovation projects. NRO has several tasks: it promotes innovation in university teaching and research projects that assess the quality of teaching. It also has the mandate to disseminate the results of funded research to the public. The Comenius programme is part of NRO. It facilitates support for university teachers who often lack the time to test and introduce innovative approaches to teaching. They usually do not have the time or resources to test new approaches or read relevant research findings. There are three different funding lines within this programme: Teaching Fellows, Senior Fellows and Leaderships Fellows. Funding is available for both universities and universities of applied sciences (UAS; "Hogeschool"). The Comenius programme endeavours to support both types of HEI equally, but universities often have an advantage because they have greater experience in submitting proposals. The programme currently awards EUR 6.2 million in funding per year. This budget is initially secured up to and including 2027. Sixty-six new

projects are funded per year: 4 Leadership Fellows (funding amount EUR 500,000 each), 22 Senior Fellows (funding amount EUR 100,000 each) and 40 Teaching Fellows (funding amount EUR 50,000 each). There is also an award (Dutch Education Award for vocational college and higher education) that recognises educational teams who have improved or developed an educational initiative over the past four years. In addition, further financial support is available: Skill Up Grants can be requested for previously funded innovation projects. This support facilitates follow-up funding, for example to establish an innovative approach in another faculty at the university.

The application process for financial innovation funding is similar to that of research funding: a formal proposal is submitted and evaluated by the Assessment Committee, which consists of external experts. This committee makes recommendations to the Programme Committee, which decides on the approval of proposals. The Programme Committee is a group of experts from the field of innovation, consisting of academics from both universities and UASs, university managers, policymakers from the Ministry of Education, teachers who have received funding, and students from a student organisation.

Beyond financial support, there is also a network that accommodates all previous fellows (the ComeniusNetwork). This network enables teachers to share ideas and experiences long term, beyond the funding period. The respective Minister of Education also belongs to the network. The network is made up of "Circles", each of which focuses on a specific issue by identifying problems and collaborating to find solutions. Circles currently exist on the topics of "student education", "sustainable teaching", "inclusion", "embedding change" and "transdisciplinary collaboration".

For the purpose of evaluating funded projects, fellows must submit a final report assessing the success of the innovative approach in question. This evaluation is also based on the objectives or criteria set out in the application, which are to be achieved through the funding.

In addition to project evaluation, there is also an evaluation of the Comenius programme as a whole, which assesses the impact of the programme. The last such evaluation took place in 2021. One finding was that the Comenius programme does not have a measurable positive impact on fellows' careers (e.g. higher salary, promotion).

Each year, important themes are set as focal areas within the Comenius programme, with students invariably taking centre stage. In addition, social challenges such as climate change and the professional development of teaching staff and their skills are of central importance.

The authors conclude that the Comenius programme is roughly comparable to the funding options of the Stiftung Innovation in der Hochschullehre (StIL). For example, there is a similar type of funding to StIL's "Freiraum" call for proposals, which aims to enhance teaching development and to integrate innovative approaches into university teaching regardless of the subject focus.

4.3 FORUM NEUE MEDIEN IN DER LEHRE AUSTRIA (AU)

A further interview was held with Ortrun Gröblinger from Austria's Forum Neue Medien in der Lehre Austria (fnma) association on 2 February 2023. Gröblinger has been part of the fnma since 2008, and is a long-standing member of the Presidential Board, which is made up of six individuals serving a three-year term. She is currently the contact person for university members.

The fnma has been in existence since 2003 and was founded with the intention of promoting the networking of universities and the associated e-learning scene. Austria's Federal Ministry of Education, Science and Research (BMBWF) initially financed the first major funding project on the topic of e-learning ("Business Meeting"). This funding ended in 2003; the fnma association was then founded by the same people who had supervised the predecessor project. The objectives focused on networking, communication and exchange on e-learning topics. The BMBWF contributed financially to the establishment of the association. Since 2008, the fnma has been financed mainly by the contributions paid by its members, i.e. state universities (almost 100 per cent), universities of applied sciences, university colleges of teacher education, and private HEIs. In addition, the association regularly endeavours to acquire grants to finance smaller projects, for example from the BMBWF. In the current

test phase, two companies that contribute experience and input on particular topics (e.g. online examinations) are also members of the fnma. There is also income from the editorship of the Zeitschrift für Hochschulentwicklung (Journal for Higher Education Development) (funded by the BMBWF). The total annual expenditure of the fnma is around EUR 80,000; its income is slightly higher. Membership fees alone are around EUR 50,000 per year, which are distributed back to its member institutions through project funding. This distribution of contributions is very important to the institutions, because this way they get something back from the association. Project funding is for small projects with a maximum sum of EUR 15,000, which can be applied for individually or as an alliance. This area of work at the fnma therefore does not play a central role; the focus is on the idea of networking among universities. In addition to project funding, the fnma offers institutions a legal service on issues such as copyright, licences, rights of use and exploitation. Questions and answers are made available to all members. During the pandemic, increased use was made of "fnma Talks", which included a keynote address followed by a panel discussion. The topics of these events were closely linked to articles in the Zeitschrift für Hochschulentwicklung, ensuring further exchange among universities.

The fnma sees itself as the voice of HEIs vis-à-vis Universities Austria and the Austrian Association of Universities of Applied Sciences regarding topics related to e-learning and digitalisation in higher education teaching. At present, around 50 institutions are members, which can send a certain number of delegates to the fnma depending on the size of the institution. Some delegates do this voluntarily, while others are free to attend to fnma matters during work hours. This differs depending on the university.

A partnership relationship exists between the fnma and the BMBWF. Given that universities in Austria have been completely autonomous since an amendment to the Universities Act (Universitätsgesetz) (2004), they do not want to be financially dependent on the fnma so as to be able to prioritise the work of the fnma independently of state requirements. Financial support would therefore be counterproductive from the fnma's point of view. The fnma acts as an interface between HEIs and the ministry.

The fnma currently has no targeted international networking activities with other stakeholders in the promotion of innovation in higher education teaching. At present, there is little funding available in Austria for the promotion of e-learning and innovation at universities. No comparable initiatives or organisations could

be named. Nevertheless, the fnma has succeeded in developing advanced expertise surrounding the issues of digitalisation and e-learning.

4.4 NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION (IRE)

Similar to the Comenius programme and the Stiftung Innovation in der Hochschullehre (StIL), the National Forum also has a strong focus on financially supporting innovation in higher education teaching. The National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum) was only able to answer our key questions in writing. This section therefore refers to the questions responded to in writing.

The National Forum is a national body established in 2012 by the Irish Government in consultation with the higher education sector to lead the enhancement of teaching and learning and to develop an inclusive, collaborative and innovative culture that maximises learning impact for the success of all students. This is done on the basis of lively interaction among experts in the fields of learning and teaching in higher education. The National Forum, which has been established under the Higher Education Authority (HEA) since 2022, shifted its funding approach in the same year to focus on providing (financial) allocations to HEIs. The support for innovation in teaching is characterised by financial support and collaboration. There is collaboration with various stakeholders, such as a group of national teaching and learning

experts from across the higher education sector, international advisors and students. The National Forum offers seminars and courses, which are designed, for example, to offer professional development for teachers, as well as providing general information to improve student success (student success toolkit). In addition to this type of non-material support, the National Forum also provides financial support for research, innovation and the enhancement of teaching and learning throughout the higher education sector. In 2022, EUR 7.7 million was available for this purpose through the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education (SATLE) initiative. This funding focuses on sustainable development, digital transformation and academic integrity.

Besides funding individual projects, three different awards are presented for good teaching/ teachers. Ireland's Inaugural Teaching and Learning Research Fellowships, for example, are granted to individuals who have demonstrated a deep commitment to the enhancement of teaching. The fellowships provide an opportunity for Fellows to share their knowledge and offer a base for future teaching and learning enhancement. In contrast, the

Disciplinary Excellence in Learning, Teaching and Assessment (DELTA) Award is an award presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement. This award is only symbolic and is not linked to any financial "reward". Finally, there is the Teaching Hero Award, which is conferred on the basis of student assessment.

The National Forum has so far undergone two external progress reviews, in 2017 and in 2019. It engages with many stakeholders in the higher education system to ensure, according to its own statement, that its work is monitored and evaluated. These stakeholders include, for example, the National Teaching and Learning Committee, as well as the Irish higher education sector in general and international advisors. Nothing was said about the evaluation of individual funded projects.

International networking was heavily promoted (before the National Forum became part of the HEA), e.g. by incorporating international experts on the Board of the National Forum and by participating in international conferences. Since 2022, the National Forum has focused on developing its strategy and positioning within the Irish higher education system. According to its statement, however, the goal continues to be to explore opportunities for international networking and collaboration.

5.

CONCLUSION

This internet and literature review on organisations that support projects and initiatives to promote innovation in teaching and learning revealed that very little information can be found on this subject. In contrast to research funding, virtually no scientific studies or publications exist on the topic. The internet search met with the difficulty that the relevant organisations in other countries were generally of a markedly national orientation. With the exception of English-speaking countries, they often have no online presence in English. And if they do, these sites often only provide basic information about the organisations. Consequently, it was extremely difficult to find search terms that were effective internationally. Against this backdrop, the authors of the review decided to consult a network of experts in a number of European and non-European countries. A second surprising finding was that even leading experts on the higher education system in their respective countries often had little knowledge of the issue (in contrast, again, to research funding). Nevertheless, this approach led to an extensive collection of material. Based on the experts' responses, more than 100 organisations and initiatives were identified (see Appendix

1), which were screened to determine their relevance and involvement in the promotion of innovation in teaching and learning. Ultimately, 43 organisations in 17 countries were classified as relevant. Profiles of these organisations were drawn up according to various criteria such as the form of organisation, governance, funding amount, funding priorities and representative projects (see Appendix 2).

The overall picture shows an extremely diverse and heterogeneous landscape of organisations and initiatives. They differ in terms of their relationship with the state, their forms of organisation, size, funding amount and governance structures as well as in their thematic funding priorities. It was not possible to find any independent, non-governmental organisations that focus exclusively or at least largely on promoting and funding innovation projects in teaching and learning. Many foundations promote innovation projects in teaching alongside other aspects, but usually only as one of several funding priorities. By the same token, organisations were found that are exclusively dedicated to promoting innovation in teaching and learning, but they are state organisations.

Examples include the National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland and NRO (Comenius programme) in the Netherlands.

One independent organisation in the Netherlands focuses on the issue, but does not promote innovation projects and is moreover limited to engineering education: 4TU.Centre for Engineering Education – a joint institution of the four Dutch universities that offer engineering degree programmes – organises events and sees itself primarily as an exchange platform ("Innovation Map") that provides engineering teachers with information and aims to promote the exchange of innovative teaching concepts (e.g. on blended learning, challenge-based learning, entrepreneurial skills). The Centre is the only organisation that explicitly states international networking as one of its goals.

However, other organisations, notably those with which interviews were conducted, demonstrated an explicit interest in international exchange and networking.

APPENDIX 1

GENERAL OVERVIEW OF THE ORGANISATIONS REVIEWED

Organisations highlighted in green have a detailed description in appendix 2.

Country	Organisation	Website
Australia	Australian Learning and Teaching Council	https://www.education.gov.au/about-us/resources/australian-learning-and-teaching-council
Australia	Flexible Academic Programming	https://about.unimelb.edu.au/teaching-and-learning/innovation-initiatives/pedagogy-and-curriculum-innovation/flexap-project
Austria	Austrian Association of Universities of Applied Sciences (FHK)	https://www.fhk.ac.at/
Austria	Federal Ministry of Education, Science and Research	https://gutelehre.at/
Austria	Forum Neue Medien in der Lehre Austria (fnma)	https://fnma.at/projekte/projekte-im-ueberblick
Austria	Graz University of Technology	https://www.tugraz.at/tu-graz/services/news-stories/tu-graz-news/einzelansicht/article/imoox-service-fuer-oesterreichische-universitaeten/
Austria	Innovationsstiftung für Bildung	https://innovationsstiftung-bildung.at/de/
Belgium	Flanders Innovation & Entrepreneurship (VLAIO)	https://www.vlaio.be/en
Belgium	Flemish Government	https://onderwijs.vlaanderen.be/en/node/3748
Belgium	Flemish Interuniversity Council	https://vlir.be/
China	C Foundation	http://cfoundation.cn/en/
China	China Teacher Development Foundation	https://ctdf.org.cn/index

Country	Organization/Programme	Website
China	FOK YING TUNG Education Foundation	http://www.moe.gov.cn/s78/A20/tongzhi/gangaotai/202104/t20210430_529403.html
Denmark	A.P. Møller and Chastine Mc-Kinney Møller Foundation	https://www.apmollerfonde.dk/the-a-p-moller-foundation/
Denmark	Fonden for Entreprenørskab	https://ffefonden.dk/om-fonden/
Denmark	Innovation Fund Denmark	https://innovationsfonden.dk/en/about-innovation-fund-denmark
Estonia	Astra Project	No dedicated website
EU	Erasmus+ Alliances for Innovation	https://op.europa.eu/s/w8TYhttps://op.europa.eu/s/w8TY
EU	Erasmus+ Partnerships for Cooperation KA220 (former strategic partnerships)	https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/cooperation-among-organisations-and-institutions/partnerships-for-cooperation
EU	European Network of Innovative Higher Education Institutions (ENIHEI)	https://education.ec.europa.eu/education-levels/higher-education/innovation-in-education/european-network-of-innovative-higher-education-institutions
EU	E³UDRES² European University Alliance	https://eudres.eu/
EU	NextGenerationEU	https://next-generation-eu.europa.eu/index_de
Finland	Digivisio 2030	https://digivisio2030.fi/en/basic-information-on-the-digivisio-2030-programme/
France	Excellence Initiative (IdEx)	https://www.univ-amu.fr/en/public/excellence-initiative
France	Le Programme d'investissements d'avenir (PIA)	https://www.gouvernement.fr/le-programme-d-investissements-d-avenir
France	Réseau des SUP	Keine eigene Webseite

Indonesia	Kedaireka, Directorate General of Higher Education	https://kedaireka.id/about/us/en
Indonesia	The Ministry of Education, Directorate of Student Learning and Affairs	http://www.dikti.kemdikbud.go.id/tag/belmawa/
Indonesia	The Ministry of Religious Affairs, Directorate for Islamic Higher Education	https://litapdimas.kemenag.go.id/index.php/
International	Deloitte	https://www2.deloitte.com/us/en/pages/public-sector/solutions/higher-education-innovation-trends-about-center-for-higher-education-excellence.html
Ireland	Higher Education Authority (HEA)	https://hea.ie
Ireland	National Forum for the Enhancement of Teaching and Learning in Higher Education (T&L)	https://www.teachingandlearning.ie
Ireland	SOLAS	https://www.solas.ie/reach-fund/
Italy	Italia Domani, the National Recovery and Resilience Plan (NRRP)	https://www.mef.gov.it/en/focus/The-National-Recovery-and-Resilience-Plan-NRRP/
Italy	National Centre on Higher Education and Innovation in Teaching	No dedicated website
Italy	Teaching Innovation Unit – University of Bologna	https://centri.unibo.it/teaching-learning/en
Latvia	ABLabs	https://www.ablabs.lv/
Latvia	Academic Information Centre (AIC)	https://aic.lv/en/par-aic/about-aic
Latvia	Accenture Latvia	https://www.accenture.com/lv-en
Latvia	Central Finance and Contracting Agency of Latvia (CFLA)	https://www.cfla.gov.lv/lv/822-stiprinat-augstakas-izglitibas-instituciju-akademisko-personalu-strategiskas-specializacijas-jomas-1-karta
Latvia	Emergn Latvia	https://www.emergn.com/careers/latvia/
Latvia	Giraffe360	https://www.giraffe360.com/
Latvia	Innovation Center of the University of Latvia	https://www.lumic.lu.lv/en/

Latvia	InPass	https://inpass.lv/en/
Latvia	Latvian Electrical Engineering and Electronics Industry Association – LETERA	https://www.letera.lv/
Latvia	Latvijas Mobilais telefons	www.lmt.lv
Latvia	MicroTik	https://mikrotik.com/
Latvia	Ministry of Education and Science	https://www.izm.gov.lv/lv/strukturvieniba/augstakas-izglitibas-zinatnes-un-inovaciju-departaments
Latvia	S-TEC Latvia	https://steclatvia.lv/
Latvia	TestDevLab	https://www.testdevlab.com/
Latvia	Tet	www.tet.lv
Latvia	Tietoevry Latvia	https://www.tietoevry.com/
Latvia	Tilde	www.tilde.lv
Mexico	Mexican Foundation for Education, Technology and Science (FUNED)	https://www.funedmx.org/
Mexico	Santander Scholarships – Santander Bank	https://www.becas-santander.com/es/index.html
Mexico	The Coca-Cola Company	https://www.coca-colamexico.com.mx/inicio
Netherlands	4TU.Centre for Engineering Education	https://www.4tu.nl/cee/
Netherlands	Acceleration Plan Educational Innovation with ICT	https://www.versnellingsplan.nl/
Netherlands	ComeniusNetwork	https://comeniusnetwerk.nl
Netherlands	Hogeonderwijspremie	https://www.rijksoverheid.nl/onderwerpen/hoger-onderwijs/documenten/brochures/2020/07/06/de-nederlandse-hogeronderwijspremie
Netherlands	Onderwijskennis.nl	www.onderwijskennis.nl
Netherlands	Recognition & Rewards	https://recognitionrewards.nl/
Netherlands	SURF	https://www.surf.nl/en

Netherlands	The Netherlands Initiative for Education Research (NRO)	https://www.nro.nl/en/researchprogrammes/comenius-programme
New Zealand	Ministry of Education	https://pmawards.education.govt.nz/enter/entry-faqs/
New Zealand	The National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa)	https://ako.ac.nz/programmes-and-services/te-whatu-kairangi/
Norway	NOKUT	https://www.nokut.no/en/quality-enhancement/
Norway	Norwegian Directorate for Higher Education and Skills (HKDIR)	https://hkdir.no/
Poland	"Perspektywy" Education Foundation	https://perspektywy.org/fundacja/
Portugal	Belmiro de Azevedo Foundation	https://fundacaobelmirodeazevedo.pt/ https://www.stand4good.org/projecto/
Portugal	Calouste Gulbenkian Foundation	https://gulbenkian.pt/
Portugal	José Neves Foundation	https://joseneves.org/pt/para-ser-parceiro
Portugal	"la Caixa" Foundation / BPI	https://www.bancobpi.pt/sustentabilidade/compromisso-social/bpi-fundacao-la-caixa/educacao-bolsas
Portugal	Luso-American Development Foundation (FLAD)	https://www.flad.pt/programa-up-para-financiamento-da-internacionali-zacao-do-ensino-superior/
Portugal	Manuel Leão Foundation	https://www.fmleao.pt/
Portugal	Santander Universities	https://www.becas-santander.com/pt_pt/about/santander-universidades.html
Portugal	Serralves	https://www.serralves.pt/institucional-serralves/1.98-co-financiamento-e-financiamentos-comunitarios/
Qatar	Qatar Foundation	https://www.qf.org.qa/
Slovenia	INOVUP project	https://www.inovup.si/en/
Spain	Cotec Foundation	https://cotec.es/proyectos

Spain	Fundación Telefónica	https://en.fundaciontelefonica.com/
Spain	Ministry of Science and Innovation	e.g. https://www.ciencia.gob.es/en/Convocatorias/2022
South Africa	Cape Higher Education Consortium	https://cape-higher-education-consortium.org
South Africa	Council on Higher Education	https://www.che.ac.za
South Africa	Higher Education Learning and Teaching Association of Southern Africa (HELTASA)	https://heltasa.org.za
South Africa	South African University Teachers	https://sauniversityteachers.org.za
South Africa	Teaching Advancement at Universities (TAU)	https://taufellowships.org.za/about-us/
South Africa	University Capacity Development Grant (UCDG)	Framework Document
Switzerland	Adrian Weiss Stiftung	No dedicated website
Switzerland	Innosuisse	https://www.innosuisse.ch/inno/de/home/forderung-fur-schweizer-projekte.html
Switzerland	Stiftung Mercator Schweiz	https://www.stiftung-mercator.ch
Switzerland	swissuniversities	https://www.swissuniversities.ch/themen/hochschulpolitik/programme-und-projekte
Taiwan	Ministry of Education – SPROUT project	https://sprout.moe.edu.tw/SproutWeb/Home/Index/en
Thailand	Office of National Higher Education Science Research and Innovation Policy Council	https://www.nxpo.or.th/th/en/higher-education-science-research-and-innovation-policy/
UK/England	Advance HE	https://www.advance-he.ac.uk/
UK/England	Engineering Professors' Council	https://epc.ac.uk/
UK/England	HEFCE Catalyst Fund	https://www.officeforstudents.org.uk/advice-and-guidance/teaching/innovation-in-learning-and-teaching/
UK/England	Imperial College London	https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/funding-opportunities-for-learning-and-teaching-innovation/

UK/England	Jisc	https://www.jisc.ac.uk/
UK/England	Office for Students	https://www.officeforstudents.org.uk/
UK/England	Quality Assurance Agency	https://www.qaa.ac.uk/#
USA	Alfred P. Sloan Foundation – Diversity, Equity & Inclusion in STEM Higher Education	https://sloan.org/programs/higher-education/equitable-pathways
USA	Andrew W. Mellon Foundation	https://mellon.org/
USA	Carnegie Corporation of New York	https://www.carnegie.org/our-work/category/education/tag/professional-learning-educators/
USA	Foundation for Excellence in Higher Education	https://excellenceinhighered.org/
USA	Howard Hughes Medical Institute	https://www.hhmi.org/science-education/programs
USA	Institute for Higher Education Policy (IHEP)	https://www.ihep.org/
USA	Lumina Foundation	https://www.luminafoundation.org/our-work/areas-of-focus/
USA	Meyerhoff Scholars Program	https://meyerhoff.umbc.edu/about/
USA	National Endowment for the Humanities – Division of Education Programs	https://www.neh.gov/divisions/education
USA	National Science Foundation – Division of Undergraduate Education	https://www.nsf.gov/div/index.jsp?div=DUE
USA	TeachThought	https://www.teachthought.com/
USA	The NEA Foundation	https://www.neafoundation.org/educator-grants-and-fellowships/learning-leadership-grants/
Worldwide	World Bank	https://www.worldbank.org/en/home

APPENDIX 2

PROFILES OF RELEVANT ORGANISATIONS

Financial support
Non-material support

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Austria

Forum Neue Medien in der Lehre Austria

Website	https://fnma.at/projekte/projekte-im-ueberblick
Established	2003
Form of organisation	Association, representation of interests in the tertiary education sector
Governance	Presidential Board, delegates from each type of higher education institution
Funding	Supporting members (e.g. bizExaminer and Academic Software), as well as funding from the Federal Ministry of Education, Science and Research
Annual funding amount	In 2022, the total budget for funding was EUR 30,000.
Type of project support	Financial, but also idea and experience sharing in the member network, joint project work
Amount of project funding, duration	Funding projects (funding applications for members' projects): 14 completed projects, three ongoing, each with a different duration and funding amount (in 2022, the maximum funding amount per project was EUR 15,000) Association projects (projects within the Association): eight completed projects, one ongoing
Application and selection process	The Association only funds projects of its members (funded projects); the funding criteria are announced on the website; submissions are only possible at certain times.
Key areas of support	Development and implementation of strategies and measures in the field of digital education delivery, e-learning network
Evaluation of support	Not specified
International networking	No
Example	Funding project: Digital unterstützt draußen lernen (Digitally supported outdoor learning) Integration of nature education aspects into university teaching, integration of nature as a learning space for universities and universities of applied sciences, and the teaching of digital methods
Remark	–

Belgium (Flanders only)

Flemish Government

Website	https://onderwijs.vlaanderen.be/en/node/3748
Established	9 July 2021; duration until 15 October 2023
Form of organisation	Government programme
Governance	Ministry of Education and Training
Funding	EUR 59.1 million, of which EUR 53.8 million from the EU Recovery and Resilience Facility
Annual funding amount	–
Type of project support	Application procedure, funding of 258 projects at 18 universities and universities of applied sciences
Amount of project funding, duration	Funding per higher education institution between EUR 230,000 (Hogere Zeevaartschool) and EUR 12.1 million (UKU Leuven); duration from the 2021/22 to the 2022/23 academic year (up to 15 October 2023 at the latest)
Application and selection process	Public call for tenders
Key areas of support	Three key areas: 1. Development of a future-proof and agile Flemish training portfolio (123 projects) 2. Further development of lifelong learning in higher education (57 projects) 3. Increased focus on digital forms of education (78 projects) The Flemish Minister of Education is also leading the process to develop a vision for a future-oriented and agile Flemish training portfolio and the strengthening of lifelong learning in higher education.
Evaluation of support	Cost reporting requirement for projects; no provision for the substantive evaluation of individual projects or the system as a whole
International networking	No

Example	Key Area 1:
	Acquisition of VUCA skills through interprofessional and authentic learning in transdisciplinary learning labs:
	KdG and Arteveldehogeschool are planning to use learning labs as innovative methods of education and training; they are also meant to become incubators for innovation in the fields of research, services and lifelong learning.
	Key Area 2:
	Academy for Lifelong Learning:
	KU Leuven, LUCA, Odisee, Thomas More, UCLL and Vives are combining forces to develop an integrated Academy for Lifelong Learning (working title), supporting the Flemish Government in its ambition to develop lifelong learning in higher education.
	Key Area 3:
	Blended and hybrid learning as an innovative tool for Flemish maritime education:
	Antwerp Maritime Academy (Hogere Zeevaartschool – HZS) is investing in equipment and professional development for teachers in order to make blended/hybrid teaching methods a permanent part of the curriculum.
Remark	List of projects (in Dutch), funded in part by the Recovery and Resilience Facility (RRF) of the NextGenerationEU plan

China

C Foundation

Website	http://cfoundation.cn/en/programs/program/index.aspx
Established	2014
Form of organisation	Philanthropic non-profit organisation
Governance	Board of Directors, Supervisors, Audit and 6 committees
Funding	Not specified ("self-supporting")
Annual funding amount	All information on funding (as of 2019) relates to projects within the Design Education Development Project.
Type of project support	Financial support
Amount of project funding, duration	No more than three projects financed per term (it is not clear what period is meant by this), no more than RMB 300,000 (approx. EUR 40,500) per project
Application and selection process	Application form and a video introduction to the project, primary selection by judges, final selection by the Board of Directors. Criteria for eligibility: feasibility, academic value, industry influence, social value and resource integration
Key areas of support	Non-profit (research) projects to improve design education in China as well as innovation centring around design education, e.g. education system reform, educational practices, talent cultivation, workshops and exchange activities
Evaluation of support	Not specified
International networking	No support for international projects. International partner companies, such as Veneta Cucine Italy and Axent Switzerland
Example	**4×4 Workshop Experiment Project:** Teaching model: Teaching the principles and approaches of learning and research as well as the recruitment of well-known figures from major enterprises to work with tutors. The approach shifts the previous teaching-only model to a talent cultivation strategy that values theoretical knowledge and practice equally.
Remark	–

A.P. Møller and Chastine Mc-Kinney Møller Foundation

Website	https://www.apmollerfonde.dk/the-a-p-moller-foundation/
Established	1953
Form of organisation	Private
Governance	The Board (between four and seven members) has the overall management of the Foundation; it must always include a member descended from A.P. Møller.
Funding	Not specified, probably by the A.P. Møller Holding
Annual funding amount	The funding amount varies; between 2015 and 2021, projects were supported with a total of DKK 5.5 billion (approx. EUR 740 million).
Type of project support	Depending on the scope of the application, the beneficiary undertakes to fulfil a number of conditions for the grant, including communication, reporting, auditing and documentation.
Amount of project funding, duration	There are no limitations on the projects; issues such as timing, degree of self-financing, total budget, requested amounts, etc. must be clarified in the course of the application. Applicants are encouraged to assess for themselves whether their application meets the objectives of the A.P. Møller Foundation and whether it has the potential to succeed.
Application and selection process	Four different funds: • A.P. Møller Support Fund • Projects relating to the socially vulnerable and voluntary work • A fund to promote medical science • A.P. Møllers Fund for Icelandic studentse Ongoing applications, with no closing dates, via a permanent online application portal; no support provided to individuals (with the exception of point 4). The Board of the A.P. Møller and Chastine Mc-Kinney Møller Foundation decides on the awarding of grants.
Key areas of support	Promotion of: • Danishness in the Danish-German border region • Danish shipping and industry • Science and research • Other causes for the common good Other causes for the common good include education, research, social purposes, sports and recreation, conservation of buildings of cultural and historical value, and other cultural interests.

Evaluation of support	–
International networking	Given the thematic priorities, international networking or funding of international projects cannot be assumed (apart from Iceland).
Example	Education is just one aspect of the funding; examples of projects in this area include: 1. Creation of Skylab, an innovation centre at the Technical University of Denmark (DTU). This is where student start-ups are promoted. 2. The aim of FAST is to reduce the dropout rate at vocational schools; an app has been developed to measure the well-being of vocational school students. The project is about creating an educational approach and methodological frame of reference in schools, and cultivating a culture in which challenges and problems can be addressed.
Remark	–

Denmark

Fonden for Entreprenørskab

Website	https://ffefonden.dk/om-fonden/
Established	2010
Form of organisation	Private commercial foundation
Governance	Board of Directors, Board of Representatives
Funding	The project is primarily funded by the Partnership for Innovation and Entrepreneurship in Education, consisting of the Ministry of Culture, the Ministry of Higher Education and Science, and the Ministry of Children and Education
Annual funding amount	Not specified
Type of project support	Financial support for projects with an entrepreneurial focus in primary to tertiary educational institutions as well as grants for individual students. The Foundation also offers topic- and target group-specific training, courses and events.
Amount of project funding, duration	Not specified
Application and selection process	Online application form for application rounds announced on the website; there are two rounds per year for projects in higher education
Key areas of support	All funded projects focus on the development of entrepreneurship education; the specific emphasis changes from application round to application round.
Evaluation of support	Not specified
International networking	No
Example	–
Remark	–

Europe

Erasmus+ Alliances for Innovation

Website	https://op.europa.eu/s/w8TY
Established	New EU Erasmus+ programme generation (2021-2027)
Form of organisation	–
Governance	European Commission
Funding	The funds are managed by the European Education, Audio-visual and Culture Executive Agency (EACEA), which also receives the applications.
Annual funding amount	See below
Type of project support	Alliances for innovation: two-part funding: Lot 1: Alliances for Education and Enterprises; Lot 2: Alliances for Sectoral Cooperation on Skills; Lot 1 projects are of greater relevance to us, because Lot 2 is not about education, it is more about innovative cooperation with different industries.
Amount of project funding, duration	Available funds in 2022: Lot 1: EUR 1 million (two years) Lot 1: EUR 1.5 million (three years) Lot 2: EUR 4 million (two years)
Application and selection process	For Lot 1: Projects must be a cooperation between eight full partners from four different programme countries, of which at least three must be labour market actors and at least three must be vocational education and training (VET) organisations and/or higher education institutions (HEIs). There must be at least one HEI and one VET provider involved in each proposal. Applications are submitted via the EACEA.
Key areas of support	Lot 1 includes fostering new, innovative and multidisciplinary approaches to teaching and learning: fostering innovation in education design and delivery, teaching methods, assessment techniques, learning environments and/or developing new skills. For example: CSR, building and supporting effective and efficient higher education and vocational education and training systems, or stimulating a sense of initiative and entrepreneurial attitudes, mind-sets and skills in learners, educational staff and other workers
Evaluation of support	Not specified

International networking	To apply, cooperation between at least four different programme countries is required.

Example	Examples of projects funded under Lot 1:
	1. https://werinproject.eu/,
	   aim: increase the share of female graduate entrepreneurs;
	2. https://did-act.eu/,
	   aim: teach clinical reasoning skills and integrate them into the university curriculum in a structured manner.

Remark	See here for more information

Europe

Erasmus+ Partnerships for Cooperation KA220

Website	https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/cooperation-among-organisations-and-institutions/partnerships-for-cooperation
Established	New EU Erasmus+ programme generation (2021-2027)
Form of organisation	-
Governance	European Commission
Funding	EU
Annual funding amount	See below
Type of project support	Project cooperation between at least three organisations/institutions from three different countries; the applicant must be a Member State; cooperation with associated third countries is possible
Amount of project funding, duration	For 2022: funding amounts in lump sums of EUR 120,000, EUR 250,000 or EUR 400,000 for projects with a duration of 12 to 36 months
Application and selection process	Applications are submitted via the national agency of the programme country submitting the application; for Germany, for example, via the German Academic Exchange Service (DAAD) or the Federal Institute for Vocational Education and Training (BIBB). A few thematic exceptions (e.g. sports projects) are managed via the EACEA.
Key areas of support	Projects must address at least one of the horizontal priorities (inclusion, digital transition, environment, climate change, civic engagement, participation in democratic life) or the priorities specific to the higher education sector (innovation in teaching; building inclusive higher education systems; rewarding excellence in learning, teaching and skills development, etc.).
Evaluation of support	In Germany, the DAAD conducted an evaluation of the participation of German HEIs for the previous programme generation; no evaluation by the EU.
International networking	International cooperation is a prerequisite for application.

Example	1. CIRCLET at TU Dublin aims to strengthen capacity among higher education lecturers to improve learning outcomes for students by rethinking curricula to incorporate CERL (community engaged research and learning), with an online dimension.
	The DAAD presents the projects selected at German HEIs in 2021 and 2022 here.

Remark	Not all projects have a connection with higher education; https://www.itm-europe.org, for example, refers to school education.

Europe

European Network of Innovative Higher Education Institutions (ENIHEI)

Website	https://education.ec.europa.eu/education-levels/higher-education/innovation-in-education/european-network-of-innovative-higher-education-institutions
Established	June 2022
Form of organisation	Forum/network of various European higher education institutions
Governance	–
Funding	–
Annual funding amount	No financial support
Type of project support	Non-material support
Amount of project funding, duration	Forum to exchange knowledge, ideas and experiences on how higher education can promote an innovation culture, and enable creativity, entrepreneurship and talent. Recommendations of the network are presented at the EU Education Summit.
Application and selection process	–
Key areas of support	The network sees its task as follows: • To support the European higher education system and assist in addressing new challenges; • To develop ideas and offer recommendations on how to advance the innovation-relevant actions.
Evaluation of support	Not specified
International networking	The network has 37 members from 27 different countries.
Example	ENIHEI report – recommendations on innovation in European Higher Education
Remark	–

NextGenerationEU

Website	https://next-generation-eu.europa.eu/index_de
Established	2021
Form of organisation	Recovery plan 2021-2027
Governance	European Commission
Funding	EU
Annual funding amount	Total volume: EUR 806.9 billion
Type of project support	The Recovery and Resilience Facility is the key instrument at the heart of the NextGenerationEU plan; it supports projects/investments/reforms that fall under one or more of the following pillars: "Make it … 1. green." 2. digital." 3. healthy." 4. strong." 5. equal."
Amount of project funding, duration	Varies individually depending on the intervals at which countries request disbursements; the Recovery and Resilience Facility is performance based.
Application and selection process	EU countries must achieve predefined targets and milestones and can then apply for a disbursement; this application is then vetted by the Commission and the Council and, where applicable, approved.
Key areas of support	See above
Evaluation of support	Not specified
International networking	EU-wide funding
Example	Here is a list of the milestones and targets achieved in each country, and which pillar they are assigned to. Projects from Pillars 2 and 6 are mainly relevant.

Remark	The Recovery and Resilience Facility (RRF) is the key instrument at the heart of the NextGenerationEU programme. It runs for six years – from 2021 to 2026 – and has a total volume of EUR 672.5 billion, of which EUR 312.5 billion is in the form of grants; the remaining EUR 360 billion is in the form of low-interest loans.
	Examples of the Italian, Latvian and Belgian implementation of the RRF can be found in the country-specific profiles.

Le Programme d'investissements d'avenir (PIA)

Website	https://www.gouvernement.fr/le-programme-d-investissements-d-avenir
Established	2009, PIA4 since 2021 for five years
Form of organisation	State
Governance	Led by the Secrétariat général pour l'investissement (SGPI)
Funding	State
Annual funding amount	PIA4: EUR 20 billion for five years
Type of project support	Financial support
Amount of project funding, duration	EUR 7.5 billion from PIA4 is earmarked for higher education, research and innovation institutions to give them long-term visibility and to foster innovation.
Application and selection process	Applications are made via the website, either with an own project idea or via a call for proposals. Start-ups, companies, corporations, higher education institutions, research institutions, laboratories, schools, etc. are eligible to apply.
Key areas of support	PIA4 focuses on acceleration strategies, and pursues two different but complementary intervention logics: • Sustainable higher education, research and innovation organisations (EUR 7.5 billion); • Exceptional investments in sectors or technologies of the future (EUR 12.5 billion).
Evaluation of support	PIA is regularly evaluated on how the invested amounts are used.
International networking	No
Example	Call for expressions of interest "Skills and Professions of the Future"
Remark	University teaching is not the focus of investment through PIA4.

Ireland

Higher Education Authority (HEA)

Website	https://hea.ie/
Established	1971
Form of organisation	The statutory planning and policy development body for higher education and research in Ireland. The HEA is accountable to the Ministry of Education and Skills; both have a service level agreement.
Governance	State body, Board, 6 Standing Committees
Funding	State
Annual funding amount	The HEA allocates over a billion in funds annually through the Recurrent Grant Allocation Model.
Type of project support	Financial support
Amount of project funding, duration	Innovation and Transformation Fund 2018: 21 projects are funded in the areas of inclusion, digital systems and student mental health. Gender Equality Enhancement Fund 2022: Research projects as well as training programmes
Application and selection process	Calls for proposals are announced on the website.
Key areas of support	The work of the HEA is based thematically, among other things, on the government strategy paper entitled National Strategy for Higher Education 2030.
Evaluation of support	Not specified
International networking	Internationalisation is emphasised, cooperation with Erasmus+ programmes, promotion of international academic exchange for students and teaching staff
Example	Innovation and Transformation Fund: Institute of Technology Carlow: Higher Education Pathway for Non-Traditional Learners. Flexible, Blended Learning, Competence and Community Education Based, EUR 355,269. Gender Equality Enhancement Fund: Mary Immaculate College: Integrating the gender dimension into teaching, learning and educational outreach in initial teacher education, not specified.
Remark	–

National Forum for the Enhancement of Teaching and Learning in Higher Education ("National Forum")

Website	https://www.teachingandlearning.ie/
Established	2012
Form of organisation	National body
Governance	Committee, Recognition Advisory Group, Student Success Advisory Group
Funding	There is no indication of this on the website, but since the National Forum administers government funds, it can be assumed that it is also funded by the state.
Annual funding amount	SATLE Fund 2022-23 (Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education) EUR 6.4 million. It is a government fund administered by the National Forum and the HEA (see profile).
Type of project support	Financial support
Amount of project funding, duration	Higher education institutions submit their project proposals to receive funding.
Application and selection process	There are different types of funding (e.g. project funding through the SATLE Fund), as well as a variety of awards: DELTA Award: This award is presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement and who commit to a shared process of continued enhancement (not a monetary award) Teaching Hero Awards: The National Forum presents Teaching Hero Awards in collaboration with the Union of Students (not monetary, "only" national recognition). Teaching and Learning Research Fellowships: Fellowships in partnership with the Irish Research Council; they are Fellowships that facilitate/promote research (monetary, no information on amounts)
Key areas of support	1. The professional development of all those who teach 2. Teaching and learning in a digital world 3. Interdisciplinary teaching and learning enhancement 4. Student success
Evaluation of support	Not specified
International networking	Provision of funding for projects and initiatives that support the enhancement and transformation of teaching and learning at both a national and European level

Example	A lot of projects funded (by the SATLE Fund) are listed here; not all of them are related to teaching (they also address assessment or academic advising for students).

Examples with a reference to teaching include:

1. Development of Professional Knowledge and Skills for Teaching Staff: continuing professional development for staff of TU Limerick

2. Learning to be a Teacher in Fully Online Environments: Quality of teaching, impact on content knowledge, etc. |
| **Remark** | – |

Ireland

SOLAS

Website	https://www.solas.ie/about/
Established	2013
Form of organisation	State-run institution
Governance	The SOLAS Board is accountable to the Minister of Further and Higher Education, Research, Innovation and Science.
Funding	State
Annual funding amount	REACH Fund: The fund, launched in 2020, delivers funding to improve access and support for educationally disadvantaged learners who participate in community education programmes across Ireland. Each year, business plans and budgets are allocated in line with the Further Education and Training Strategy 2020 to 2024 and the SOLAS Corporate Plan 2020. The total budget of SOLAS is EUR 993 million.
Type of project support	More than 90 per cent of the funding is distributed to local Education and Training Boards (ETBs).
Amount of project funding, duration	Not specified
Application and selection process	Calls for applications for the REACH Fund are posted on the website; applications are then made through local ETBs.
Key areas of support	SOLAS offers traineeships, apprenticeships, eCollege and other training programmes for the development of certain skills, such as green skills. The REACH Fund focuses on bolstering online learning capabilities and resources, and providing social support and reaching out to lost learners where education stalled due to accessibility issues. It is about reconnecting some of the most disadvantaged learner groups (the long-term unemployed; people with disabilities; members of the Traveller and Roma communities; migrants and refugees; lone parents, etc.).
Evaluation of support	Not specified
International networking	No
Example	–
Remark	–

Italy

Italia Domani – The National Recovery and Resilience Plan (NRRP)

Website	https://italiadomani.gov.it/en/home.html
Established	2021
Form of organisation	State
Governance	The Italian Ministry of Economy and Finance monitors progress in the implementation of reforms and investments, and is the contact point for the European Commission.
Funding	The Italian implementation of the NextGenerationEU plan and, specifically, the Recovery and Resilience Facility
Annual funding amount	A total of EUR 222.1 billion (EUR 191.5 billion from the EU Recovery and Resilience Facility, with an additional EUR 30.6 billion from the Italian government)
Type of project support	Financial support
Amount of project funding, duration	All planned initiatives will be implemented within five years.
Application and selection process	Not specified
Key areas of support	Digitalisation, innovation, competitiveness, culture, tourism, green revolution, ecological transition
Evaluation of support	Not specified
International networking	No
Example	Advanced university education and skills, EUR 500 million: • Modernisation of degree programmes (digitalisation, innovation, internationalisation); • Three Teaching and Learning Centres will be created to improve the skills of university and school teachers; • Three Digital Education Hubs will be created to improve the education system's ability to offer digital education to students and academics.
Remark	–

Italy

The University of Bologna – Teaching and Learning Centre

Website	https://centri.unibo.it/centroinnovazionedidattica/en
Established	–
Form of organisation	Part of the university
Governance	The Centre is led by an interdisciplinary working group with specific competences that deals with innovative teaching projects supported by the University of Bologna.
Funding	The Centre is supported by funding and lecturers of the university; according to the university, the costs are very low
Annual funding amount	EUR 50,000 (in 2022)
Type of project support	Projects are initiated centrally based on an analysis of what is needed (e.g. special training for teaching staff).
Amount of project funding, duration	There are no fixed durations or funding amounts. There is no provision for calls for projects.
Application and selection process	Selection by a working group of representatives from the various departments (e.g. also the Vice Rector for Teaching and the Vice Rector for Digital Transformation)
Key areas of support	No exact definition. The main focus is on identifying needs and using innovative approaches to find solutions.
Evaluation of support	By a working group
International networking	No international (or national) networking in place
Example	"Video – Innovative teaching in an emergency", this is where past webinars are posted as videos, presenting innovative approaches to online, face-to-face and blended learning
Remark	–

Latvia

Central Finance and Contracting Agency of Latvia (CFLA)

Website	https://www.cfla.gov.lv/lv/822-stiprinat-augstakas-izglitibas-instituciju-akademisko-personalu-strategiskas-specializacijas-jomas-1-karta
Established	2014 to 2020; 2021 to 2027
Form of organisation	CFLA monitors progress in the implementation of reforms and investments, and is the contact point for the European Commission
Governance	State
Funding	EU funds (the Recovery and Resilience Facility and the Solidarity Fund)
Annual funding amount	In the period from 2021 to 2027, a maximum of EUR 1.82 billion is available for Latvia under the Recovery and Resilience Facility.
Type of project support	Financial support
Amount of project funding, duration	See above
Application and selection process	Open selection, project applications via the website
Key areas of support	The funding priorities are based on the EU specifications regarding the Recovery and Resilience Fund.
Evaluation of support	Not specified
International networking	No
Example	8.2.2. Strengthen the academic staff of higher education institutions in areas of strategic specialisation 8.1.2. Improve the learning environment of general education institutions
Remark	–

Ministry of Education and Science (Latvia)

Website	https://www.izm.gov.lv/lv
Established	–
Form of organisation	Government ministry
Governance	State
Funding	Various projects are supported by different funds, primarily the EU Structural Fund, the EU Recovery and Resilience Facility, the European Economic Area (EEA) and the Norwegian Financial Mechanism.
Annual funding amount	–
Type of project support	Financial support
Amount of project funding, duration	Varies depending on the project: for "Digital initiatives to improve the quality of studies", approx. EUR 7.8 million from the EU Structural Fund
Application and selection process	It depends on the project whether applications are possible
Key areas of support	List of planned projects; topics include: • Data management • Educational research • Education monitoring system • Strengthening capacity and representation of Latvian research
Evaluation of support	Some projects that receive EU funding are subject to an evaluation.
International networking	Partly international funding for projects in Latvia
Example	Innovation hubs (for STEM), mainly funded by the EEA/Norway Grant The hubs are developing new education and training programmes for teachers, students and pupils, and aim to promote cooperation between schools, universities, scientific institutions and the world of work.
Remark	–

Netherlands

4TU.Centre for Engineering Education

Website	https://www.4tu.nl/cee/
Established	Not specified, publications date back to 2015
Form of organisation	4TU.CEE is an initiative of the 4TU.Federation (the four universities of technology in the Netherlands: Eindhoven, Delft, Twente and Wageningen).
Governance	An Executive Board consisting of four leaders, one from each university. An Advisory Board supports the Executive Board with strategic advice. The 4TU.CEE Board and the 4TU.CEE Advisory Board are designated by the 4TU.Federation.
Funding	4TU.CEE is funded by the 4TU.Federation (i.e. the universities themselves) and externally by the Ministry of Education, Culture and Science.
Annual funding amount	–
Type of project support	Non-material support
Amount of project funding, duration	–
Application and selection process	–
Key areas of support	competencies by developing, exploring and demonstrating the latest educational methods in engineering. 4TU.CEE contributes to the international community of engineering education and seeks cooperation where appropriate. 4TU.CEE organises (international) conferences and workshops on engineering education, enabling TU teaching staff to share their experiences and get inspired by their colleagues.
Evaluation of support	–
International networking	4TU.CEE collaborates with educational communities such as SEFI, CDIO and related organisations.
Example	–
Remark	–

Netherlands

ComeniusNetwork

Website	https://comeniusnetwerk.nl/default.aspx
Established	2018
Form of organisation	A semi-informal network of current and former Comenius Fellows. A network that facilitates and stimulates knowledge sharing and development
Governance	Five working groups (see below) and events (e.g. think tank on knowledge infrastructure educational landscape)
Funding	Not specified
Annual funding amount	Not specified
Type of project support	Non-material support; no financial support
Amount of project funding, duration	Members initiate educational innovation at universities and universities of applied sciences, through knowledge sharing, vision development, discussion and opinion-forming.
Application and selection process	Former and current Comenius Fellows automatically become members of the Network.
Key areas of support	Members work on the following topics within five working groups: 1. Student education 2. Embedding change 3. Sustainable teaching 4. Inclusion 5. Transdisciplinary collaboration
Evaluation of support	Not specified
International networking	Since Comenius Fellowships are only awarded to universities and universities of applied sciences in the Netherlands, the ComeniusNetwork also operates at the national level only.
Example	–
Remark	–

Netherlands

Hogeonderwijspremie

Website	https://www.rijksoverheid.nl/onderwerpen/hoger-onderwijs/documenten/brochures/2020/07/06/de-nederlandse-hogeronderwijspremie
Established	The award has been granted since 2021
Form of organisation	State
Governance	The Ministry of Education, Culture and Science is responsible, the minister allocates the award.
Funding	EUR 2.5 million annually for the Dutch Higher Education Awards, funded by the Ministry of Education, Culture and Science: 1st place: EUR 1.2 million 2nd place: EUR 800,000 3rd place: EUR 500,000
Annual funding amount	EUR 2.5 million
Type of project support	Financial support; funding from the awards is to be used to support projects that contribute to the innovation and/or improvement of higher education
Amount of project funding, duration	The award is given annually to three educational teams from universities and three educational teams from universities of applied sciences; each team may consist of between two and ten people. The award winners are largely free to decide what to spend the money on. The awards are paid to the institution in proportional instalments over a period of four years.
Application and selection process	The three educational teams can only be nominated at the invitation of the Minister of Education, Culture and Science. Among other institutions, the governing body of universities of applied sciences in the Netherlands and the Board of the national Student Union, are invited to make one nomination.
Key areas of support	The Dutch Higher Education Awards are granted to teams that have implemented an outstanding or exceptional educational initiative resulting in the improvement of higher education. The award was created to honour and support such teams, and to inspire them to progress further.
Evaluation of support	In consultation with the competent institutional body, the award winners draw up a precise spending plan for the award. This concise spending plan must be submitted to the Ministry of Education, Culture and Science for final review. The award must be spent no later than five years after it is granted.
International networking	–

Example	The following six participants won the award in 2022:
	1st place: Shaping Responsible Futures (University of Twente); Pulsed, part of Fontys University of Applied Sciences
	2nd place: The Learning Mindset (Leiden University); NHL Stenden University of Applied Sciences, Inclusive Community Lab
	3rd place: Codarts Student Life; University of Amsterdam, Amsterdam Law Practice

Remark	Awards announcement

Netherlands

SURF

Website	https://www.surf.nl/en
Established	1987
Form of organisation	A cooperative; the more than 100 members (higher education institutions, research centres) are primarily the owners of SURF; excluded liability
Governance	Private; all members are represented in the Members' Council, the highest governing body. The Members' Council appoints the Board, which determines SURF's policy and strategy, among other things. The Supervisory Board and the Scientific Technical Council (WTR, an independent advisory board) are also part of the organisational structure. The members of the Scientific Technical Council are likewise appointed by the Members' Council.
Funding	SURF sells IT services for education and research.
Annual funding amount	Surf sees itself as: 1. An association/cooperative in which members develop, combine and share knowledge about the optimal use of IT in education and research. 2. A service provider, where SURF provides a reliable, state-of-the-art range of services that has been created in consultation with the members. 3. An innovation workspace, where an environment is created in which members can collaborate optimally on complex innovation issues.
Type of project support	Non-material support
Amount of project funding, duration	SURF ensures that the education and research community has access to the best and latest IT facilities for top-level research and talent development. No funding of projects.
Application and selection process	–
Key areas of support	SURF is a cooperative association of Dutch educational and research institutions in which the members combine their strengths. Within SURF, the members works together to acquire or develop the best possible digital services, and to encourage knowledge sharing through continuous innovation.
Evaluation of support	–

International networking	Closely involved in the relevant education and research networks
Example	One collaborative activity in which SURF is involved is the Acceleration Plan
Remark	–

Netherlands

The Netherlands Initiative for Education Research (NRO)

Website	https://www.nro.nl/en/researchprogrammes/comenius-programme
Established	NRO is a task force of the Dutch Research Council (NWO). Within NRO, the Comenius programme is responsible for innovation in university teaching; it has been awarding three different grants each year since 2016.
Form of organisation	State – NWO is under the responsibility of the Dutch Ministry of Education, Culture and Science
Governance	NWO: Executive Board: is responsible for all organisations, research institutes, task forces, etc. Supervisory Board: advises the Executive Board Audit Committee: budget and financial advice, annual report Advisory Board: advises on social change and current research issues NRO: Steering Committee: forms the Executive Board and directs the Programme Council: ultimate responsibility for coherent programming and monitoring Council for Knowledge Utilisation: is responsible for the policy and activities of NRO relating to the utilisation and communication of knowledge
Funding	NRO has a fixed annual budget of EUR 15 million to fund projects in educational research. Additional funds are available for research on specialised topics.
Annual funding amount	The Comenius programme is responsible for innovation and has a total budget of EUR 37.1 million. EUR 6.2 million is available for the year 2023.
Type of project support	Financial, three different grants in the Comenius programme: Teaching Fellow, Senior Fellow and Leadership Fellow
Amount of project funding, duration	All grants are for education professionals working in publicly funded higher education institutes in the Netherlands Teaching Fellow: At least two years of teaching experience in higher education. Between EUR 45,000 and 50,000 per project, with a duration of 12 to 18 months Senior Fellow: At least five years of teaching experience in higher education. Between EUR 90,000 and 100,000 per project, with a duration of 24 to 30 months Leadership Fellow: At least seven years of teaching experience in higher education; a maximum of EUR 500,000 per project, with a duration of 36 to 42 months. Free choice of topics (in the context of innovation in university teaching)

Application and selection process	Annual calls for proposals; the application starts with a letter of intent, followed by the preliminary application (for Teaching and Senior Fellows only) and then the final application. Selection criteria: 1. Innovative nature of the project 2. Expected results of the project 3. Quality of the project plan 4. Educational profile of the applicant(s)
Key areas of support	Annually changing themes for Teaching and Senior Fellows. Themes for 2023: 1. Accessibility in higher education 2. Well-being in higher education 3. Working on the challenges of the future 4. Open theme – "fit for the future" Themes from 2022: 1. Studying together at the hybrid campus 2. Giving the student control over flexible education 3. Transdisciplinary collaboration 4. Open theme – "fit for the future"
Evaluation of support	Not specified
International networking	No
Example	Teaching Fellow 2022: New Ways of Seeing Together – repurposing whiteboard software to facilitate object-based learning in the hybrid classroom (Dr. S.M. Lauritano (Leiden University)) Senior Fellow 2022: Moving beyond one-size-fits-all: Peer-support to (co)regulate individual learning pathways (J.M. Sieben PhD (Maastricht University))
Remark	–

New Zealand

The National Centre for Tertiary Teaching Excellence ("The Centre"; Ako Aotearoa)

Website	https://ako.ac.nz/
Established	2007
Form of organisation	Government-funded organisation
Governance	Not specified
Funding	State
Annual funding amount	-
Type of project support	Awards, non-material support
Amount of project funding, duration	Up to nine awards (NZD 20,000 each); otherwise, Ako Aotearoa organises events, conferences, workshops and courses in line with its vision
Application and selection process	For the awards: nominations from tertiary educators who have been working in an education position for at least four years full-time, or equivalent, and are employed with an organisation that receives Tertiary Education Commission (TEC) funding. Applications via the website (Word template)
Key areas of support	Ako Aotearoa holds a vital place in Aotearoa New Zealand's tertiary education sector and describes itself as an agent of change for quality teaching and learner success. Among other things, Ako Aotearoa seeks to bring about change in teaching and learning excellence and educational capability, and to tackle racism and bias, in particular towards Māori and Pacific Peoples.
Evaluation of support	–
International networking	–
Example	Awards in various categories: • Innovation in learning, teaching and curriculum • Workplace-based learning • Diversity and inclusion of Māori
Remark	–

Norwegian Directorate for Higher Education and Skills (HKDIR)

Website	https://hkdir.no/
Established	1 July 2021
Form of organisation	Executive agency for the Norwegian Ministry of Education and Research
Governance	Director General, six executive directors, 29 departments
Funding	From the state budget and EU funds
Annual funding amount	Not specified
Type of project support	Financial support for tendered projects/opportunities. HKDIR is responsible for the national skills policy. It advises the Ministry, implements national policies, and coordinates incentive schemes and management instruments.
Amount of project funding, duration	–
Application and selection process	HKDIR lists many funding opportunities for vocational schools, universities and universities of applied sciences; it is a summary of national and international application opportunities. HKDIR also has a Grants Portal, where only individuals receive funding.
Key areas of support	• Pedagogical innovation • International knowledge collaboration • Social and professional life skills • Artistic development work
Evaluation of support	Not specified
International networking	No direct international networking, but via project funding: the "Nordplus" support programme promotes educational cooperation between Nordic and Baltic countries.

Example	Action plan for digital transformation in higher education and research
	Guideline; no financial support; HKDIR sees itself as a coordinating and driving force.
	Programme for Student-Active Learning (expired)
	The overarching objective of the programme is to strengthen student learning. Projects are funded that, e.g. develop, test and evaluate innovative student-active forms of learning and assessment.
	Centres for Excellence in Education
	The overarching objective of the Centres for Excellence in Education Initiative (SFU) is to develop excellent quality in higher education. Under the SFU programme, universities receive funding to develop their teaching and training. The programme is a long-term effort to stimulate the development of education and innovative approaches in higher education at the Bachelor and Master levels.
Remark	–

INOVUP project

Website	https://www.inovup.si/en/about
Established	1 October 2018
Form of organisation	The Project Council consists of a President and four members, each of whom is a representative of the project partner universities (see below)
Governance	–
Funding	The INOVUP project is co-funded by the EU's European Social Fund and the Republic of Slovenia.
Annual funding amount	–
Type of project support	Non-material support
Amount of project funding, duration	Expires on 30 September 2022
Application and selection process	Applications are not possible
Key areas of support	The objective of INOVUP is to improve the quality of higher education by introducing more flexible, modern forms of learning and teaching. Emphasis is placed on aspects such as providing training, establishing multipliers, analysing the situation, and preparing didactic materials for higher education.
Evaluation of support	Not specified
International networking	No, it is a national project with the following partners: University of Ljubljana (Lead), University of Primorska, University of Maribor, Faculty of Information Studies in Novo mesto
Example	1. Consultation: Innovative and flexible forms of learning and teaching – challenges and opportunities, 7 February 2019 Closing conference: Development of Higher Education and Teaching in the Post-Corona Era, 21 September 2022
Remark	–

"Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education"

South Africa

Higher Education Learning and Teaching Association of Southern Africa (HELTASA)

Website	https://heltasa.org.za
Established	2005
Form of organisation	A professional association for professors and other significant role-players in the tertiary sector
Governance	Board: strategic decision-making, governance; Higher Education Representative Council: representation from all relevant HE stakeholders and beneficiaries
Funding	Heltasa is a member-based organisation, membership is fee-based. Heltasa organises conferences, which are also fee-based. No other sources of income are evident.
Annual funding amount	–
Type of project support	Non-material support; only own projects/awards are mentioned, no support for external projects
Amount of project funding, duration	Teaching Excellence Award: Awarded annually (from 2007 to 2018; as of 2019, the award has been conferred by the South African University Teachers (SAUT). Recognition of teaching excellence with ZAR 30,000 (approx. EUR 1,500) Teaching Advancement at Universities: A Fellowship Programme for the professional development of a cohort of mid- to senior level academic staff; no financial support. The programme includes conferences, networking, training, etc. (see TAU profile).
Application and selection process	Call for applications, announced on the website
Key areas of support	HELTASA's mission is to promote quality in higher education practice through the creation of a network and the professionalisation of higher education practitioners in three main areas of focus: • Policy matters in higher education; • Developmental practices and opportunities; • Educational research.
Evaluation of support	–
International networking	Yes, networking with other African organisations (e.g. ICED) and collaboration in various forums (e.g. SAULT)

Example	Southern African Universities Learning and Teaching (SAULT) Forum: The SAULT Forum is a regional network that aims to support dialogue and collaboration for the development of teaching and learning in higher education in Southern Africa. The aims are to: • Promote interaction/collaboration among members for the purpose of developing teaching and learning; • Support research into teaching, student learning, and higher education policy.
Remark	–

South Africa

Teaching Advancement at Universities (TAU)

Website	https://taufellowships.org.za/about-us/
Established	The first TAU Fellowship Programme was initiated in 2016.
Form of organisation	Association of various South African universities; the team consists of (teaching) staff from the different universities
Governance	See above
Funding	Funded by the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the South African Government (Department of Higher Education and Training)
Annual funding amount	Non-material support
Type of project support	Conferences, networking events, further training courses, professional monitoring of projects by advisors, etc. The programme runs for 13 months, during which certain goals/objectives must be achieved (e.g. managing an own project). At the end of the programme, participants become TAU Fellows.
Amount of project funding, duration	No financial support, a new TAU cadre starts every year
Application and selection process	No exact details ("Academics nominated from South African higher education institutions")
Key areas of support	The TAU Fellowship Programme is a nationwide intervention with the following goals: • To improve teaching quality and • Advance the professionalisation of teaching and learning in the public higher education sphere. In TAU 2022, the individual projects are thematically focused on advancing social justice and addressing the challenges resulting from collectively inherited inequality.
Evaluation of support	Not specified
International networking	No

Example	TAU 2018/2019
	Nurturing Student Capital
	The project comprises individual studies that take cognisance of the unique South African higher education milieu and that collectively serve to support learners, allowing them to identify with their self-efficacy, their personal experiences, and their linguistic repertoire.
	The recognition and utilisation of latent student potential represents an opportunity to drive change in higher education.
Remark	–

South Africa

University Capacity Development Grant (UCDG)

Website	No dedicated online presence
Established	Since 2018
Form of organisation	State, Department of Higher Education and Training (DHET)
Governance	–
Funding	State
Annual funding amount	In the academic year 2018: approx. ZAR 934 million (approx. EUR 55 million); 2019: approx. ZAR 985 million
Type of project support	Financial; to be allocated according to the scheme below
Amount of project funding, duration	Three-year cycles, first cycle January 2018 to December 2022
Application and selection process	No application required; all public universities receive funding, with the share calculated on the basis of an allocation model. Universities must draw up a plan outlining the projects, activities or innovations that are to be financed by the budget.
Key areas of support	The universities' plans must be submitted according to the following scheme: 20 to 50 per cent for student development 20 to 70 per cent for staff development < 5 per cent for curriculum transformation < 5 per cent for management of the UCDG/P (grant/programme)
Evaluation of support	–
International networking	–
Example	University of Johannesburg, Project 6: Promoting Postgraduate Quality This project focuses on programmes, interventions and resources designed to shorten the time to completion of Master's and doctoral studies, as well as the time between graduation and entering the job market. Further aims are to promote quality research outputs and to develop soft skills that contribute to employability.
Remark	Government funding; unfortunately no information on the current cycle, which will theoretically start in January 2023

swissuniversities

Website	https://www.swissuniversities.ch/
Established	2015
Form of organisation	Rectors' Conference of Swiss Higher Education Institutions, association
Governance	Plenary Assembly, Board, Chambers
Funding	swissuniversities distributes funds from the Federal Government and the Swiss Conference of Higher Education Institutions (SHK).
Annual funding amount	See below
Type of project support	swissuniversities itself does not award any financial support; the Association distributes or applies for funds. Every four years, swissuniversities develops the strategic orientation of the programmes and projects, and applies to the SHK for funding.
Amount of project funding, duration	For the period between 2021 and 2024, swissuniversities applied to the SHK for CHF 124.42 million for the launch of 13 programmes and projects; this amount was approved.
Application and selection process	Project calls for individual programmes are published on the website.
Key areas of support	Vary, new for each funding period. For 2021 to 2024, Programmes 7 and 8 are of interest: P7: Diversity, Inclusion and Equity in Higher Education Development P8: Strengthening Digital Skills in Teaching
Evaluation of support	Not specified
International networking	No
Example	P7: Project "Fachdidaktik und Diversität – Curriculare Verankerung in der Lehrpersonenbildung" (Subject didactics and diversity – Curricular incorporation in teacher training) P8: Project "Lernlabor: Hochschuldidaktik für Digital Skills" (Learning Lab: higher education didactics for digital skills)
Remark	–

Taiwan

Ministry of Education SPROUT project

Website	https://sprout.moe.edu.tw/SproutWeb/Home/Index/en
Established	2018, for five years
Form of organisation	State, project run by the Ministry of Education
Governance	-
Funding	State
Annual funding amount	Approximately EUR 2.7 billion (USD 2.9 billion; NTD 86.85 billion) is available for five years
Type of project support	Financial
Amount of project funding, duration	Five years
Application and selection process	No applications
Key areas of support	The SPROUT project is divided into two parts: 1. Enhancement of the quality of universities and promotion of the diversification of higher education so as to secure students' equal right to education 2. Reinforcement of international competitiveness through facilitating universities to achieve world-class status and developing cutting-edge research centres
Evaluation of support	–
International networking	No, it is a national project
Example	Part 1 of the project is again divided into four categories; Category 1 in particular, "Taking teaching as the core", includes innovation in teaching and is intended to support teaching staff in this direction.
Remark	–

(Sustained Progress and Rise of Universities in Taiwan)

UK/England

Advance HE

Website	https://www.advance-he.ac.uk/
Established	Advance HE's Board was established on 31 March 2018 following the merger of three organisations, the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education.
Form of organisation	Member-led charity
Governance	Board and Executive Group, which leads on the work of five directorates. Chief Executive: Alison Johns, Chair of the Board: Stephen Marston
Funding	Not specified on the website; according to Wikipedia: funded with the help of grants from four higher education funding bodies in the UK (HEFCE, SFC, HEFCW and DELNI). Advance HE is also funded by memberships (subscriptions) and services sold.
Annual funding amount	The organisation does not offer financial support. It offers services such as consultancy and enhancement services, events and workshops.
Type of project support	Non-material support
Amount of project funding, duration	Advance HE awards four categories of fellowship to individuals (Associate Fellowship, Fellowship, Senior Fellowship and Principal Fellowship). The Fellowship involves no direct financial support from Advance HE (on the contrary, the application costs money), but is a measure of success and demonstrates commitment.
Application and selection process	Applications for Fellowships can be made via the website
Key areas of support	Advance HE sees itself as a hub for educational research and innovation.
Evaluation of support	–
International networking	Advance HE's members include a number of international universities, e.g. East European University, Fiji National University, Abu Dhabi University, etc.
Example	Equality, Diversity and Inclusion Conference 2023
Remark	–

UK/England

Engineering Professors' Council

Website	https://epc.ac.uk/
Established	1994
Form of organisation	Private, network organisation
Governance	Board: consisting of ex-officio, honorary and elected Board members and directors Council: three representatives from each higher education institution or university Executive Team & Committees.
Funding	Membership-based organisation; no mention of further funding
Annual funding amount	–
Type of project support	Non-material support
Amount of project funding, duration	The EPC organises events, provides members with a large network, writes relevant articles and supports members' projects through "consultation".
Application and selection process	The EPC does not provide any grants/funding for projects.
Key areas of support	It is primarily a forum within which engineers working in UK higher education can exchange ideas about education, research and other matters of common interest. This makes the forum an influential voice through which engineering departments' interests can be represented to key audiences such as funders, influencers, employers, professional bodies and Government.
Evaluation of support	–
International networking	No
Example	Engineering Academics Network Annual Congress 2023 Networking event focusing on new models in engineering
Remark	–

UK/England

HEFCE Catalyst Fund

Website	https://www.officeforstudents.org.uk/advice-and-guidance/teaching/innovation-in-learning-and-teaching/
Established	Duration of 18 months, 2016-2018
Form of organisation	Funding line within a larger funding organisation
Governance	Through the Higher Education Funding Council for England (HEFCE) + Advisory Council (9 members + 2 staff)
Funding	State
Annual funding amount	GBP 2.7 million for the entire period
Type of project support	Financial support
Amount of project funding, duration	Currently 67 projects with an 18-month duration; projects receive between GBP 16,000 and 50,000
Application and selection process	Not specified
Key areas of support	• Inter- and multi-disciplinary practice • Blended and immersive learning • Collaborative learning • Employability
Evaluation of support	External evaluation, July 2020 Report
International networking	No
Example	Funded projects (a selection): Brunel University London: Digital examinations (GBP 50,000) University of Durham: Gamifying the on-boarding of PGT students (GBP 13,541)
Remark	–

UK/England

Imperial College London

Website	https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/funding-opportunities-for-learning-and-teaching-innovation/
Established	–
Form of organisation	Funding is anchored within Imperial College London, only projects at the College receive funding
Governance	Imperial College London
Funding	Financed by three different funds: • Pedagogy Transformation Fund • President's Excellence Fund for Learning and Teaching Innovation • Digital Innovation Fund
Annual funding amount	Excellence Fund for Learning and Teaching Innovation ≤ GBP 50,000; Digital Innovation Fund and Pedagogy Transformation Fund ≥ GBP 50,000
Type of project support	Financial support
Amount of project funding, duration	Duration of one to three years Up to GBP 135,000
Application and selection process	Submission of a project proposal by a specific deadline in the financial year (beginning of April)
Key areas of support	Digitally driven models of education and associated novel pedagogical approaches to enhance the delivery of education and an inclusive student experience
Evaluation of support	Not specified
International networking	No

Example	Fund for Learning and Teaching Innovation:
	Changing Feedback Culture with Reflective E-Portfolios
	Utilising existing online tools to help students and tutors to engage in iterative feedback processes that promote action and continuous dialogue
	Supporting the Identity Development of Underrepresented Students (SIDUS)
	The two-year SIDUS project (2020-2022) aims at promoting inclusion and supporting success for STEMM (science, technology, engineering, mathematics and medicine) students from underrepresented groups at the university.
Remark	–

UK/England

Office for Students

Website	https://www.officeforstudents.org.uk/
Established	2018
Form of organisation	Independent public body, not part of Government, but reports to Parliament through the Department for Education
Governance	Chair: James Wharton; Chief Executive: Susan Lapworth
Funding	The OfS is funded partly by the Department for Education and partly from registration fees for higher education providers (HEPs) to be listed in the OfS Register.
Annual funding amount	The annual funding amount is determined by the Department for Education. The OfS distributes government funds, based on the annual guidance letter from the Department for Education.
Type of project support	To be considered for funding, HEPs must be registered with the OfS; there are different types of funding: Recurrent funding: In this case, the OfS distributes government funding Capital Funding: Supports capital expenditure – that is, money used to acquire or maintain fixed assets (land, buildings, equipment, etc.); likewise government funding Funding for specialist providers: Additional funding to specialist higher education providers Funding competitions & challenge competitions: FC: Funding is provided by the OfS and other organisations CC: Funding is provided only by the OfS – support is given to projects that develop innovative activities and ideas Health education funding: Support for the education of health professionals
Amount of project funding, duration	Depends on the project
Application and selection process	Bids are only required for the Challenge Competitions. Bids are specific to each call for applications, which are announced on the website. Successful bids require: • Explicit support from students and other strategic partners, depending on the competition (employers, local government); • Ambitious goals that foster change and deliver successful outcomes for students; • Commitment of own resources; • Possibly one-to-one funding to match OfS funding.
Key areas of support	See above

Evaluation of support	Not specified
International networking	No
Example	Mental Health Challenge Competition, generation and testing of new approaches to improve mental health outcomes for students Funding programme to improve access and participation for black, Asian and minority ethnic students in postgraduate research
Remark	The OfS distributes funds provided by the Department for Education. It is not primarily about innovation. Only the Challenge Competitions focus on innovation (especially with regard to student well-being, etc.).

USA

Alfred P. Sloan Foundation – Diversity, Equity & Inclusion in STEM Higher Education

Website	https://sloan.org/programs/higher-education/equitable-pathways
Established	1934
Form of organisation	Foundation
Governance	Headed by a single person (President)
Funding	Derives from the Foundation's assets of USD 2.3 billion (in 2021).
Annual funding amount	USD 80 million
Type of project support	Financial
Amount of project funding, duration	Differ depending on the project
Application and selection process	Applications can be submitted at any time via the website with a brief project description and a basic idea.
Key areas of support	The Alfred P. Sloan Foundation makes grants to support research and education related to science, technology, engineering, mathematics and economics. One area is Higher Education, which pursues the goals of diversity, equity and inclusion.
Evaluation of support	Not specified
International networking	Not specified
Example	Foundation for California Community Colleges, USD 25,000 – to expand the community of higher education practitioners and leaders through teaching and learning innovations and systems change Equitable Pathways, USD 250,000 – to create and strengthen diverse, inclusive and equitable pathways to and through STEM graduate education, mitigating barriers such as racism and discrimination through institutional culture transformation
Remark	Funding from the Foundation tends to focus on the conditions and structures for minority students in STEM, not specifically on teaching.

Andrew W. Mellon Foundation

Website	https://mellon.org/
Established	1969
Form of organisation	Private foundation
Governance	Not specified
Funding	The Foundation's endowment totalled approximately USD 8.1 billion at the end of 2022.
Annual funding amount	The annual grants amount to more than USD 400 million.
Type of project support	Financial
Amount of project funding, duration	In the area of Higher Education, projects are funded with USD 250,000 to 500,000 for a maximum period of three years.
Application and selection process	Project proposals on predefined topics are accepted via the website.
Key areas of support	The Mellon Foundation operates within four grantmaking areas: • Arts and Culture • Higher Learning • Humanities in Place • Public Knowledge
Evaluation of support	Not specified
International networking	No
Example	Higher Education in Prisons: The programme supports new teaching methods and administrative innovations: for example, the introduction of new degree programmes for incarcerated women, the restoration of in-person instruction after the Covid-19 pandemic and the establishment of the first humanities Master's programme for incarcerated students in New York State. Grant: Clark Atlanta University, USD 578,000, support for the development of digital humanities infrastructure in the context of the Historically Black Colleges
Remark	–

USA

Foundation for Excellence in Higher Education

Website	https://excellenceinhighered.org/
Established	2012
Form of organisation	Independent, non-partisan organisation
Governance	Not specified
Funding	Foundation assets and donations
Annual funding amount	Not specified
Type of project support	Financial
Amount of project funding, duration	Not specified
Application and selection process	The Foundation only supports pre-selected projects; it is not possible to apply via the website.
Key areas of support	Grants for universities and institutes; Barry Fellowship: support for postdoctoral researchers
Evaluation of support	Not specified
International networking	Yes: UK and USA
Example	University of Chicago (Hyde Park Institute): Research and programmes that advance the study, teaching and practice of leading a fulfilling and flourishing life. Starting from a philosophical focus, Hyde Park Institute works to empower current and future leaders in business, medicine, law and other fields, and to integrate the question of how to lead a fulfilling life into one's life and studies.
Remark	–

Howard Hughes Medical Institute

Website	https://www.hhmi.org/science-education/programs
Established	1953
Form of organisation	NGO and philanthropy
Governance	Board of Trustees
Funding	At the end of 2022, total assets amounted to approximately USD 24 billion
Annual funding amount	In 2022, USD 61 million for science education (USD 678 million for medical research)
Type of project support	Financial
Amount of project funding, duration	Depending on the project/programme, e.g. Programme: Driving Change; USD 2.5 million awarded each to six universities (starting: 2019)
Application and selection process	There are different application criteria depending on the project/programme, usually via the website.
Key areas of support	The portfolio includes Inclusive Excellence, Driving Change, Graduate Fellowships, the Science Education Alliance and the Scientific Mentorship Initiative.
Evaluation of support	Not specified
International networking	No
Example	Programme: "Driving Change" (see above) Programme: Inclusive Excellence 3: The third round of IE funding. Institutional grants to four-year colleges and universities that will each work to build capacity for inclusion on their own campuses. Up to 30 colleges/universities receive USD 1 million per year, for a period of five years.
Remark	–

USA

Lumina Foundation

Website	https://www.luminafoundation.org/our-work/areas-of-focus/
Established	2000
Form of organisation	Private, non-stock, not-for-profit corporation
Governance	President, Board of Directors
Funding	USA Group, Inc. sold most of its operating assets to the Student Loan Marketing Association, Inc. (Sallie Mae). Proceeds from the sale established the USA Group Foundation with an endowment of USD 770 million. The Foundation was renamed Lumina Foundation for Education in February 2001.
Annual funding amount	Based on an endowment of approx. USD 1.5 billion (approx. EUR 1.44 billion), around USD 90 million annually (as of 2021)
Type of project support	Financial
Amount of project funding, duration	The Lumina Foundation's mission is to join forces with its partners to make opportunities for learning beyond high school available to all. Racial Justice and Equity Fund, USD 15 million in 2023, to support efforts to improve the racial climate on college campuses
Application and selection process	Call for applications, but unsolicited applications are also possible. Selections are made by ad hoc peer reviewers and panels of independent scholars, engineers and educators who are experts in their respective fields and are selected by NSF with particular attention to avoiding conflicts of interest.
Key areas of support	Key areas include:: • Quality Learning • Racial Justice and Equity • Human Work and Learning • Talent Development • Affordable Learning
Evaluation of support	Not specified
International networking	No

Example	Long Beach Community College District, Grant (USD 100.000; 2022 bis 2023)
	To support marketing and brand-building efforts at college and ultimately increase enrolment of adult learners
	The Urban Institute, Grant (USD 200,000; 2022 bis 2024)
	To support Corporation for a Skilled Workforce in implementation of a new community of practice focused on implementing equity-centred approaches in industry-community college partnerships.
Remark	–

USA

National Endowment for the Humanities – Division of Education Programs

Website	https://www.neh.gov/divisions/education
Established	1965
Form of organisation	Independent federal agency
Governance	NEH is led by the Chair of the National Endowment for the Humanities.
Funding	Through the U.S. Government
Annual funding amount	USD 167.5 million, of which USD 13 million for Education Programs (status of expenditure in 2021)
Type of project support	Support is provided to individuals (scholarships) and organisations.
Amount of project funding, duration	Approx. 40 grant programmes; approx. 900 grants are awarded annually, ranging from USD 1,000 to 750,000
Application and selection process	Four-step selection process: 1. Independent individuals read each application and advise NEH. 2. NEH staff summarise the results of the external review and prepare a set of recommendations for the National Council on the Humanities. 3. The National Council meets for the purpose of advising the NEH Chair regarding applications and policy. 4. The Chair reviews the recommendations received and decides which applications will receive funding.
Key areas of support	NEH grants go to cultural institutions such as museums, archives, libraries, colleges, universities, public television and radio stations, and to individual scholars. The general goals are to: • Strengthen teaching and learning in schools and colleges; • Facilitate research and original scholarship; • Provide opportunities for lifelong learning; • Preserve and provide access to cultural and educational resources; • Strengthen the institutional base of the humanities. The Division of Education Programs provides support through programme and curriculum development and through professional development opportunities for K-12 and higher education faculty.
Evaluation of support	Not specified

International networking	–
Example	**Spotlight on Humanities in Higher Education** Supports activities such as curricular or programme development, expert consultations, speakers' series, student research, creation of teaching resources, and community engagement. Projects may benefit students, faculty, the institution or organisation, and/or the community; USD 25,000 to 60,000. **Teaching Business and Labor History to Art and Design Students** 2018 to 2021, USD 100,000
Remark	The proposal success rate at NEH as a whole is around 16 per cent.

National Science Foundation – Division of Undergraduate Education (DUE)

Website	https://www.nsf.gov/div/index.jsp?div=DUE
Established	In 1950 by the U.S. Congress
Form of organisation	Independent federal agency
Governance	The management consists of: Director (management, development and administration of programmes, assessment of performance, budget planning) and a 24-member National Science Board (responsible for establishing the policies of the Foundation)
Funding	Through the U.S. Government
Annual funding amount	USD 9.1 billion in total (as of 2021)
Remark	Die Division of Undergraduate Education ist nur ein Teil des Directorate for STEM Education und das wiederum Teil der gesamten NSF.
Type of project support	Three funding opportunities: • Program Descriptions • Program Announcements • Program Solicitations Proposal and Award Policies and Procedures Guide
Amount of project funding, duration	Differ depending on the project
Application and selection process	Proposals for funding opportunities announced can be submitted via the website; funded projects and award winners are selected on the basis of a Merit Review Process.
Key areas of support	The Division of Undergraduate Education's programmes are intended to strengthen STEM education at two- and four-year colleges and universities by improving curricula, instruction, laboratories, infrastructure, assessment, diversity of students and faculty, and collaborations. Goals: (1) Provide leadership, (2) Support curriculum development, (3) Prepare the workforce and (4) Foster connections
Evaluation of support	Not specified

International networking	International partnerships are sought; a few examples are given here, but these relate exclusively to research collaborations.
Example	One example of a project is "Improving Undergraduate STEM Education: Directorate for STEM Education (IUSE: EDU)"
Remark	The proposal success rate was 26 per cent in 2021.

Worldwide

World Bank

Website	Active Tertiary Education Projects, Higher Education Overview
Established	1944
Form of organisation	United Nations Specialized Agency
Governance	189 member countries, stakeholders, represented on the Board of Governors, which consists of the finance or development ministers of those countries
Funding	World Bank bonds
Annual funding amount	63 tertiary education projects were funded from 2015 to 2021; in 2022, there were 58 active projects. The total volume was USD 3.89 billion (p. 66, Annex 1, Steering Tertiary Education).
Type of project support	Financial
Amount of project funding, duration	25 per cent of the World Bank's budget for education goes to the Higher Education Portfolio.
Application and selection process	Procurement Framework, recipients of funds are called "clients"
Key areas of support	The World Bank pursues two goals: • To end extreme poverty, and • To promote shared prosperity in a sustainable way. To this end, it supports projects in different areas, one of which is education, including tertiary education. It supports innovation in higher education, above all: • Equitable access to higher education; • Improvement in the quality of programmes; • Fostering the employability of graduates; • Improving links between higher education institutions and employers, etc. To achieve these goals, the World Bank partners with governments, and works with universities, colleges and training institutions to develop programmes tailored to countries' needs. (here)
Evaluation of support	Not specified

International networking	Worldwide
Example	Higher Education Acceleration and Transformation Project
	All active projects in the World Bank's "Tertiary Education" are listed here.
Remark	–

English

International stocktaking on organisations promoting innovation in teaching and learning in higher education

1. Can you please describe what the basic idea of your organisation is?

2. Why was the organisation founded, what was the intention and who was responsible for this?

3. What is the relationship with the state?

4. Who are the major stakeholders working with your organisation?

5. What is the major way of promoting innovation in teaching
(e.g., funding of institutions, personal funding, network building, etc.)?

6. What are the major areas of your work (e.g., digitalisation, pedagogy, social aspects, etc.)?

7. Can you give a few examples of particularly successful projects you funded?
What are critical success factors?

8. Is there a regular monitoring/evaluation of your work?

9. What is the general situation in your country, are there institutions that have similar funding goals as your organisation?

10. Is your work also based on networking internationally with similar organisations?
If you have already entered such cooperations, what exactly did they look like?

German

Internationale Bestandsaufnahme von Organisationen, die Innovationen im Bereich der Hochschullehre fördern

1. Können Sie bitte beschreiben, was die Grundidee Ihrer Organisation ist?

2. Warum wurde die Organisation gegründet, was war die Absicht und wer war dafür verantwortlich?

3. Wie ist das Verhältnis zum Staat?

4. Wer sind die wichtigsten Akteure, die mit Ihrer Organisation zusammenarbeiten?

5. Wie werden Innovationen in der Lehre hauptsächlich gefördert
   (z. B. Finanzierung von Einrichtungen, persönliche Finanzierung, Aufbau von Netzwerken usw.)?

6. Welches sind die Hauptbereiche Ihrer Arbeit (z. B. Digitalisierung, Pädagogik, soziale Aspekte usw.)?

7. Können Sie ein paar Beispiele für besonders erfolgreiche Projekte nennen, die Sie gefördert haben?
   Was sind die kritischen Erfolgsfaktoren?

8. Gibt es eine regelmäßige Überwachung/Evaluation Ihrer Arbeit?

9. Wie ist die allgemeine Situation in Ihrem Land, gibt es Einrichtungen, die ähnliche Finanzierungsziele wie Ihre Organisation verfolgen?

10. Basiert Ihre Arbeit auch auf der internationalen Vernetzung mit ähnlichen Organisationen?
    Wenn Sie bereits solche Kooperationen eingegangen sind, wie genau sahen diese aus?

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