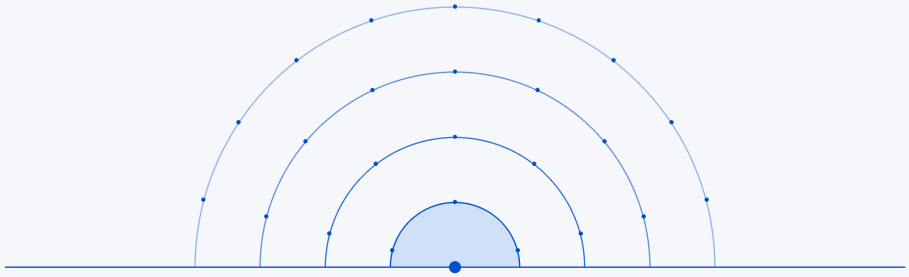
NIT | NEUTRINO® INSTITUTE OF TECHNOLOGY

THE UNIVERSITY OF WHAT COMES NEXT.



LEARN. DISCOVER. CREATE.

NIT | A Global Digital Institute for Science, Technology and Future Innovation

Founding, Education, Brand and Implementation Whitepaper
Public Founding Edition V1.0 | November 2026

BORN GLOBAL. BUILT FOR THE AGE OF AI. DESIGNED TO EVOLVE.

Planned digital start with the summer semester 2028; academic degree pathways through legally authorised university partners.

Status: Strategic concept draft. No claim of existing accreditation, state recognition or own degree-awarding authority.

Degrees are awarded only by authorised partner universities within approved programmes.

Neutrino® Energy Group | November 2026

THE NIT FOUNDING DECLARATION

NEUTRINO® INSTITUTE OF TECHNOLOGY

THE UNIVERSITY OF WHAT COMES NEXT.

Human progress has always begun with a question.

Every scientific discovery, every technological breakthrough and every new understanding of our universe began with someone willing to look beyond what was already known.

Knowledge has shaped civilisation. Curiosity has expanded its horizons. And education has enabled each generation to build upon the achievements of those who came before.

Yet the world is changing faster than the institutions traditionally responsible for preparing humanity's next generation of scientists, engineers and innovators.

The boundaries between scientific disciplines are becoming increasingly fluid. Artificial intelligence is transforming the possibilities of learning and research. New technologies are opening fields of discovery that previous generations could scarcely have imagined.

The Neutrino® Institute of Technology is conceived in response to this transformation.

We envision an international scientific institution in which education, research, artificial intelligence and technological innovation become part of a continuous process of discovery.

An institution where scientific talent can be recognised beyond geographical, economic and cultural boundaries.

Where students are encouraged not merely to absorb established knowledge, but to question assumptions, explore new ideas and participate in the creation of knowledge.

Where distinguished scientists and emerging talents can collaborate across disciplines and continents.

Where scientific memory is preserved, intellectual independence is protected and the responsible application of new discoveries remains a guiding principle.

We believe that the purpose of scientific education is greater than preparing individuals for existing professions.

It is to develop minds capable of understanding challenges that do not yet exist, discovering possibilities that have not yet been recognised and creating solutions that have not yet been imagined.

The NIT is founded upon the conviction that science belongs to no single nation, generation or institution.

Its future depends upon the freedom to explore, the courage to question, the discipline to verify and the responsibility to contribute.

We do not seek merely to establish another place of learning.

We seek to help create a scientific institution that evolves with human knowledge, empowers future generations and remains open to the discoveries still waiting beyond the horizon.

THE UNIVERSITY OF WHAT COMES NEXT.

PROPOSED FOUNDING SIGNATORIES

Holger-Thorsten Schubart
Founder & Initiator, Neutrino® Institute of Technology

The Scientific Advisory Board
Scientific Excellence & Academic Independence
Represented by a duly authorised signatory

The Neutrino Supreme Council (NSC)
Scientific Foresight & Strategic Intelligence
Represented by a duly authorised signatory

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The Vision Behind the NIT

The founding of the Neutrino® Institute of Technology, The University of What Comes Next, could become one of the most significant milestones of our development so far. Behind it lies far more than the idea of creating one more educational institution. It is the chance to rethink scientific education from the ground up and to create something that, in this form, is of exceptional importance right now.

We live in a time in which artificial intelligence, new technologies and scientific insight are changing our world faster than traditional educational structures can often adapt. At the same time, there are young people with exceptional abilities all over the world whose opportunities still depend on geographic origin, economic circumstances or access to renowned universities. This is exactly where our opportunity lies: we want to bring scientific excellence to where the talent is, instead of forcing talent to go where science has so far been concentrated.

What is truly special, however, is the connection of education, research, artificial intelligence and real technological development. We are not starting from zero. Behind us stand many years of scientific work, an international network of professors, scientists and engineers, and the experience of how an initially unusual scientific idea can become a technological development. We do not only want to preserve this knowledge but pass it on to coming generations and multiply it through them.

This is about a fundamental change of perspective: we do not want to prepare young people only to understand the technologies of today. We want to enable them to develop the technologies of tomorrow themselves. A student should not only learn what others have already discovered, but experience as early as possible how scientific discoveries come about in the first place. And by combining this with artificial intelligence we can offer individual scientific mentoring that, for an internationally distributed student body, would hardly have been imaginable in this form before.

Strategically, too, an exceptional perspective opens up. While our technological developments make their way in research laboratories and industrial production sites, we are at the same time creating an institution that carries scientific knowledge forward, brings forth new talent and, in the long term, lets an international network of researchers, engineers and innovators emerge. From one technological development a scientific ecosystem across generations can grow.

And perhaps the greatest significance of this undertaking lies exactly there: a technology can change markets. A scientific institution can shape generations. If we succeed in combining both while preserving scientific freedom, academic quality and international openness, we create something whose effect can reach far beyond individual products, companies or economic success.

The Neutrino® Institute of Technology could therefore become not only another milestone in our own history but the beginning of a development whose true size will only show in the coming decades. Perhaps one day young scientists from very different parts of the world will look back on their education at the NIT and say that this is where the decisive impulse for their discoveries came from.

And that is, for me, the most fascinating idea: that after all the years in which we ourselves tried to move scientific boundaries, we are now creating an institution that enables countless other people to overcome their own boundaries.

For perhaps the greatest achievement of a scientist lies not only in discovering something new oneself, but in creating the conditions for coming generations to discover much more.

That is the real vision behind the Neutrino® Institute of Technology. The University of What Comes Next.

Executive Summary

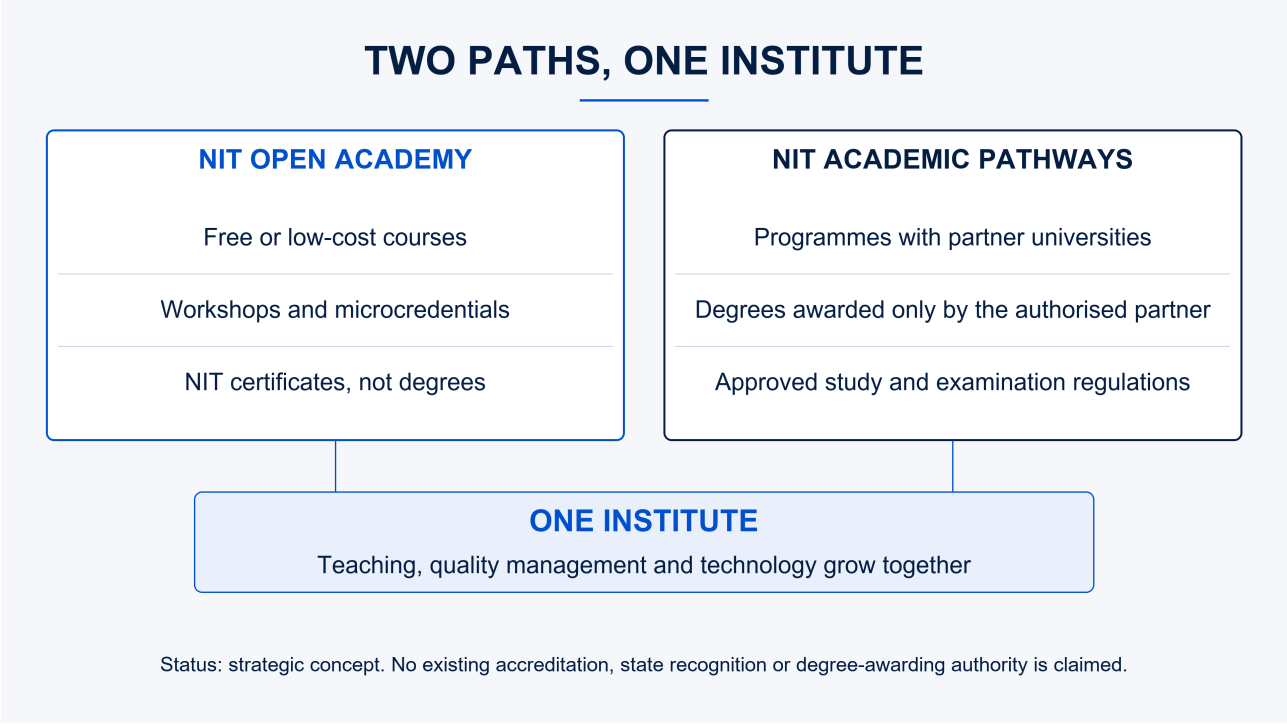


Figure 1. Two paths, one institute: open courses and partner-university programmes share one teaching, quality and technology base.

The Neutrino® Institute of Technology (NIT) is planned to begin with the summer semester 2028 as an internationally accessible, fully digital education and science institution. Its particular strength is the connection of sound academic teaching, AI-supported individual guidance, the expertise of professors around the world, and real research and engineering questions. Presence is limited to suitable, pre-defined examination locations and, where needed, practical assessment sites.

Two paths grow together. The NIT Open Academy offers freely accessible or low-cost courses, workshops, microcredentials and its own NIT certificates. NIT Academic Pathways are programmes developed with recognised universities. Recognised academic degrees may be awarded only by partner universities with the proper authority, and only within approved programmes. The professors of the scientific advisory board are an important base of expertise, but they do not replace institutional recognition.

The NIT does not set out to digitise teaching. It shapes scientific education for a world in which artificial intelligence, materials research, energy technologies and global collaboration increasingly interlock. It combines the scientific experience of the Neutrino® Energy Group, the international expertise of a professor network and the possibilities of artificial intelligence into a new model of globally accessible

technological education. It begins with five Founding Schools and envisions three more, connects teaching with research from the first week, and aims to build a scientific community that lasts beyond any single course.

Teaching is multilingual: English is the international main language, and further languages are added step by step.

> *We do not teach young minds to accept the limits of knowledge. We inspire them to discover what lies beyond.*

The strategic goal is a first digital cohort after a preparation phase of more than a year, and academic programmes in cooperation with a recognised university once the required approval and quality-assurance procedures are complete.

A New Generation of Scientific Institution

Born Global. Built for the Age of AI. Designed to Evolve.

The Neutrino® Institute of Technology is conceived as an Institute and a scientific institution, and it is more than a digital educational provider. It represents the vision of a new international scientific community in which education, research, artificial intelligence and technological innovation become part of one continuous process.

Conceived from the outset as a globally connected, digitally enabled and scientifically interdisciplinary environment, the NIT brings these four together within one evolving institutional framework. Its design rests on the global accessibility of knowledge, on international scientific collaboration and on the ability to connect exceptional minds across geographical boundaries, and no physical campus defines it.

> *Students are not merely prepared for the scientific world of tomorrow. They are invited to help create it.*

Artificial intelligence is an integral component of this environment. It widens the opportunities for personalised learning, scientific exploration and research collaboration, and human academic responsibility stays in place.

The academic architecture combines five Founding Schools with three Future Schools that the Institute envisions for emerging disciplines. Figure 2 and the section on the eight Schools show how they fit together. The identity of the NIT rests on the ambition to remain open to the next generation of scientific discoveries, and it does not depend on a single technology, industry or field of research. In this Institute knowledge is preserved, talent is discovered, ideas are challenged and scientific possibilities turn into meaningful progress.

> *A global scientific institution for the age of artificial intelligence.*

The NIT Scientific Ecosystem

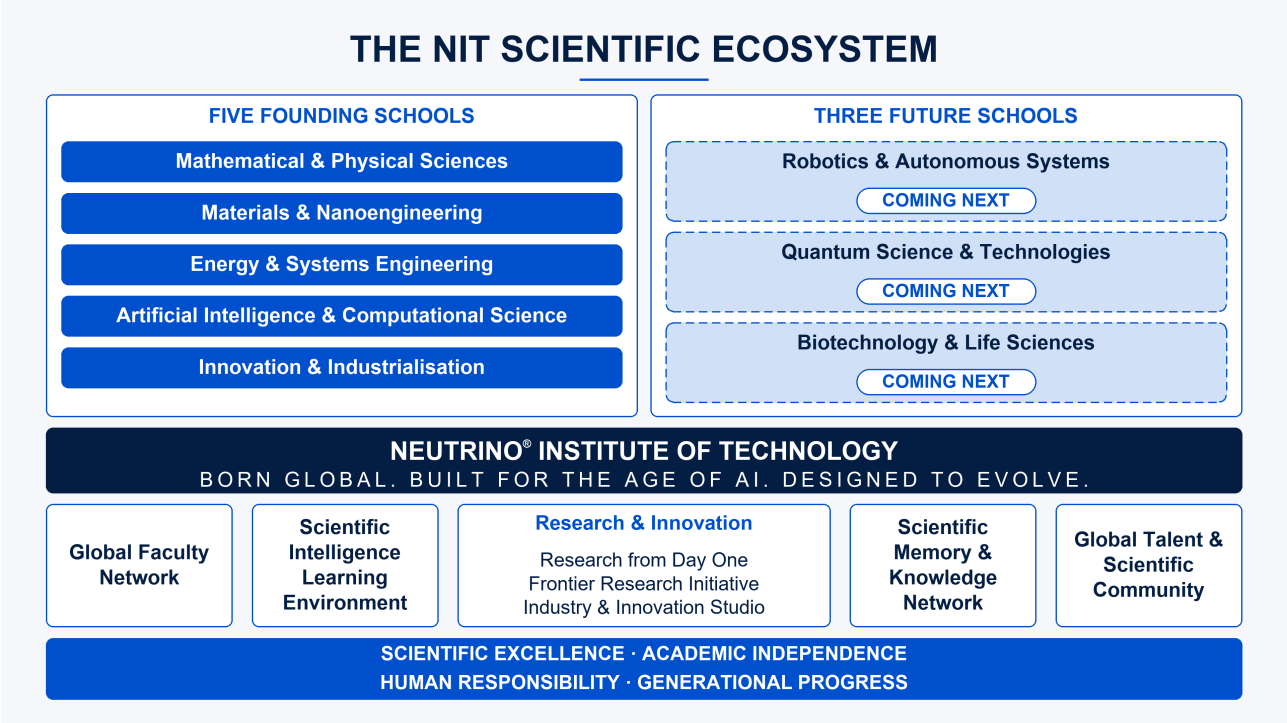


Figure 2. The NIT Scientific Ecosystem.

The NIT is an integrated international scientific institution. It connects eight Schools, a global faculty, an AI-supported learning environment, research and industrial innovation, scientific memory and a worldwide talent community, and it rests on four founding values: scientific excellence, academic independence, human responsibility and generational progress.

The five Founding Schools begin the academic work. The three Future Schools are marked COMING NEXT: the Institute envisions them as directions for long-term academic expansion, and each develops in stages. Every element of the ecosystem has its own section in this paper.

Why the World Needs the NIT

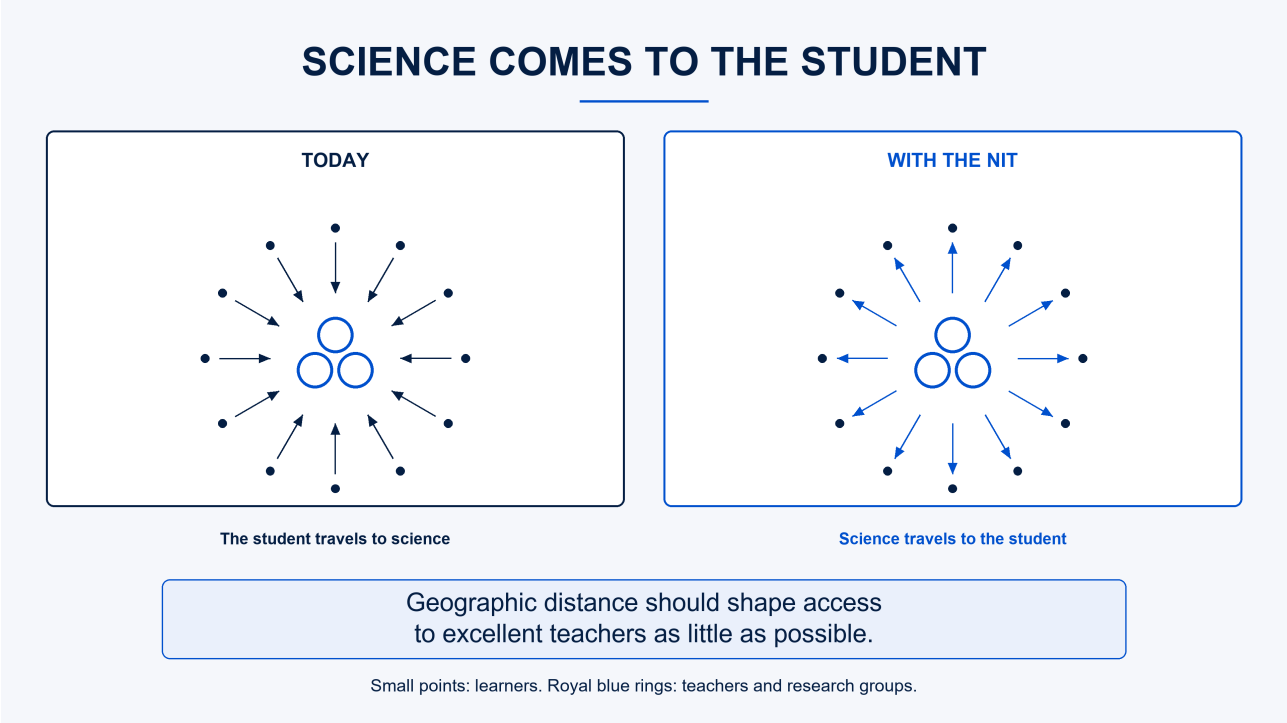


Figure 3. From the student travelling to science to science travelling to the student.

High-quality education is often tied to place of residence, financial means and institutional capacity. At the same time, technical knowledge changes faster than many fixed curricula can be adjusted. Digital teaching and AI create new possibilities to combine access, individualisation and international cooperation. They replace neither scientific method nor qualified teachers, credible examinations or academic quality assurance.

> *The student does not have to come to science. Science comes to the student.*

Geographic distance should shape access to excellent teachers as little as possible. A gifted sixteen-year-old in a city without a research university and a gifted sixteen-year-old beside a famous laboratory hold the same potential, yet only one of them reliably meets the people who could sharpen it. The NIT exists to narrow that gap by bringing professors, research questions and instruments of discovery to wherever the learner is.

Why now? Artificial intelligence, new technologies and research are changing the world faster than institutions can reorganise themselves. A learner in a small town could join a live seminar in the evening, ask a question of a professor on another continent and receive a personal reply from an AI tutor before the next session. Fixed curricula meet fields that keep moving. Digital teaching has matured to the point where live seminars, remote laboratories and personal mentoring work across time zones. AI can translate, explain and adapt material to the individual learner, which gives a distributed student body something only a few elite institutions could once offer: attention.

The NIT joins education, artificial intelligence, international science and real technological development in a single system, and it does so from the first day.

Mission, Philosophy and Scientific Responsibility

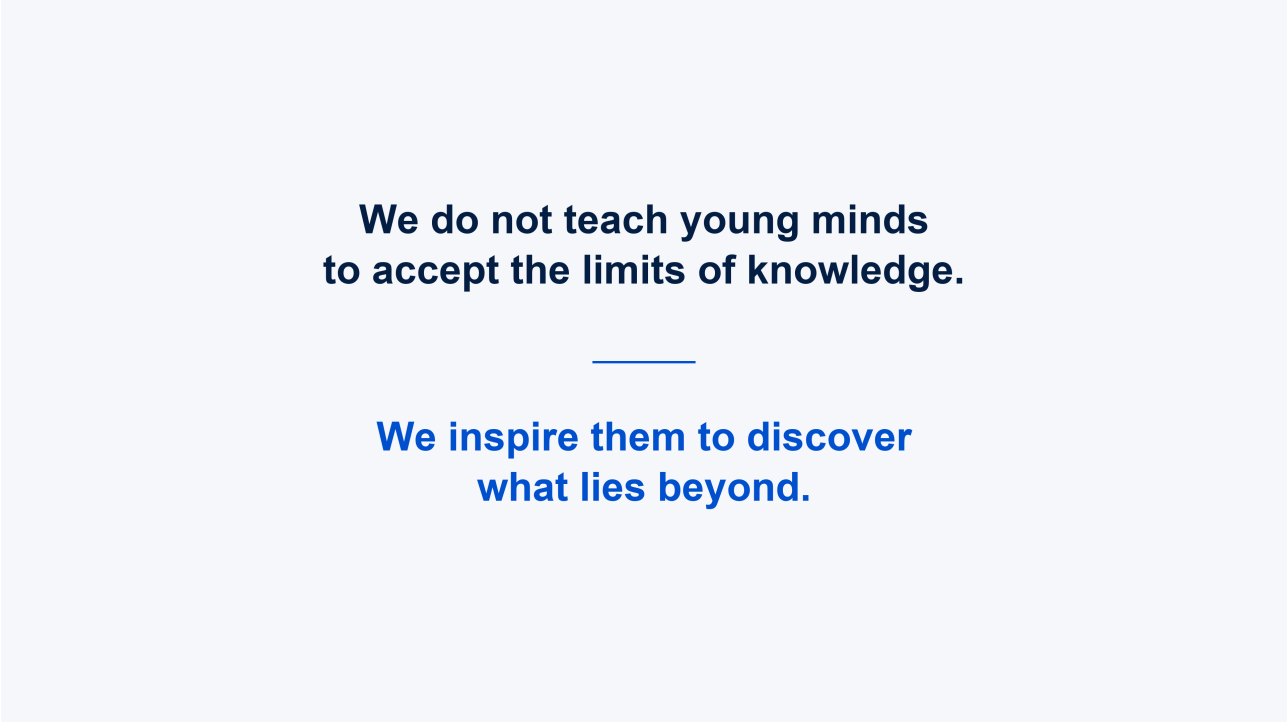


Figure 4. The guiding thought of the NIT.

The mission of the NIT is to enable young people, regardless of origin and place of residence, to receive high-quality, scientifically honest technology education. It equips them to understand scientific connections, examine them critically, test new hypotheses, develop new solutions independently and translate them into real systems.

The vision is an internationally connected scientific community, held together by knowledge, research and shared values and not by a single physical campus. The vision for 2030 is a digital learning institution recognisable worldwide, with multilingual learning pathways, supervised research projects, reliable proof of achievement and academic partner programmes.

Five principles

Five principles shape daily work. Scientific openness means curiosity and critical thinking instead of predetermined results. Verifiability means that hypotheses, internal measurements and independently confirmed findings are clearly distinguished from one another in every course. Accessibility means mobile-first design, asynchronous participation, subtitles and low-barrier content. Performance orientation means that competences are proven by traceable examinations and projects. International cooperation means that professors, researchers, industry and students learn together.

Name and brand

The institution is called NEUTRINO® INSTITUTE OF TECHNOLOGY (NIT). “The University of What Comes Next.” is its visionary claim, and “The Future of Science Begins Here.” is the supporting campaign line. In formal descriptions the NIT is called an Institute or a scientific institution.

Science, Ethics and Humanity

SCIENTIFIC FREEDOM · HUMAN RESPONSIBILITY · GLOBAL PROGRESS

The Neutrino® Institute of Technology holds that scientific excellence, intellectual freedom and human responsibility belong together. Scientific progress expands what humanity can understand and achieve, and every new technological possibility brings a responsibility to consider its consequences.

The Institute envisions the NIT Science, Ethics & Humanity Initiative to bring ethical reflection, technological responsibility and interdisciplinary dialogue into its educational and scientific work. Students and researchers will be encouraged to explore what science makes possible and to examine how emerging technologies may affect individuals, societies, the environment and future generations. The Initiative will address questions from artificial intelligence, robotics, quantum technologies, biotechnology, energy systems and other fields of scientific development.

It will promote critical thinking, scientific independence, respect for human dignity, responsible innovation and an open exchange of well-founded perspectives. The NIT also envisions Future Impact Dialogues, which bring scientists, engineers, scholars and other experts together to discuss the opportunities and challenges that technological progress creates. The aim is to cultivate the intellectual maturity needed to understand both the possibilities and the responsibilities of scientific discovery, and the Institute imposes no particular worldview.

> *The future should not merely be technologically possible. It should be shaped with knowledge, wisdom and responsibility.*

Generational Legacy and Institutional Continuity

PRESERVE KNOWLEDGE · RENEW SCIENCE · EMPOWER GENERATIONS

The significance of a scientific institution is measured by what it enables future generations to discover, as well as by what it achieves during the lifetime of its founders. The NIT is envisioned as an institution whose scientific purpose extends beyond individual technologies, academic programmes and generations.

Its long-term development is guided by the preservation of knowledge, the continuous renewal of scientific education and the responsibility to empower those who follow. The NIT aims to cultivate an institutional culture in which scientific experience is passed forward, emerging disciplines are welcomed and established assumptions remain open to critical examination. Its founding principles are intended to provide continuity without limiting future discovery.

As scientific knowledge evolves, the Institute should retain the ability to adapt its educational architecture, research priorities and technological capabilities while it preserves academic independence, scientific integrity and human progress. The Scientific Memory & Knowledge Network and the Global Scientific Community, both described in the sections that follow, are envisioned as important foundations for this continuity, together with international academic partnerships.

> *We do not seek to define the limits of tomorrow's science. We seek to help create an institution in which tomorrow's science can continue to emerge.*

Where the NIT Fits

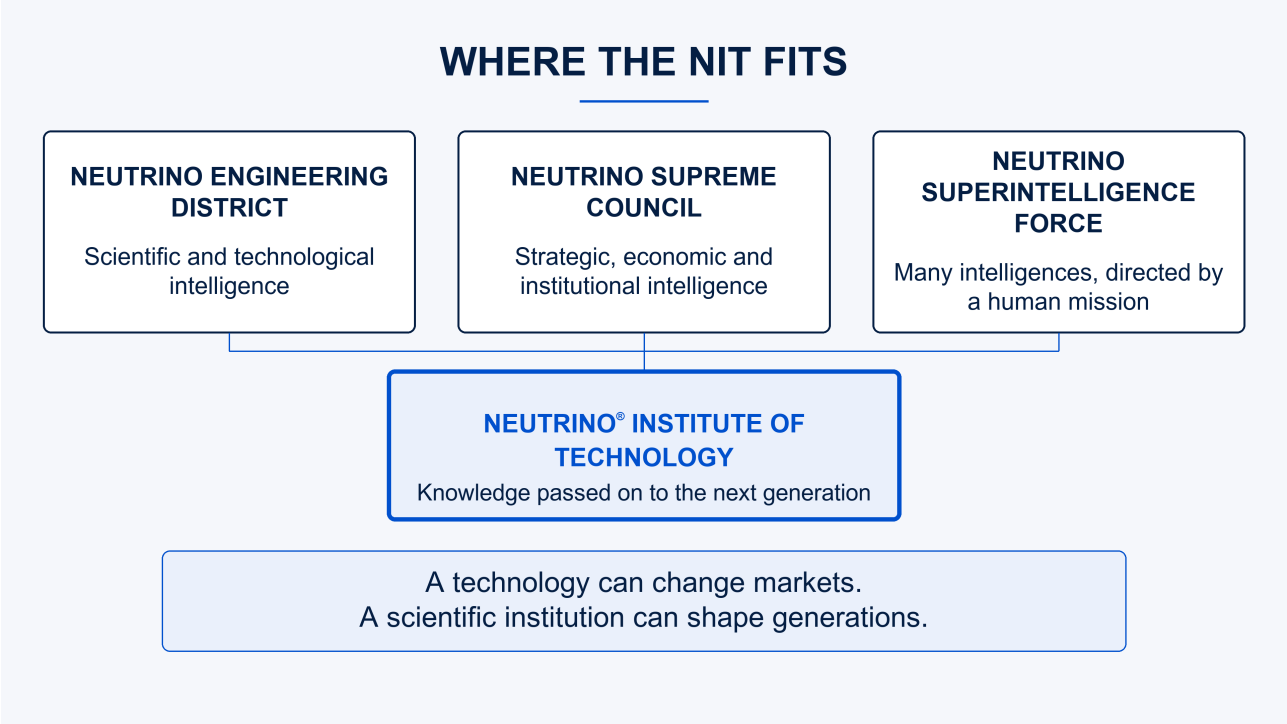


Figure 5. The NIT alongside the Group's existing architecture.

The NIT is not a stand-alone project. It stands beside three structures the Group has already published, and it makes most sense read against them.

The founding whitepaper of the Neutrino Engineering District, From Scientific Consistency to Human Infrastructure (August 2026), sets out the District's engineering threshold. Four conditions have to be met together: mathematical consistency, experimental evidence, independent reproducibility and technical feasibility. The District concentrates scientific, mathematical and engineering intelligence, human and artificial, on one defined problem.

The Neutrino Supreme Council (October 2026) describes the Group's strategic centre, an AI-supported layer of governance and institutional continuity. Its stated principle is that no single intelligence should supply all the answers. The District creates scientific and technological intelligence. The Council creates

strategic, economic and institutional intelligence.

The Neutrino Superintelligence Force (October 2026) is the position paper in which the District defines superintelligence as the organised superposition of many intelligences, human expertise, specialised AI systems, mathematical engines, simulation and measurement, directed by a human-defined mission and held to the standard of reality.

All three rest on the Group's research. The Neutrino® Energy Group develops neutrinovoltaic technology, in which graphene-based heterostructures and semiconductor interfaces convert persistent ambient energy into electricity. The sources are electromagnetic fields, thermal fluctuations and high-energy particle interactions, including neutrinos.

The NIT adds the fourth layer: knowledge passed on to the next generation. It has to work independently, and it may freely examine the hypotheses and results of its founding environment critically. That keeps it consistent with the Group's principle that mathematics beats opinion.

> *A technology can change markets. A scientific institution can shape generations.*

The Seven Distinguishing Features

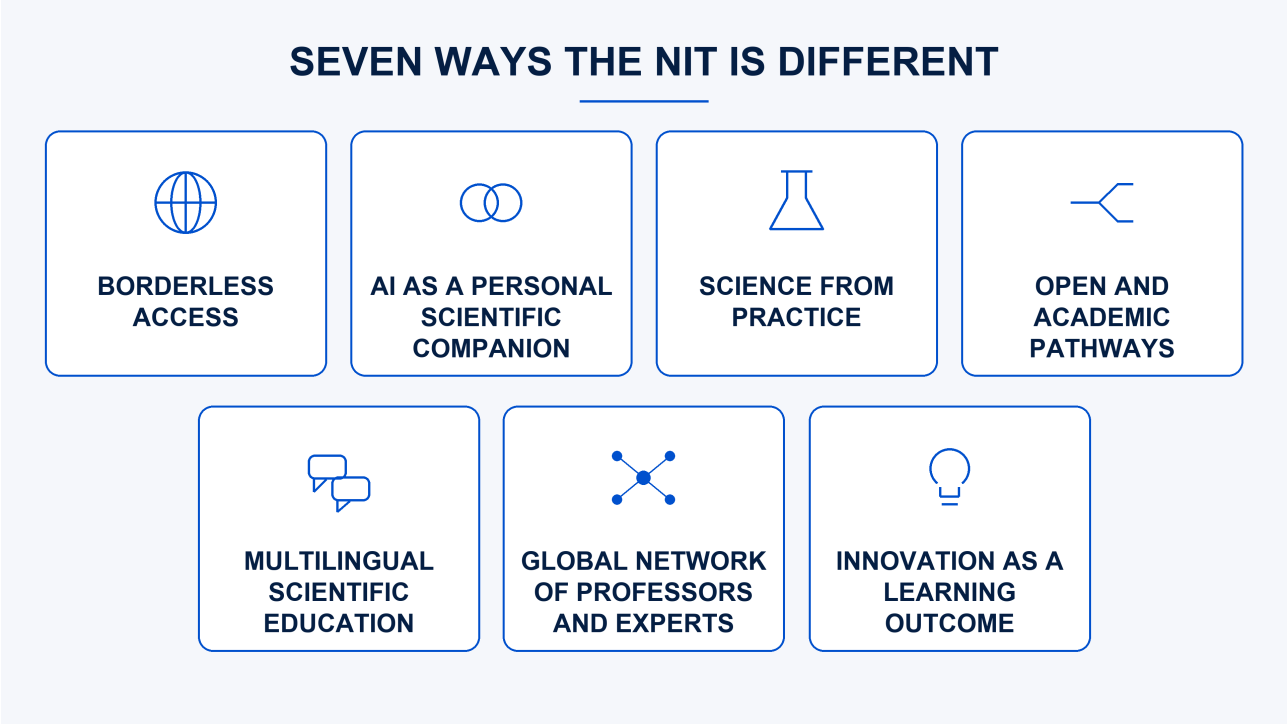


Figure 6. Seven features that set the NIT apart.

Seven features carry the claim that the NIT connects education, artificial intelligence, international science and real technological development in one living system.

Borderless access

Shared digital learning spaces bring together young people from different countries. A learner in one time zone sits in the same study group as a learner in another, and both reach the same teachers.

AI as a personal scientific companion

AI provides individualised learning support, and human academic responsibility stays in place. Machine translation and individual mentoring reach an internationally distributed student body that no single faculty could mentor one by one.

Science from practice

Courses draw on real questions, data, methods and industrial implementation processes. Learners see how a result travels from a measurement to a product. A course project could, for example, begin with a set of real sensor readings and end with a short engineering note on whether the effect can be scaled.

Open and academic pathways

Entry runs through the Academy, and transition into partner programmes follows clear recognition rules. Suitable prior learning can be credited under the partner's rules, without a promise that it will be.

Multilingual scientific education

English is the main language. Other languages follow in turn, each with subject-matter quality assurance. AI-supported translation and didactic adaptation can help overcome language barriers without giving up technical precision.

Global network of professors and experts

Teachers do not need to work permanently at one campus. Professors, researchers and industry experts can work together in a shared academic structure, wherever they live.

Innovation as a learning outcome

The aim is to go beyond reproducing knowledge. Learners formulate hypotheses, design experiments, develop solutions, build technologies and think entrepreneurially. The first invention should not have to wait for the final year.

Academic Architecture: Eight Schools

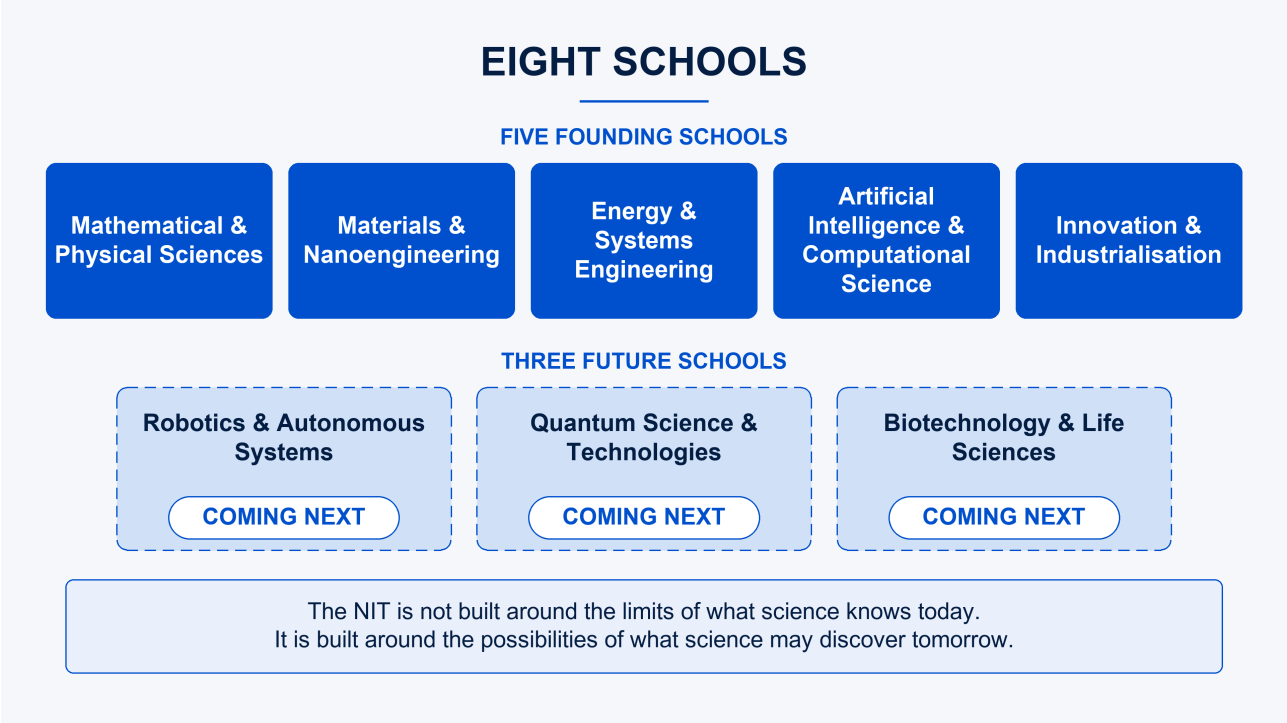


Figure 7. Eight Schools: five Founding Schools and three Future Schools.

The Neutrino® Institute of Technology begins with five Founding Schools. They establish a strong interdisciplinary foundation in mathematics, physics, materials science, energy systems, artificial intelligence and industrial innovation.

The School of Mathematical & Physical Sciences covers analysis, linear algebra, statistics, mechanics, electrodynamics, modern physics and scientific modelling. The School of Materials & Nanoengineering covers materials science, semiconductors, graphene, interfaces, nanostructures, micro- and nanofabrication and metrology.

The School of Energy & Systems Engineering covers energy conversion, electrical systems, power electronics, measurement methods, systems integration and life-cycle analysis. The School of Artificial Intelligence & Computational Science covers programming, simulation, data analysis, machine learning, AI safety and reproducible research.

The School of Innovation & Industrialisation covers product development, manufacturing quality, supply chains, patents, entrepreneurship and technology ethics. It is the School where a result meets the question of whether it can be made, at what quality and for whom.

The scientific world of tomorrow will extend far beyond the boundaries of today's established disciplines. In keeping with its guiding philosophy, the NIT has identified three additional Schools as part of its future academic development.

School of Robotics & Autonomous Systems COMING NEXT

This School explores intelligent machines, autonomous technologies, advanced robotics, sensor systems and the interaction between artificial intelligence and the physical world.

School of Quantum Science & Technologies COMING NEXT

This School advances education and scientific exploration in quantum physics, quantum computing, quantum sensing, quantum communication and emerging quantum technologies.

School of Biotechnology & Life Sciences COMING NEXT

This School connects biological sciences, biotechnology, computational research and emerging biomedical technologies to explore new possibilities at the intersection of life sciences and technological innovation.

The three Future Schools represent strategic directions for the Institute's long-term academic expansion. They develop in stages, supported by appropriate scientific expertise, academic partnerships and educational infrastructure. Together with the five Founding Schools they form an evolving academic architecture that responds to scientific progress and prepares future generations to contribute to it.

> *The NIT is not built around the limits of what science knows today. It is built around the possibilities of what science may discover tomorrow.*

Digital Learning and the Scientific Intelligence Learning Environment

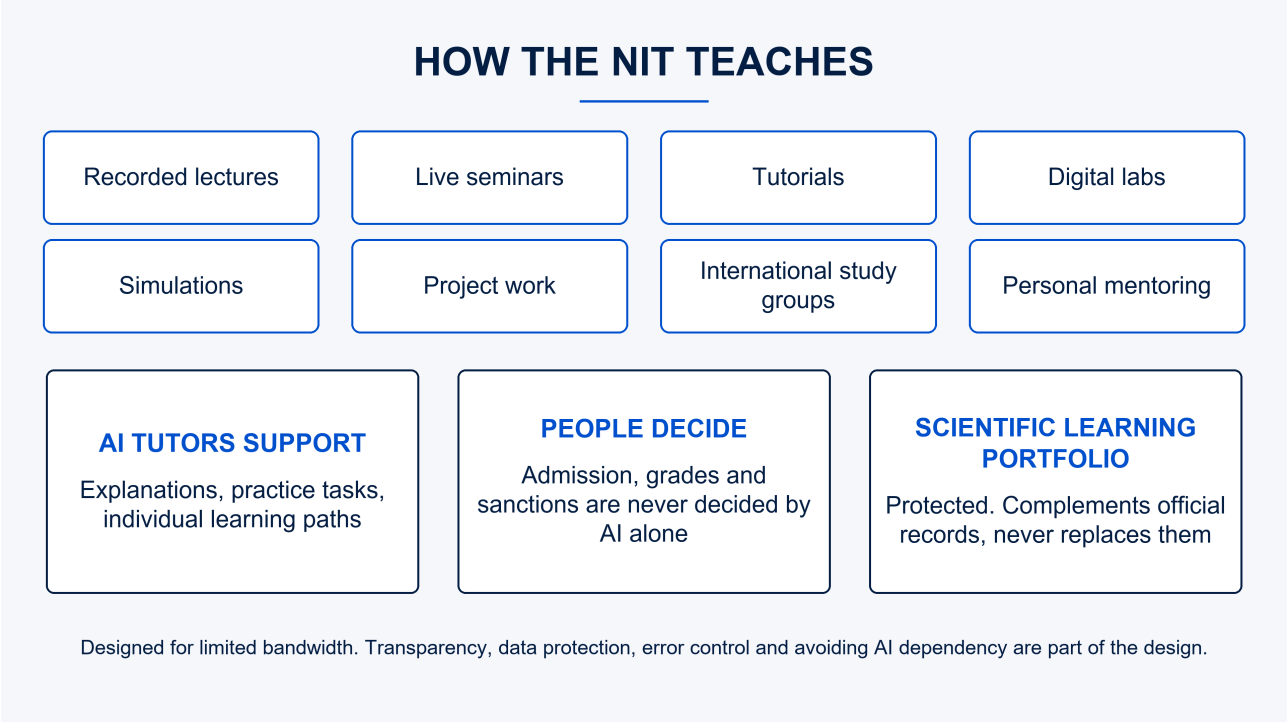


Figure 8. How teaching, AI support and human responsibility fit together.

Teaching draws on recorded lectures, live seminars, tutorials, digital labs, simulations, project work, international study groups and personal mentoring. Lectures are short and asynchronous, seminars take

place weekly, and every module ends in a graded final performance. Curricula carry modular learning objectives, workload, assessment rules and feedback cycles. The platform stays accessible with limited bandwidth, so that a learner on a mobile connection takes part on equal terms. A typical week in a course could combine a few short recorded lectures, one live seminar, a tutorial, a session in a digital lab and an hour with an international study group, with a personal mentor available for questions in between.

Scientific Intelligence Learning Environment

The Neutrino® Institute of Technology envisions artificial intelligence as an integral part of a new scientific learning environment, the Scientific Intelligence Learning Environment, and as more than a digital teaching assistant. Human expertise, advanced AI systems, scientific knowledge and computational research support come together so that students can explore ideas, challenge assumptions, develop hypotheses and take part in scientific discovery from an early stage.

AI tutors support explanations, practice tasks and individual learning paths, and their answers must stay verifiable. They make no sole decisions on admission, academic assessment or sanctions, and no AI awards grades, qualifications or degrees. Transparency, data protection, error control and avoiding AI dependency are integral to the design. Personal academic supervision, rights of appeal and human responsibility for grades are binding.

> *Artificial intelligence expands the possibilities of human curiosity and creativity, while independent thinking, scientific integrity and academic responsibility remain at the centre of education.*

Global Learning Environment

Scientific talent is universal, and access to scientific education should increasingly reflect that reality. The Institute envisions a Global Learning Environment that connects students, professors and researchers across geographical, linguistic and cultural boundaries. Advanced digital technologies and artificial intelligence support multilingual learning, personalised academic guidance, international collaboration and flexible access to scientific knowledge. Students may benefit from language-assisted explanations, adaptive learning resources, digital research environments and scientific discussions with peers and mentors from different parts of the world.

English comes first. German and later Chinese, French and Spanish versions are prioritised by demand, translation quality and examinability, and no promise covers every language. A digital bridge programme in mathematics, physics, scientific English and programming lowers entry barriers for learners whose school background differs from what a course assumes. A bridge programme could, for example, give a newcomer from a school without advanced physics a first term to catch up before the Open Academy courses begin.

Scientific ability does not depend on proficiency in a particular language. At the same time, academic precision, consistent scientific terminology and the formal language requirements of each programme stay protected. The Global Learning Environment combines flexible digital education with human interaction, academic mentorship and collaborative scientific work, and it takes accessibility, different time zones and varying technological conditions into account.

> *Science has no nationality. Curiosity needs no passport. And the pursuit of knowledge should not be limited by geography.*

Scientific Learning Portfolio

Each participant can build a protected portfolio of courses, competences, projects, examination results, reflections and, where relevant, publications. An approved AI tutor may use this information to support learning. Access, data portability, deletion and retention are regulated transparently. The portfolio complements official records and doesn't replace them.

Research from Day One

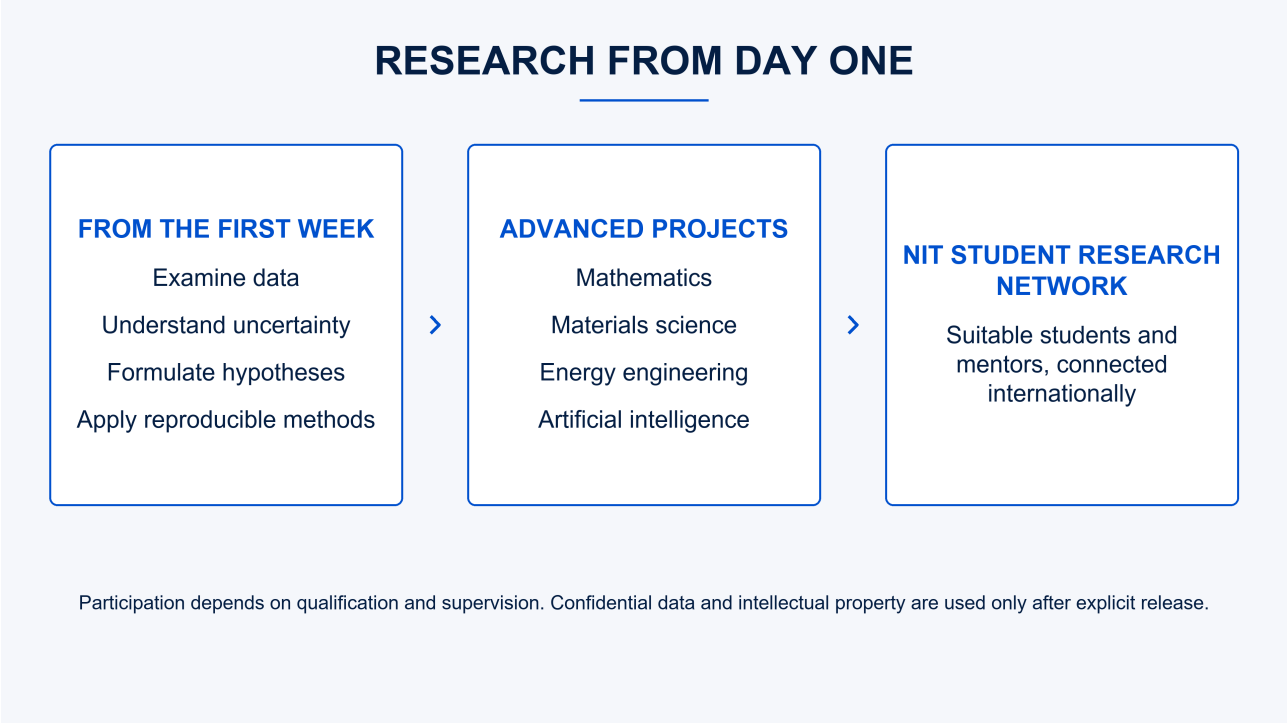


Figure 9. From first hypotheses to an international student research network.

Scientific discovery belongs to the learning process from the very beginning. Students question established assumptions, formulate their own hypotheses, explore real scientific challenges and develop solutions under the guidance of experienced researchers and professors. International research collaboration, advanced digital tools and access to selected scientific projects create an environment in which learning and discovery reinforce one another.

Even beginners experience scientific thinking in practice. From the first week they examine data, understand uncertainty, formulate hypotheses and apply reproducible methods. A first project could ask a learner to compare two sets of measurements, state how large the uncertainty is and write down what would have to be true for the difference to be real. Advanced students work on more complex, interdisciplinary projects in mathematics, materials science, energy engineering or AI. A NIT Student Research Network can connect suitable students and mentors internationally.

Participation in research projects covers selected projects only, and it depends on qualification and supervision. Confidential data and intellectual property are used only after explicit release, and results remain open to critical examination.

Selected, didactically suitable tasks from the Neutrino Engineering District can serve as case studies, datasets or supervised projects. Confidential operating information, personal data and protected IP are used only after release. The NIT explicitly promotes independent criticism, replication and alternative explanations, and it is not a platform for confirming individual technology claims.

> *Students should not merely study the achievements of previous generations. They should be empowered to contribute to the discoveries of the next.*

Frontier Research and Grand Scientific Challenges

EXPLORE THE UNKNOWN · CHALLENGE THE POSSIBLE · ADVANCE HUMAN KNOWLEDGE

The greatest scientific discoveries often begin where established knowledge reaches its limits. The Neutrino® Institute of Technology envisions the NIT Frontier Research Initiative as an interdisciplinary framework for exploring fundamental scientific questions, emerging research fields and technological possibilities that extend beyond conventional disciplinary boundaries.

The Initiative aims to connect international researchers, professors, emerging scientific talents and advanced computational capabilities in the pursuit of new knowledge. Its scientific interests may encompass fundamental physics, mathematics, quantum science, artificial intelligence, advanced materials, robotics, biotechnology and entirely new fields of investigation that future discoveries open up. Selected Grand Scientific Challenges are a possible future framework for this work, alongside collaborative research projects and AI-assisted scientific exploration. They would encourage ambitious questions, original hypotheses and rigorous scientific investigation.

Scientific progress requires both intellectual courage and methodological discipline. Unconventional ideas deserve serious consideration when they can be formulated coherently, examined critically and evaluated through appropriate scientific methods. The standard is the one the Group sets in the Neutrino Engineering District: mathematical consistency, experimental evidence, independent reproducibility and technical feasibility. The Initiative does not predetermine scientific outcomes. It creates opportunities for discoveries that cannot yet be anticipated, and by connecting fundamental research with interdisciplinary collaboration and the curiosity of future generations it aspires to contribute to the expansion of human knowledge.

> *The most important discoveries of tomorrow may begin with questions that no one has yet thought to ask.*

Scientific Memory and Knowledge Network

PRESERVE · CONNECT · ADVANCE

Scientific progress builds upon the discoveries, questions, experiments and experiences of those who came before. The Neutrino® Institute of Technology therefore envisions scientific memory as an essential foundation of future innovation.

Through the NIT Scientific Memory & Knowledge Network, the Institute aims to connect the preservation of scientific knowledge with advanced digital research tools, artificial intelligence and international academic collaboration. The objective goes beyond collecting information: it is to make scientific knowledge more accessible, interconnected and useful for future discovery. Digital research tools and artificial intelligence help learners and researchers find connections between historical insight and current questions, and international scholarship keeps that knowledge open to critical examination.

Historical scientific insights, contemporary research and the curiosity of new generations come together in an evolving environment in which knowledge is preserved, critically examined and continuously expanded. Appropriately selected scientific resources support education, research and interdisciplinary exploration, while intellectual property, confidentiality and academic integrity remain protected. The Network works hand in hand with the Global Scientific Community, which keeps this knowledge in circulation across generations.

> *Scientific knowledge is humanity's inheritance. Enabling future generations to build upon it is one of our greatest responsibilities.*

Industry & Innovation Studio

DISCOVER · VALIDATE · ENGINEER · PROTOTYPE · SCALE

Scientific discovery reaches its full potential when knowledge turns into practical solutions that benefit society. The Neutrino® Institute of Technology therefore envisions the NIT Industry & Innovation Studio as an interdisciplinary environment that connects scientific education, applied research, engineering and industrial innovation.

Students are encouraged to understand the complete journey of technological development: from mathematical models and experimental validation to engineering design, prototyping, quality assurance and the challenges of industrial scalability. Each step has its own standard. Models must be consistent, validation needs experimental evidence, engineering needs quality assurance, and scaling needs an honest account of cost and manufacturability. Selected research projects, digital laboratories, simulation environments and collaboration with scientific and industrial partners give practical insight into how new technologies emerge and mature.

The Studio builds on Research from Day One and on the Pilot, and it stays open to many scientific and technological fields. It aims to enable students to take part in the creation of new technologies, beyond learning how existing ones work. It promotes interdisciplinary collaboration, scientific responsibility, entrepreneurial thinking and the ability to turn promising ideas into technically sound solutions. Participation in specific projects is subject to appropriate academic supervision, intellectual property protection and institutional agreements.

> *Knowledge becomes especially powerful when it moves beyond understanding and begins to shape the world.*

Global Faculty and Academic Collaboration

The Neutrino® Institute of Technology envisions a new model of international academic collaboration in which scientific expertise is not limited by geography. Through the NIT Global Faculty Network, the Institute aims to bring together distinguished professors, researchers, academic mentors and experienced scientific professionals from different countries, institutions and disciplines.

The network is intended to support collaborative teaching, interdisciplinary research, scientific mentorship and the development of new educational programmes. By combining human academic expertise with advanced digital learning environments and artificial intelligence, the NIT seeks to make high-quality scientific guidance accessible to a broader international community of learners.

Artificial intelligence supports and expands the educational possibilities, while human scholars retain responsibility for academic judgement, scientific integrity, mentorship and the assessment of scholarly achievement. Academic independence is a fundamental principle of the Institute. Scientific teaching, research evaluation and academic assessment are guided by evidence, intellectual openness and internationally recognised standards rather than commercial expectations. The Global Faculty Network will develop progressively through appropriate academic appointments, institutional partnerships and scientific collaboration.

> *The world's scientific knowledge should not be confined by the world's geographical boundaries.*

Talent Discovery, Learners and Ways In

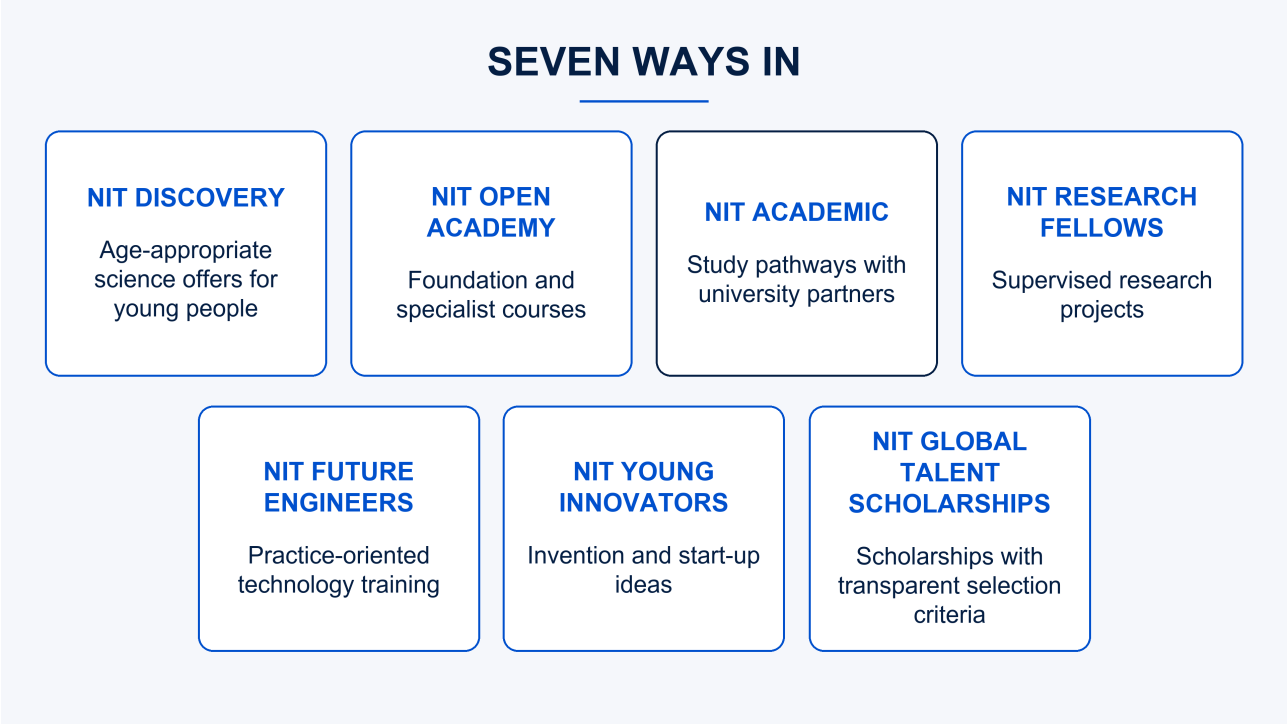


Figure 10. Seven ways into the NIT.

Global Talent Discovery

IDENTIFY · INSPIRE · EMPOWER

Scientific talent knows no borders. Geography, economic circumstances and the reputation of a young person's school do not determine it. The Neutrino® Institute of Technology believes that exceptional scientific potential can emerge anywhere in the world, including in places where access to advanced education, laboratories and academic mentorship remains limited.

Through the envisioned NIT Global Talent Discovery programme, the Institute aims to identify, inspire and support promising young minds whose abilities, curiosity and creative potential may not yet have received the recognition they deserve. International science challenges, interdisciplinary projects, digital workshops and academic mentorship can give young people the opportunity to show what they can do beyond conventional educational pathways.

In connection with the NIT Global Talent Scholarships, selected participants may gain access to advanced learning opportunities, scientific guidance and international research communities. The objective reaches beyond educating those who have already found their way into science: it is to help discover those who might otherwise never have the opportunity.

> *The next great scientific mind may already exist somewhere in the world. Our responsibility is to help ensure that talent has a chance to be discovered.*

Learners and ways in

The primary audience is learners from about 16, prospective students, students and young professionals. Minors need age limits, consents, protection concepts and special data-protection requirements, reviewed separately. NIT Discovery offers age-appropriate science programmes for young people from about 14, with guardian consent and a child-protection review. The Open Academy reaches entrants without formal university access. Academic pathways follow the partner university's admission rules.

Seven programmes open the door. NIT Discovery gives young people age-appropriate science offers. NIT Open Academy provides foundation and specialist courses. NIT Academic offers study pathways with university partners. NIT Research Fellows runs supervised research projects. NIT Future Engineers delivers practice-oriented technology training. NIT Young Innovators supports invention and start-up ideas. NIT Global Talent Scholarships awards scholarships by transparent, comprehensible selection criteria.

Global Scientific Community

LEARN · DISCOVER · CONTRIBUTE · INSPIRE

Education has a beginning and a formal conclusion. Scientific curiosity does not. The Neutrino® Institute of Technology envisions a global scientific community in which the relationship between individuals and the Institute extends far beyond the completion of a course or academic programme.

Through the NIT Global Scientific Community, students, graduates, professors, researchers, mentors and selected scientific and industrial partners may remain connected through continuing education, interdisciplinary collaboration, research initiatives and the exchange of knowledge and experience. A student of today may become a researcher tomorrow, an innovator in the years that follow and eventually a mentor to a new generation of scientific talent.

The NIT aims to encourage this continuity by creating opportunities for lifelong learning, professional development, scientific exchange and voluntary participation in its evolving international network. The Institute seeks a community that goes beyond education: a growing international network of people united by scientific curiosity, intellectual independence and the desire to contribute to human progress.

> *At the NIT, graduation should not mark the end of a scientific relationship. It should open the door to its next chapter.*

Academic Excellence, Quality and Scientific Integrity

The international reputation of a scientific institution is earned through the quality of its education, the integrity of its research and the achievements of the people it inspires. Its name, its ambitions and the scale of its public visibility do not establish it. The Neutrino® Institute of Technology aspires to a culture of academic excellence grounded in scientific independence, intellectual openness, rigorous methodology and verifiable achievement.

Through the NIT Academic Excellence & Scientific Integrity Framework, the Institute aims to promote demanding educational standards, transparent assessment, responsible research practices and continuous academic quality development. An envisioned International Academic Quality Board of qualified scientific and academic experts would provide independent guidance on educational standards, scientific integrity and the long-term development of the Institute's academic programmes.

NIT certificates are not academic degrees; recognised degrees are the responsibility of the authorised partner institution. The NIT will seek collaboration with appropriately recognised higher education institutions to develop academic pathways and qualifications within the applicable legal and accreditation frameworks. Scientific excellence must be demonstrated through the quality of teaching, the reproducibility of research, the achievements of students and graduates, and the confidence of the international academic community. The Institute's ambition is to be genuinely respected, beyond being widely known.

> *Recognition may open doors. Scientific excellence is what gives an institution its lasting significance.*

Quality assurance

Every course has defined learning outcomes, examination rubrics, lecturer qualifications, feedback channels and annual reviews. An external scientific advisory board evaluates subject quality. The academic partner monitors its programmes under its own quality system. Teaching materials contain sources, uncertainties and a clear marking of open research questions.

The NIT tracks activation rate, course completion rate, learning gain, supervision load, examination integrity, accessibility, satisfaction, complaints and employment or study progression. Target values are set after the pilot, from real data. Teaching, research and corporate communication stay clearly

separate, under published conflict-of-interest rules.

Academic Partnership and Governance

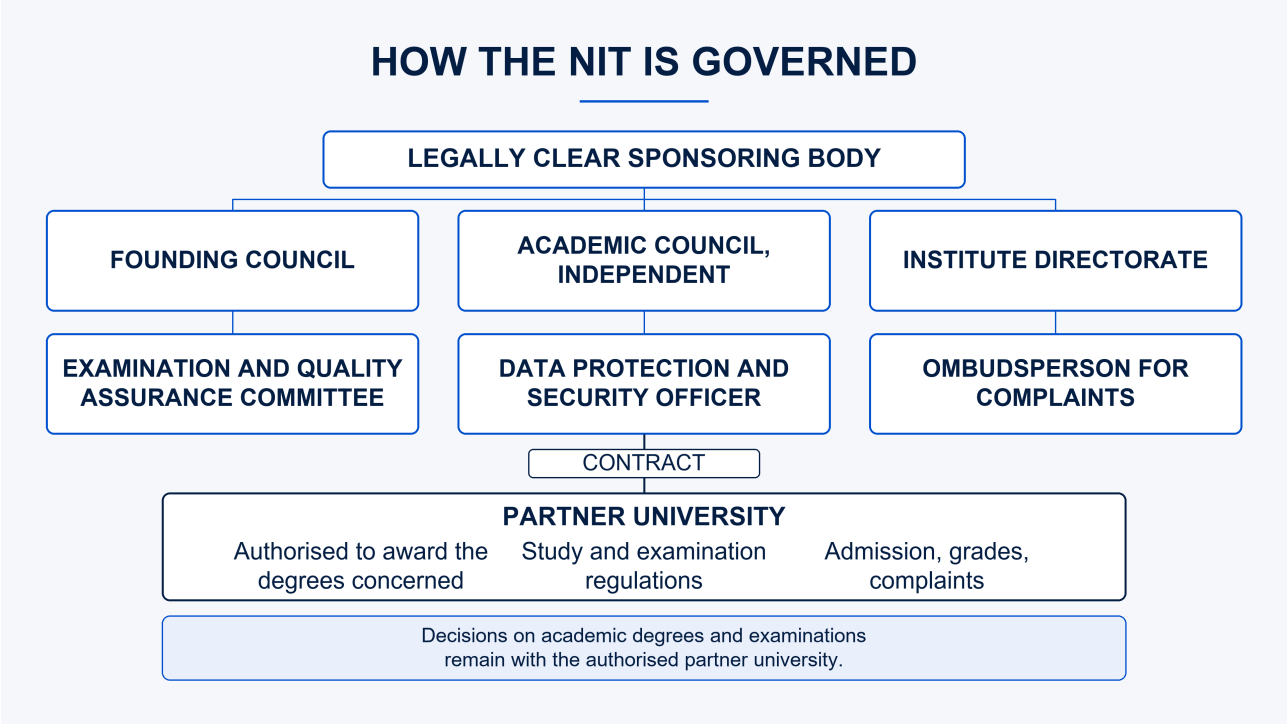


Figure 11. NIT governance and the partner university's authority.

The NIT runs on two parallel tracks. The Open Academy offers courses, workshops, microcredentials and NIT's own completion certificates, which are not degrees and are named accordingly. Academic Pathways are jointly developed modules and programmes under the academic responsibility of a state-recognised, or otherwise authorised, partner university. Externally, the university, the awarding institution, the accreditation status and the admission conditions are named clearly.

Partner requirements

A partner university needs legally effective authority to award the specific degrees and to offer the planned distance teaching in the jurisdictions concerned. It holds academic responsibility for curriculum, teaching staff, admission, examinations, grades, complaints and degree awarding. Contracts regulate brands, fees, intellectual property, data, liability, quality control, student rights and termination. Local legal experts review distance-study approval, programme accreditation, transnational education and recognition in the target markets.

The professors of the scientific advisory board act as teachers, mentors, scientific reviewers and members of an academic council. That is a significant resource. It replaces neither institutional recognition nor degree-awarding authority, and degrees are awarded only by authorised partner universities within approved programmes.

Governance

The structure consists of a legally clear sponsoring body, a founding council, an independent Academic Council of professors and didactics experts, an institute directorate, an examination and quality-assurance committee, a data-protection and security officer and an independent ombudsperson. Decisions on degrees and examinations stay with the authorised university. Scientific integrity and conflicts of interest are protected by published rules.

The Neutrino® Energy Group can shape the origin, the technology expertise and the research relevance. The NIT must work independently and may freely and critically examine the hypotheses and results of its founding environment.

Examinations

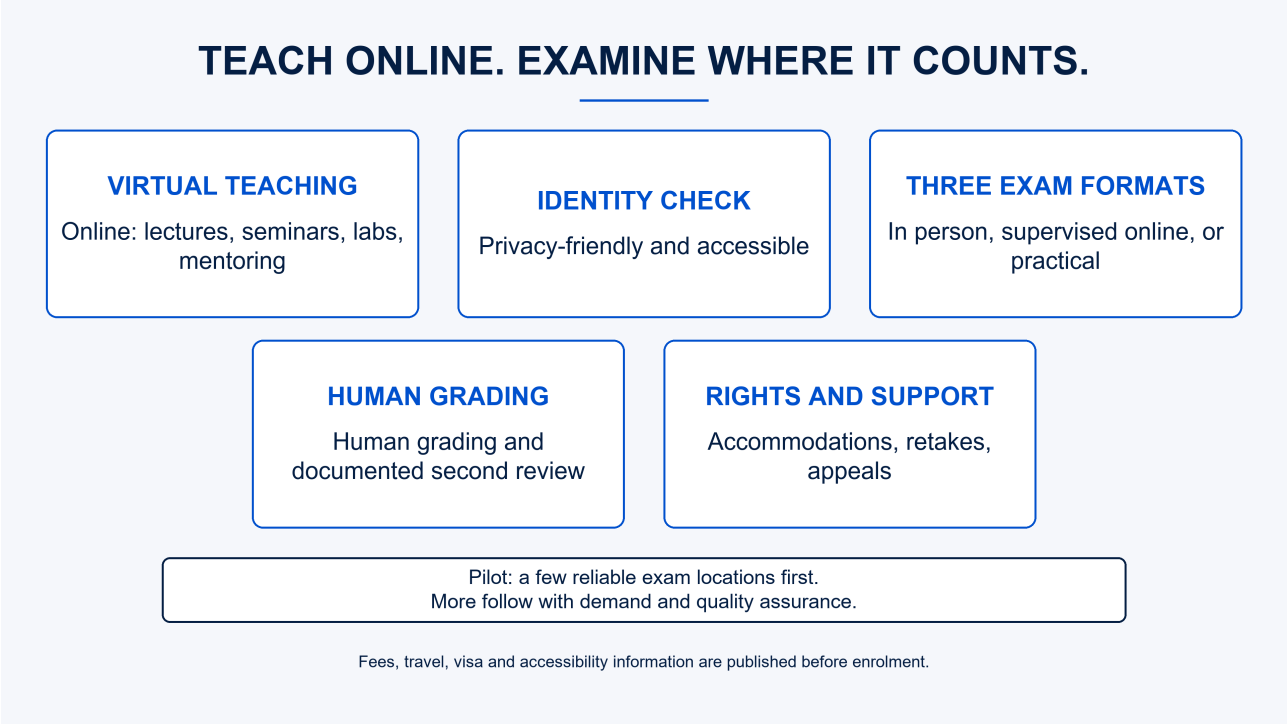


Figure 12. Teaching stays virtual. Examinations happen where they can be trusted.

Teaching is virtual. Written, oral or practical examinations take place at announced, suitable locations or, where permitted, under digital supervision. Some programmes may require laboratory or practical attendance, so the principle of examinations on site is checked for each programme.

Three formats are clearly regulated. In-person examinations take place at approved locations. Supervised digital examinations run under defined conditions. Practical proof of achievement uses secure remote labs, verified project work or time-limited in-person formats.

Five requirements apply. Identity checks are data-minimal and legally reviewed, with accessible alternatives. An examination order covers registration deadlines, cheating rules, grading, resits, accommodations and appeals. Examination locations operate with contractually fixed supervision, security standards, emergency procedures and documentation. No grade is assigned automatically by

AI, human responsibility applies, and a documented second review is available in disputes. Travel costs, visa and accessibility information are transparent before enrolment.

For example, a learner could sit a written examination at a certified examination centre in their own region and complete the practical part in a secure remote lab, with the identity check and the supervision rules known in advance. For the pilot, a few reliable examination locations beat an immediate global network. More follow once there is demand and quality assurance.

Technology, Security and Infrastructure

The platform needs a learning management system, video teaching, a scientific library and course library, practice and coding environments, virtual labs, AI assistance including a multilingual AI tutor, examination administration, a student portal, learning analytics, support and multilingual communication. Open standards and export capability take priority, to avoid vendor lock-in.

Security is built in from the start: role-based access, multi-factor authentication for staff, encrypted transmission and storage, regular backups, deletion concepts, audit logs, incident response, availability targets, accessibility and independent security tests. Learning analytics are used proportionately and transparently. Student data isn't used to train AI without a sound legal basis.

The Pilot Cohort, Summer Semester 2028

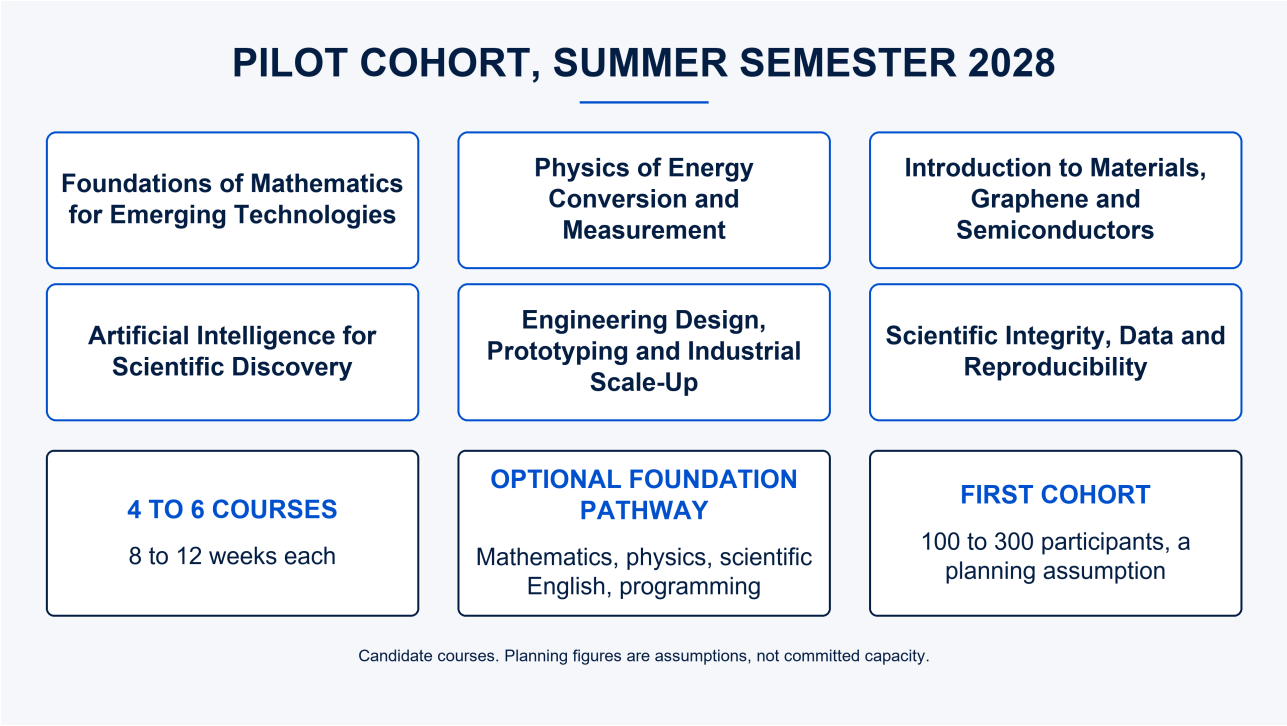


Figure 13. The planned pilot portfolio.

The first cohort is deliberately limited: four to six courses of eight to twelve weeks, with an optional preparatory foundation pathway in mathematics, physics, scientific English and programming. For the start of the summer semester 2028, the first cohort can include 100 to 300 participants. That figure is a planning assumption, not a promised capacity.

The candidate courses are Foundations of Mathematics for Emerging Technologies, Physics of Energy Conversion and Measurement, Introduction to Materials, Graphene and Semiconductors, Artificial Intelligence for Scientific Discovery, Engineering Design, Prototyping and Industrial Scale-Up, and Scientific Integrity, Data and Reproducibility.

The pilot is meant to produce documented learning outcomes, verified identity and examination processes, reliable supervision ratios and usable data for the decision on expanding academic programmes. A Bachelor's or Master's start in 2028 is announced publicly only if the partner agreement, approvals, curriculum and examination regulations are in place in time. Recognised degree programmes start only when all partnerships, approvals and examination rules have taken effect.

In the last quarter of 2027, a small Open Academy preview cohort, with no degree claims, opens the first courses to real learners and serves as the beta test.

Organisation, People and Partnerships

The core team in the start phase covers programme management, academic coordination, instructional design, platform operations, student services, examination coordination, data protection and security, finance and legal. Professors and industry experts can initially teach module by module. For each module, the NIT names responsible lecturers, tutorial capacity and a substitute.

Professors of the Group's scientific advisory board have signalled their readiness to teach. Their formal appointments follow signed agreements.

The partnership model has several layers: one degree-awarding university as the primary anchor, further universities for guest teaching, certified examination centres, technology providers for virtual labs and industry partners for projects and scholarships. Cooperations are described publicly as secured only after signed agreements.

Financing and Sustainability

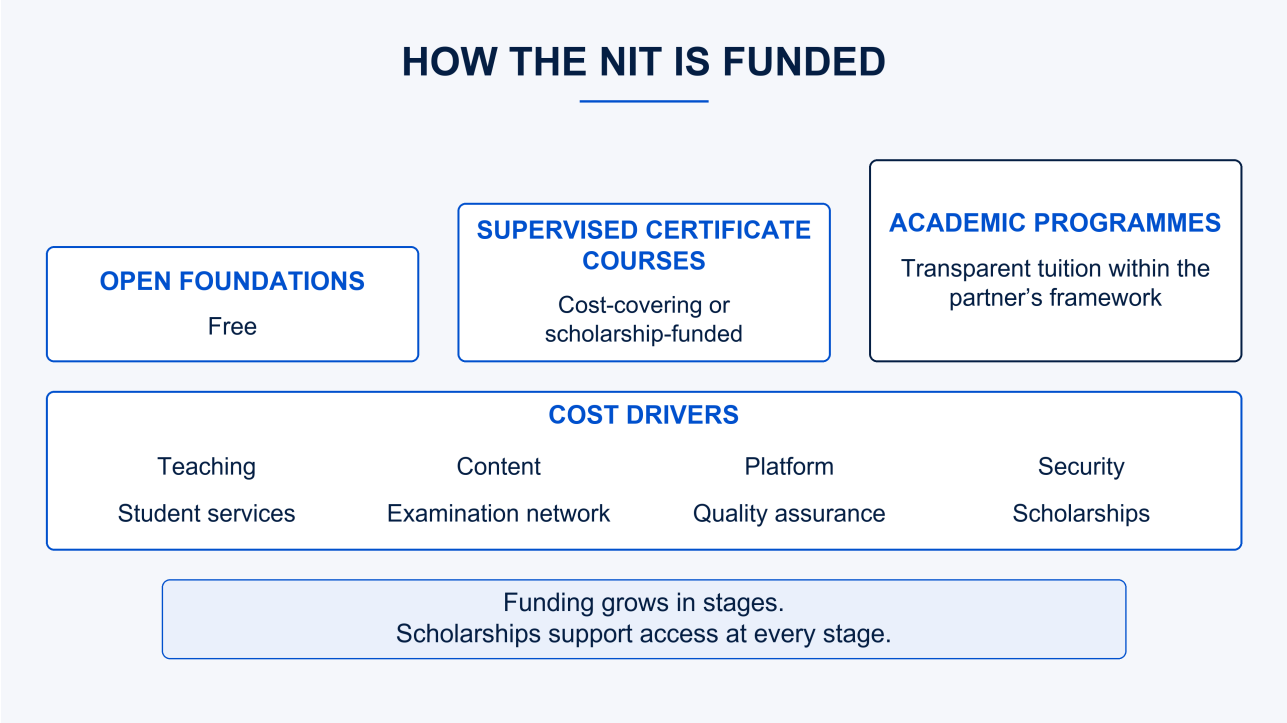


Figure 14. A staged funding model.

The funding model is staged. Open foundation content is free of charge. Supervised certificate courses are cost-covering or funded by scholarships. Academic programmes carry transparent tuition within the legal framework of the partner university. A foundation or earmarked scholarship fund could promote social participation in the long term. A scholarship profile could be a talented learner without a research university nearby, selected on transparent criteria and supported through a supervised certificate course.

The main cost areas are course production, lecturer fees, tutorials, platform and licences, translations, examination centres, data protection and compliance, support and quality assurance.

Institutional Financial Commitment

The establishment and long-term development of the Neutrino® Institute of Technology will be financially supported by the Neutrino® Energy Group, which is committed to ensuring that the necessary resources are made available for the successful implementation and sustainable development of the Institute.

Furthermore, The We Give Light Foundation, which has substantial financial resources at its disposal, will contribute to securing the Institute's long-term financial foundation and supporting its educational and scientific mission.

Education, scientific knowledge and the advancement of future generations are fundamental priorities for both institutions.

Together, these commitments are intended to provide the financial stability necessary to develop the NIT into an internationally recognised centre of scientific education, research and innovation.

Brand and Communication Strategy

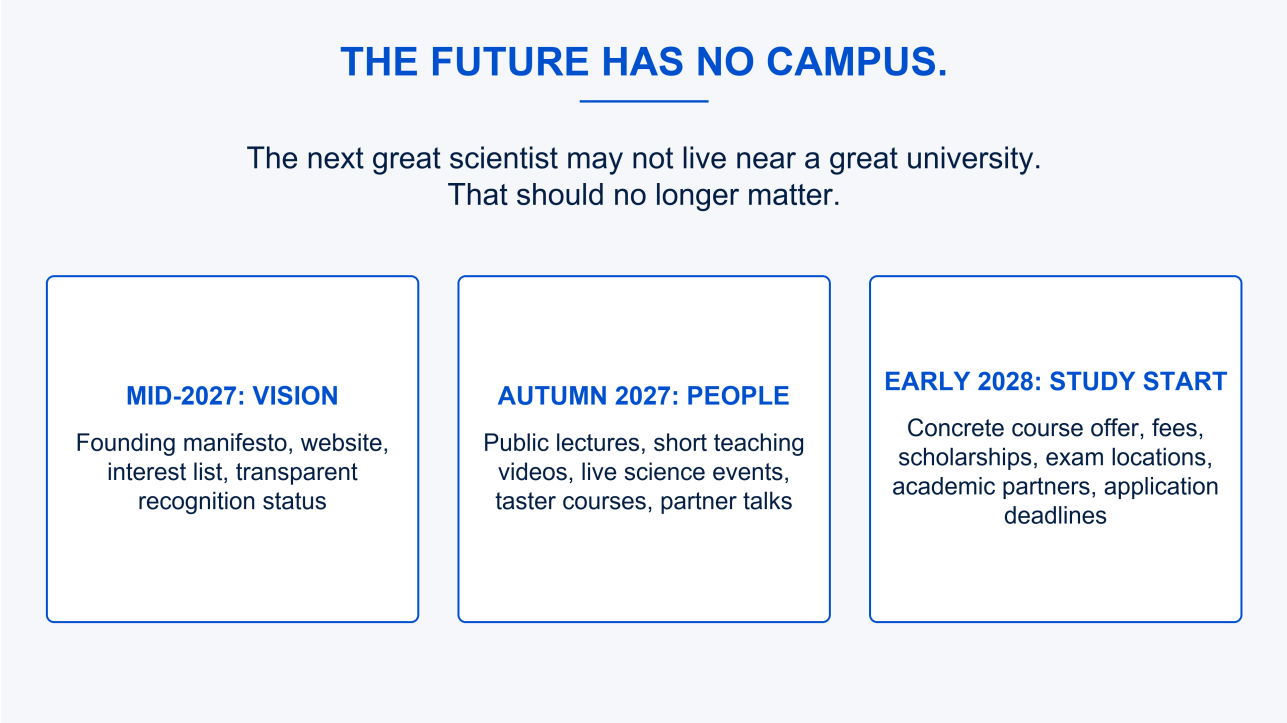


Figure 15. The campaign line and the three communication phases.

> *Not another online university, but a new connection of science, AI and global accessibility.*

The message addresses learners, parents, professors, universities, companies and funders, each with concrete evidence instead of mere future rhetoric.

THE FUTURE HAS NO CAMPUS.

> *The next great scientist may not live near a great university. That should no longer matter.*

The campaign stresses equal opportunity for scientific education without claiming that digital teaching can replace all physical places of learning.

Communication runs in three phases. In mid-2027, the Vision phase presents a founding manifesto, a website, an interest list and a transparent account of the recognition status. In autumn 2027, the People phase brings public lectures, short teaching videos, live science events, taster courses and partner talks. In early 2028, the Study start phase publishes the concrete course offer, fees, scholarships, exam locations, academic partners and application deadlines.

Roadmap and Decision Gates

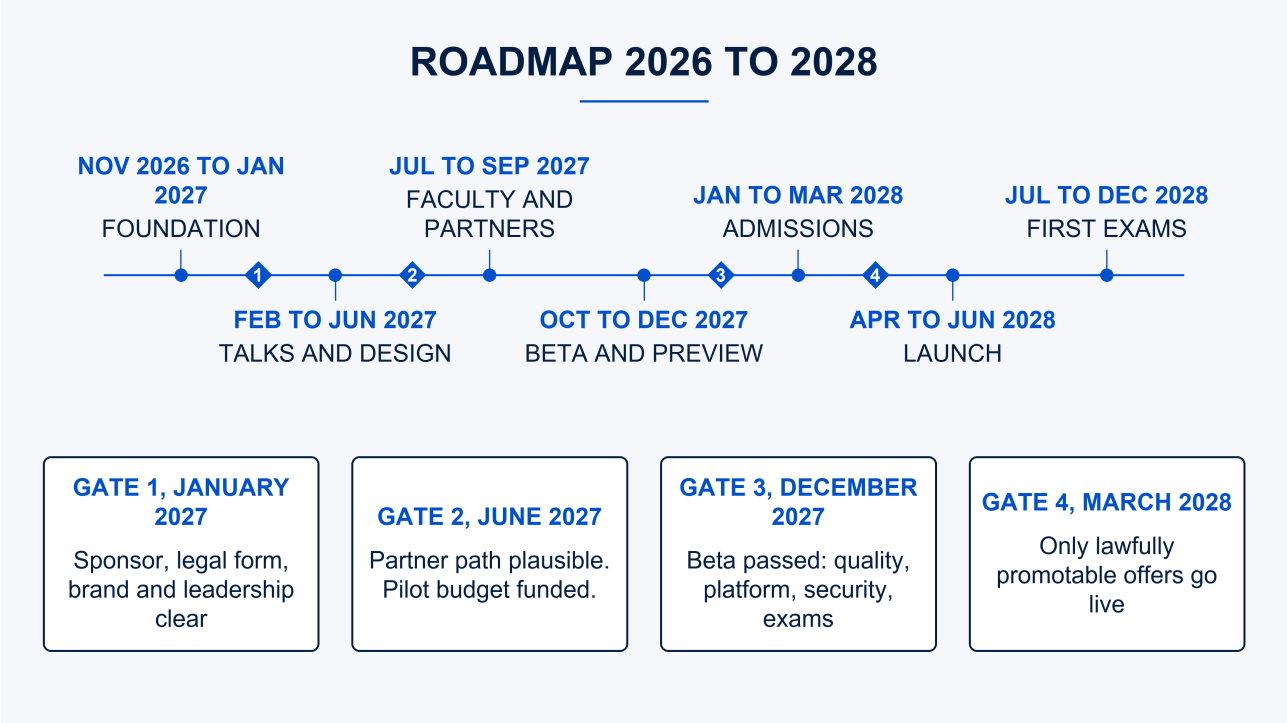


Figure 16. The roadmap to the first cohort, with four decision gates.

The roadmap runs in seven stages from November 2026 to December 2028, with four decision gates. The schedule deliberately leaves more than a year for preparation, because the legal, academic and quality foundations must stand before the first learner enrols.

From November 2026 to January 2027 the Foundation stage brings the founding decision, the brand definition, the target jurisdiction, a partner-university shortlist, the programme mandate, the core team and the budget frame. From February to June 2027 the Talks and Design stage covers academic talks, due diligence on university partners, a letter of intent, a governance draft, the pilot curriculum, platform selection, a founding directorate and the budget.

From July to September 2027 the Faculty and Partners stage seeks a binding partnership as far as achievable, recruits lecturers, produces courses, signs lecturer contracts and settles the examination model and the data-protection and security review. From October to December 2027 the Beta and Preview stage brings technical and didactic tests, a beta test with a small learning group (the optional Open Academy preview cohort), accessibility and examination trial runs, quality assurance and public course information.

From January to March 2028 the Admissions stage opens the application phase, admission and enrolment for legally approved offers, tutor and lecturer training, final examination locations and student support. From April to June 2028 the Launch stage is the official start of the first NIT online cohort with the summer semester. From July to December 2028 the First Exams stage brings monitoring, first examinations and certificates, independent evaluation, further development and the decision on expansion and new academic pathways.

Gate 1, in January 2027, clarifies the founding sponsor, legal form, brand, target markets and responsible leadership. Gate 2, in June 2027, confirms that the academic partner path is legally and economically plausible and that the pilot budget is funded. Gate 3, in December 2027, is passed when course quality, platform, security, student protection and the examination process hold up in the beta test. At Gate 4, in March 2028, only offers with permissible advertising, lawful enrolment and reliable delivery go live.

Risks and Preconditions

Academic recognition comes first. No degree is promised without authorised partners and approved programmes, and delays in university agreements and accreditation, along with cross-border recognition, are real risks. Protected terms such as “University” are used only where the law of the country concerned allows.

Didactic quality needs active supervision, and insufficient supervision is a risk. Proof of achievement must be reliable, and examination fraud is a named risk. Technical availability and data protection call for planned resilience and digital participation. Financial viability requires multi-year funding and protection of enrolled students. Scientific independence requires a clear separation of teaching, research and corporate communication, and care with conflicts of interest in industry-related research. False expectations about academic degrees do harm to learners and to the Institute. The three Future Schools and the envisioned initiatives are directions, and they become offers only after their own preparation. The start date is also a plan: it moves if partner agreements, approvals or quality reviews are late.

The countermeasures are the two-track start, a small pilot, a staged roadmap, independent quality assurance and clear public status statements. Degrees are awarded only by authorised partner universities within approved programmes.

The NIT Global Founding Initiative

The founding of the Neutrino® Institute of Technology is an invitation to take part in creating an international scientific institution designed for the challenges and opportunities of the future.

DISCOVER THE VISION	EXPLORE THE EIGHT SCHOOLS	BECOME PART OF WHAT COMES NEXT

Through the NIT Global Founding Initiative, the Institute aims to introduce its founding vision to the international scientific community and to lay the foundations for future academic collaboration, educational programmes and scientific engagement. The initiative will bring together the NIT Founding Whitepaper, the Founding Declaration, the Institute’s international digital presence and a structured invitation to scientists, professors, academic institutions, researchers and emerging talents.

The NIT seeks dialogue with individuals and organisations who share its commitment to scientific excellence, intellectual independence, technological innovation and international cooperation. As the Institute develops, interested members of the scientific community may be invited to explore future opportunities for academic participation, research collaboration, mentorship and institutional partnership.

The Initiative also keeps three things apart: the Institute's founding vision, its planned programmes and the activities that become operational in later development stages. Its objective goes beyond announcing a new institution. It is to begin building the international scientific community that will help shape the Institute's future.

> *The future of science will not be created by institutions alone. It will be created by the people who dare to imagine, question and discover what comes next.*

The NIT in Brief

The world is changing through artificial intelligence, new materials, modern energy technologies and the networking of scientific disciplines. Scientific education therefore has to develop as well. The Neutrino® Institute of Technology is being created to bring young people, regardless of where they live, together with outstanding teachers, digital research tools and real technological questions.

We don't want to create a mere digital copy of a traditional university. The NIT connects open educational offers with academic study pathways through recognised university partners. Teaching and collaboration take place virtually; necessary examinations take place at suitable, fixed locations. AI is meant to enable individual learning without replacing human academic responsibility.

What is special is the connection of learning, discovering and creating. Students are meant to experience early how scientific questions arise, how hypotheses are tested and how insights become technical innovations. Our goal is an institution that doesn't only convey knowledge but enables the next generation to create new knowledge.

Closing Words

NEUTRINO® INSTITUTE OF TECHNOLOGY

The University of What Comes Next.

LEARN.

DISCOVER.

CREATE.

THE FUTURE OF SCIENCE BEGINS HERE.

The most important resource of the future is people who think scientifically, act responsibly and can shape new technologies. With the planned start in 2028, the NIT is to lay the cornerstone for an international educational community that develops step by step into a recognised scientific institution.

The NIT can embody a new generation of scientific education: location-independent in access, demanding in method, human in supervision and international in cooperation. Its success is measured by whether young people learn to think independently, measure precisely, act responsibly and develop new technical solutions, and reach counts for less. The first cohort of 2028 is the beginning, not the completion. The Open Academy makes the start possible. Academic partnerships give the long-term expansion institutional depth and legal sustainability.

> *NEUTRINO® INSTITUTE OF TECHNOLOGY. THE UNIVERSITY OF WHAT COMES NEXT.*
> *LEARN. DISCOVER. CREATE.*
> *THE FUTURE OF SCIENCE BEGINS HERE.*

FOUNDING AUTHORS & INSTITUTIONAL CONTRIBUTORS

NEUTRINO® INSTITUTE OF TECHNOLOGY

THE UNIVERSITY OF WHAT COMES NEXT.

Holger-Thorsten Schubart

Founder & Initiator, Neutrino® Institute of Technology

The Scientific Advisory Board

Scientific Excellence, Academic Vision & Institutional Development

The Neutrino Supreme Council (NSC)

Scientific Foresight, Strategic Intelligence & Future Development

This Whitepaper and the NIT Founding Declaration express the shared founding vision of Holger-Thorsten Schubart, the Scientific Advisory Board and the Neutrino Supreme Council. Together, they articulate the scientific philosophy, institutional ambitions and long-term commitment underlying the Neutrino® Institute of Technology.

Join the Future of Science

Scientists, professors, researchers, academic institutions, students and individuals interested in contributing to the future development of the Neutrino® Institute of Technology are warmly invited to contact our team.

For enquiries, expressions of interest and opportunities for future collaboration, please contact:

serviceteam@neutrino-energy.com

THE UNIVERSITY OF WHAT COMES NEXT.