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Annex 12

PATRONAGE AND SPONSORSHIPS

To ensure the viability of the project, it is essential to secure funding for two main lines of action: on the one hand, the **production of the materials**, and on the other, the availability of a basic **logistical infrastructure** that enables their dissemination, management and long-term sustainability.

Regarding the first line, it is necessary to expedite the **release of the materials already published** — compensating the authors fairly, as initially planned — and to obtain resources for the development of the planned materials that are still pending.

This **funding** may come from various **simultaneous and compatible** sources, such as **financial sponsorship**, **logistical sponsorship**, and **institutional sponsorship** through grants and/or subsidies.

Financial Sponsorship

Having a **global sponsor** would be one of the most efficient options to ensure an integral, agile and coordinated development of the Educachess project.

The release of the materials already published would facilitate their dissemination among schools, clubs and educational institutions, providing governments with a solid basis for designing national or local chess implementation programs.

In parallel, complementary sponsors could collaborate with the global sponsor to strengthen the project's development.

One possibility would be to have a sponsor for each language, who would assume the costs of translating the materials, starting with the six official UNESCO languages.

Logistical Sponsorship

Technological sponsorship would make it possible to create a robust **digital infrastructure** to host **WikiChess 3.0** and the **Educachess School Contest**, while also ensuring their ongoing maintenance and updates.

As a reference, below are two examples that illustrate the potential for reciprocal or “win-win” technological collaboration:

The **Mozilla Foundation** could ensure free and secure dissemination of Educachess materials, in alignment with its commitment to open-source software and universal access to knowledge.

Khan Academy would represent an ideal **on-line learning platform** to incorporate Educachess resources, helping to expand their reach and reinforce their educational impact on a global scale.

Institutional Sponsorship

Institutional sponsorship may come from municipalities, regional or national governments, as well as from European programs aimed at promoting educational innovation, transnational cooperation and the digital transformation of teaching.

This type of support may be structured through direct agreements or through specific funding lines such as those offered by different European and international institutional cooperation programs. Below are two examples:

NextGenerationEU Funds could provide financial support for the development of any of the actions planned within the Educachess project.

Erasmus+, the European Union program, represents an opportunity to fund the creation and updating of educational materials pending publication.



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INTEGRATION OF EDUCACHESS WITHIN A FOUNDATION

The combination of the three types of sponsorship —economic, technological and institutional— complemented by self-funding initiatives, can **shape different models of cooperation** and may even lead to the integration of *Educachess* into a foundation or a highly influential entity.

Such integration would ensure the full development of the project, its continuous updating and the international dissemination of its materials, while preserving its educational, social, humanitarian and universal character.

Although the International Association for the Promotion of Chess (AIDE) could continue implementing the Educachess project through self-funding pathways (see Annex 11) and through the support of various sponsors, the most effective option to advance the universalization of chess is to find a formula for integration within a foundation that has the resources, reach and prestige required to promote it globally.

Global Integration of the Project

AIDE's preferred option is the integration of Educachess into a prestigious foundation, through the transfer of the brand and the rights to the materials in exchange for the commitment to complete the project, maintain its humanitarian dimension, ensure its ongoing updating, and fairly compensate the authors.

In addition, this approach would allow current authors to continue collaborating while facilitating the incorporation of new specialists.

The foundation could periodically promote the ***Educachess Awards for Innovation in Educational Chess***, encouraging the creation of new materials (see Annex 8, also available in this same section of the website).

Possible Integration Scenarios

This integration may take different forms depending on the nature and goals of the foundation involved. Below are three possible models, each of which could prioritize different aspects of the project depending on its mission.

Multidisciplinary Social Mode

Foundations with broad educational and social programmes.

With the **“la Caixa” Foundation**, it would also be possible to promote the gender-equality campaign *Portraits of Chess Masters*, therapeutic chess initiatives, solidarity actions such as the *Educachess School Contest*, and donations linked to social causes. In addition, it frequently collaborates with the **Telefónica Foundation**.

Chess-Focused Mode

Foundations dedicated to promoting chess, especially educational chess.

Focused on this field, the ISCF (**International School Chess Foundation**) leads initiatives aligned with *Educachess* and could accelerate the creation of the **UNESCO Chair of Chess** and progress toward recognising **Chess as Intangible Cultural Heritage**.

Digital Platform Model

Non-profit technological chess or educational platforms.

With **Lichess** (chess) and/or **Khan Academy** (education), the necessary infrastructure would be available to develop and disseminate interactive materials and to strengthen the **Educachess School Contest**.

In the case of Khan Academy, there would also be AI-based tools for offering personalised learning pathways.