# ANNUAL REPORT

2022

# Contents

# Statement of the President and Co-CEOs

## From Minds To Ministries

In September 2022, the United Nations convened a Transforming Education Summit in response to a global crisis in education – a crisis of equity and inclusion, quality, and relevance. The summit concept states: "Education systems need to adapt to the shifting skills needed professionally, making learning more student-centered, connected, dynamic, inclusive, and collaborative, allowing creativity to blossom. Learning resources must evolve to reflect these transformations in how teaching and learning occur."

Indeed, learning and teaching must change if they are to keep pace with the rapidly changing world. This conviction is at the core of the Jacobs Foundation's Strategy 2030. But that change, as we understand it, is not an end in itself. If we really want education to prepare children to thrive in an increasingly challenging world, we need to make sound scientific evidence the basis of its transformation on all levels – from minds to ministries.

Positive change in education is not possible without a deep understanding of learning processes, an extensive understanding of learning places and technologies, and an accurate understanding of policy making and implementation processes – from preschool to parliament.

Relying only on experiential knowledge simply does not do justice to the complexity of children's learning. In 2022, we have therefore developed an ambitious research agenda to lay the foundation for evidence-based transformation of education systems.

Transforming education is, without doubt, a Herculean task. It is a task no organization can accomplish alone. Our sincere thanks go to the many partners and friends with whom we were able to contribute to improving educational opportunities worldwide in 2022 – and will continue to do so in the future.

Lavinia Jacobs             Fabio Segura              Simon Sommer
President                  Co-CEO                    Co-CEO

# How we understand - and implement - the will of our founder, Klaus J. Jacobs, today.

*"I believe that the business world has the great task of better assuming its social responsibility by supporting the positive forces in research and education and thus helping to build a better future."*

When Klaus J. Jacobs wrote these words in 1989, they were not only intended as an appeal to the business world. The then majority shareholder of Jacobs Suchard AG wanted to put them into practice himself: he established the Jacobs Foundation, dedicated to improving the development opportunities of children and young people.

For Klaus J. Jacobs, there were two essential elements on which the foundation's work would be based. First, close cooperation with science, as after all, research clarifies which factors influence the development of children and young people. Second, the promotion of education: Klaus J. Jacobs was convinced that school-based and extracurricular education and teaching were essential prerequisites to ensure that young people thrive.

With the funds from the sale of Jacobs Suchard AG in 1991, the foundation expanded its activities and established scholarship programs for young scientists as well as practice-oriented programs in the field of education and training. "After five successful years, we have reviewed our original research program and will aim to increase our efforts in the practical and policy areas, thereby contributing more to the development of scientifically sound intervention strategies," Klaus J. Jacobs noted in the 1994 annual report.

Klaus J. Jacobs also wanted the Jacobs Foundation to recognize and embrace the emergence of the internet. In the face of advancing technologization, one thought preoccupied him: "The cost could exclude two-thirds of the world's population from the 'information society' and thus lead to a renewed split - between people with access to knowledge resources and those without." The foundation's 2000 Strategic Program then went on to say: "In a world of dramatic change (...) the foundation seeks to contribute to the well-being and social productivity of present and future generations of young people in three interrelated areas of human competence and potential: development competence, cultural competence, and computer competence."

The field of action grew and changed as the foundation's resources increased: in 2001, Klaus J. Jacobs announced that his family had agreed to transfer all its shares in Jacobs Holding AG to the Jacobs Foundation. This gift increased the foundation's capital to a good CHF 1.5 billion. Later, Klaus J. Jacobs explained: "It is an important concern for me and my family that our foundation can expand its worldwide activities to provide targeted support for sustainable youth development projects." The foundation had become a global player.

In 2008, Klaus J. Jacobs died – but his vision still lives on today, and we are committed to his will.

Advancing education continues to be at the heart of what we do. In the spirit of our founder, we aim to support learning systems to provide young people with knowledge, skills, attitudes, tools, and equitable opportunities to reach their learning potential and thrive together. We will co-create evidence-based ideas for learning. We will support schools in offering quality education and sharing best practices. By supporting the positive forces in research and education we will transform education systems around the world.

# Activities

# Ten Milestones of 2022



**01**

## Launch of the Child Learning and Education Facility (CLEF) in Côte d'Ivoire

We formally established the Child Learning and Education Facility (CLEF) in Côte d'Ivoire. CLEF is a strong coalition of the Ivorian government, philanthropic partners, and companies of the cocoa and chocolate industry. It is designed to combat child labour, provide a good start in life, and promote effective education for children in Côte d'Ivoire.
*See p. 26*

**02**

## Unlocking the impact of EdTech

We hosted the first-ever convening of EdTech investors, companies, researchers, and funders as part of our CHF 40 million commitment to unlock the impact of EdTech. Through this work we aim to embed evidence at the heart of EdTech investment and practice, to advance children's learning and development. We want to make evidence an integral part of investment decisions, bring robust science into product design, and strengthen collaborations between donors. *See p. 23*

**03**

## Bridging research and practice

We launched the global initiative Leveraging Evidence for Action to Promote change (LEAP) in partnership with MIT Solve. LEAP brings together expert researchers and social entrepreneurs to strengthen the evidence base of learning innovations. *See p. 19*

## 04 Klaus J. Jacobs Best Practice Prizes

We awarded the 2022 Klaus J. Jacobs Best Practice Prizes to the Luker Foundation, Luminos Fund, and Youth Impact. The three organisations were honoured for outstanding achievement and practice in advancing quality education. The recipients were selected from a shortlist of 10 finalists, all of whom convened for a co-creation event to develop proposals for new projects.

## 05 Supporting quality education in Ghana

We supported the Ministry of Education in Ghana in designing a strategy for establishing 100 Communities of Excellence. The Communities of Excellence will assist districts as they examine their current learning ecosystems, envision how those ecosystems might be improved, and implement evidence-based projects leading to deep and enduring systemic change.

## 06 Studying how AI-driven learning technologies can ensure children's wellbeing

We awarded CHF 2 million to Professors Sanna Järvelä and Inge Molenaar at the University of Oulu, Finland and Radboud University, the Netherlands, to set up the global collaborative Center for Learning and Living with AI (CELLA). The international center will bring together leaders in learning and educational sciences, learning analytics and artificial intelligence. CELLA aims to research how AI-driven learning technologies can ensure children's wellbeing, equipping them to learn, live, and work in the age of AI.



## 07 Supporting quality education in Colombia

We announced Colombia as our fourth country of focus in support of quality education for all children, in addition to Côte d'Ivoire, Ghana, and Switzerland. The goal is to strengthen learning ecosystems across the country, so that they are more focused on effective development of foundational skills and socioemotional learning. This is a unique opportunity for us to support evidence-based policy and create multi-stakeholder partnerships with the government of Colombia to produce meaningful impact nationally.

## 08 Developing the Global Learning Ecosystems Framework

We collaborated with Economist Impact to develop the first ever global Learning Ecosystems Framework. The framework offers an evidence-based tool to understand and assess the strengths of different environments – the school, the home, and the wider community – that jointly contribute to young people's learning and wellbeing. It is designed to serve as an analytical tool to increase understanding of how different country ecosystems support learning.

## 09 Launching the Digital Museum of Learning

We launched the first phase of the Digital Museum of Learning during Zurich's Long Night of the Museums. The aim is to empower educators and act as a champion for the impact of their work with world-class digital curation of knowledge, artefacts, exhibits, and resources in a highly engaging, innovative, and unconventional way.
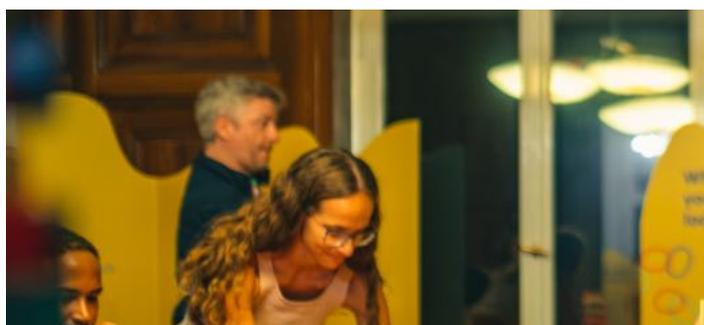


## 10 Creating an ambitious Research Agenda on learning variability

In 2022, we initiated a structured consultation process that led to the development of an ambitious new research agenda designed to advance research on learning variability. *See p. 16*

Claudia Flandoli

## BOLD Big ideas for growing minds

*https://bold.expert*

BOLD is a digital platform exploring the latest scientific insights into how children and young people develop and learn in an accessible way.

Since its launch, the platform has published over 750 articles, videos and podcast episodes featuring more than 290 contributors from around the world, including many from the Research Fellows network. In 2022, BOLD released 16 episodes of the Teachers' Voices podcast, showcasing powerful stories from teachers and international experts on learning and development from around the world.

The most popular content in 2022 explored learning the times table, wellbeing in schools, the impact of motor impairments on learning, and the neuroscience behind playful learning. BOLD covered more topics than ever before, including children's agency, gender equality, artificial intelligence, climate education, and learning variability.

The platform collaborated with two incredible artists, Vincent Bal and Claudia Flandoli, who interpreted BOLD's key themes, bringing content to life in a new way. Their creations capture the diversity of contributions from researchers, practitioners, and journalists.

# Digital Museum of Learning

*https://www.museumoflearning.org/*

In 2022, we reinvented the Johann Jacobs Museum, putting the history and future of learning and education at its heart. The newly developed Digital Museum of Learning embarked on an exciting journey to build online infrastructure that brings together art and science to share global perspectives.

We launched during Zurich's Long Night of the Museums in September, welcoming over 1,300 visitors to Jacobs Haus. Our fun and interactive exhibition explored the learning brain, drawing expertise from BOLD. Visitors learnt about the biological, social, emotional, and cultural factors influencing brain development through quizzes, interactive screens, and activities.

Through our new journey we are embracing the Jacobs Foundation's pledge to help every child reach their full learning potential and thrive together.

# Learning and Evaluation for Impact

## Placing child-level outcomes at the centre

As a foundation working to advance the use of evidence in policy and practice, both locally and globally, we must continuously focus on how our programmatic work has the potential for direct impact on the child. While this is a fundamental challenge for everyone working systemically – measuring the impact of evidence on practice and policy and then on the ultimate beneficiary is notoriously difficult – we want to get as close as we can to understanding the impact of our work on improving holistic learning outcomes for children.

This is why our learning and evaluation approach has been designed to enable us to make better decisions and work more effectively so that more children can experience quality education.

In 2022, we worked with our Board and evaluation and learning partner, Mathematica, to define how to assess our contribution to child-level outcomes, ensuring our approach to monitoring and evaluation is feasible, while maintaining a clear line of sight on the ultimate goal of improving learning outcomes for children.

# Our progress Measures (tracked annually)

1. Level of academic impact and influence of JF-supported researchers

2. Number of new evidence-inspired multi-stakeholder collaborations resulting in new insights, discoveries, and frameworks on learning and development

3. Percentage of school aggregators generating and embedding evidence into their approach

4. Percentage of schools and Ed Tech companies using evidence for learning and evaluation

5. Level of investment going to evidence-based EdTech products

6. Degree of integration of evidence into government policy-making and implementation

7. Number of community-led partnerships developing, translating and integrating evidence into practice

8. Number of organizations engaged, and level of third-party funding mobilized in spreading evidence-based policies and practices

As we entered the second year of Strategy 2030, we also reflected on our own approach to 'learning' as an organization:

**Strategic learning is key not only for evaluation, but also for strategy design.** In 2022 we focused on gaining an even better understanding of potential causal pathways and identifying the ways in which we expect to see change happen across the various elements of our strategy. We worked with our learning and evaluation partner to develop tailored, evaluable sub-theories of change for each of our programmatic portfolios, using these as the basis for internal reflection and funding decisions.

Through this process, we have questioned our assumptions and the impact hypotheses underpinning our strategy. While painstaking, this allowed us to establish robust frameworks for evaluating our work going forward, as well as enabling us to re-think assumptions underlying programmatic design, identify potential new directions, and assess potential shifts and trade-offs from the outset.

**The development of a learning process elevates our discussions** – while the foundation's approach to monitoring, evaluation and learning was formally put in place in 2022, the more tangible benefits of the evidence collected will be felt in 2023 and beyond. However, the effort of putting the process in place – such as discussing what success looks like together with our teams, Board, and partners – has enabled us to hone our ability to ask better questions and elevate the quality of our discussions.

**The learning journey is emerging as an anchor of our work** – in 2022 we worked to review and update our approach to how we engage with our grantee partners and how we can position our work together around an 'evidence journey' oriented towards supporting partner organizations' pursuit of evidence for programmatic improvement and impact.

# A New Way of Looking at Evidence: The Evidence Journey

In 2022, we began to develop a new way of looking at how we define and use evidence, supported by the Center for Evidence and Implementation (CEI). The goals underpinning this work are to:

- Support foundation partners on an 'evidence journey' by helping to identify evidence gaps and areas for further strengthening, and to revisit effectiveness, implementation, and scalability as part of this journey.
- Support a common understanding across the foundation of what good evidence looks like and how this can be used to support funding and appraisal decisions.
- Contribute to the field at large and stimulate early-stage discussions to frame a more comprehensive definition of evidence, moving away from a hierarchical model.
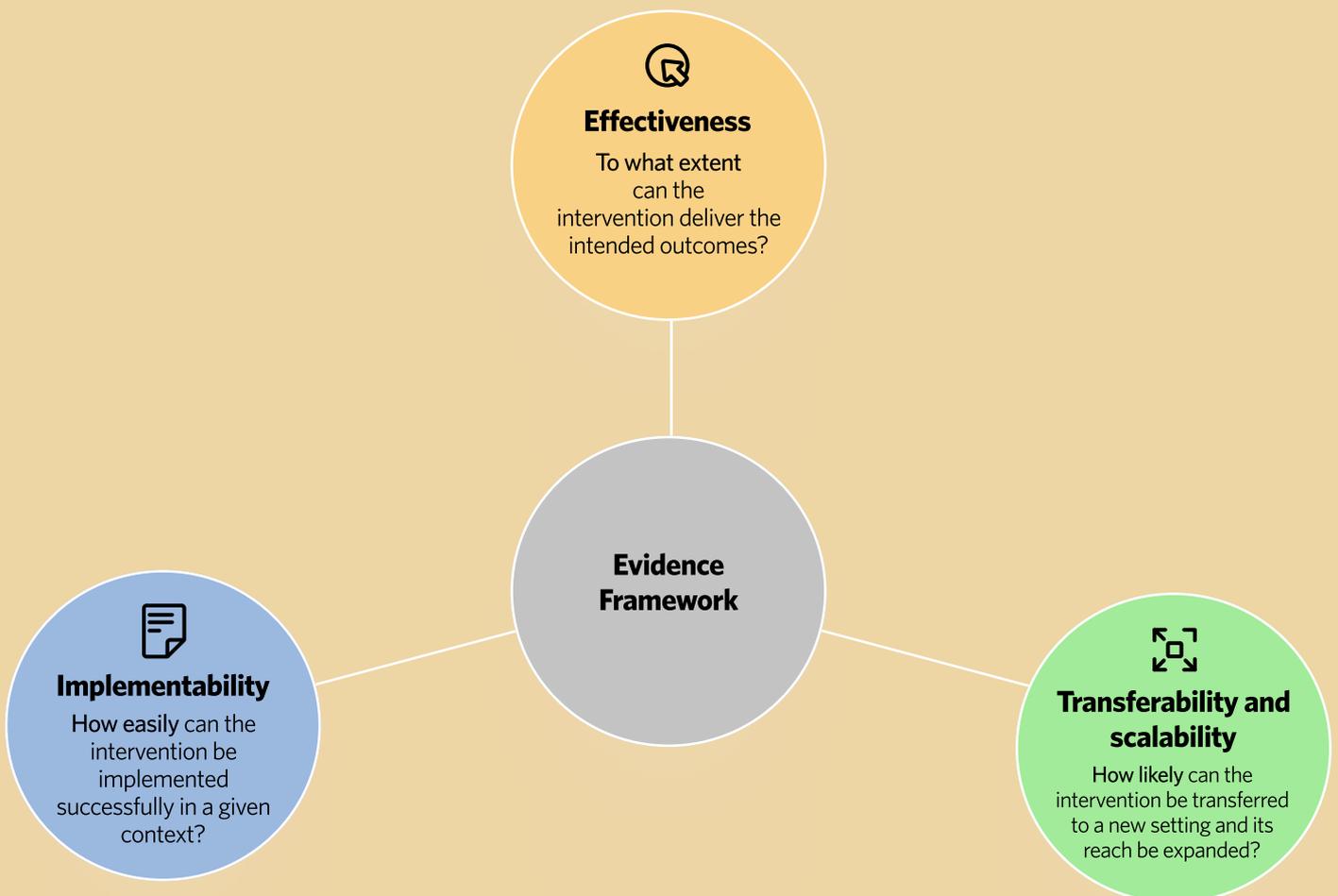
The evidence framework developed is informed by a model of evidence-informed practice, which proposes that high-quality decision-making relies on the optimal integration of current best evidence, individual preferences and actions, and the wider context and circumstances (e.g., political and organizational factors). It includes the following dimensions:

- **Effectiveness** – the degree to which a project or program can deliver the intended outcome.
- **Implementability** – the degree of ease with which a project or program can be implemented successfully in a given context.
- **Transferability and scalability** – the ability to transfer a project or program to a new setting (balancing fidelity with adaptation) and the ability to expand the reach of interventions.

Distinguishing these three domains reflects their respective significance in achieving impact. Underlying the framework is a desire to promote early consideration of the different domains and to promote ways to strengthen the evidence relating to these domains – the 'evidence journey'.

The framework is designed to support a more systematic understanding of organizations' evidence needs and to highlight the most effective ways the foundation can support each organization's evidence journey. We hope that it can also be used by our partners to strengthen their understanding of their own evidence needs and that of their collaborators.

The final framework will be released in mid-2023 and offered as a global public good for the field at large to stimulate further discussion about how to best support organizations on their evidence journey.

**Effectiveness**
To what extent can the intervention deliver the intended outcomes?

**Evidence Framework**

**Implementability**
How easily can the intervention be implemented successfully in a given context?

**Transferability and scalability**
How likely can the intervention be transferred to a new setting and its reach be expanded?

# An Ambitious Research Agenda: Advancing Research on Learning Variability

Childhood is full of variability. Individual children vary day-to-day in their skills and behaviors. There is also diversity within peer learning groups as children differ from one another. And there is variability within the different contexts and environments children encounter and interact with. Yet in education, children often experience one-size-fits-all models of instruction that cater to a hypothetical average student, with little regard for these three types of variability.

We believe that education systems that embrace learning variability will better support children to realize their learning potential. However, the research has not yet established the origins of learning variability, how best to address it, and when to embrace or reduce it. A better understanding of the mechanisms behind learning variability could enable policy makers and educators to make decisions that serve a greater variety of children, more often, in their early and middle years.

Our work in this field was initiated through a structured development process that began in 2022, enabling us to refine and evolve our thinking regarding the different facets of learning variability. As part of this process, we interviewed experts and academics in the field, commissioned a series of literature briefs to gather available research evidence, and discussed the findings emerging from these activities with a select group of scholars. As a result, we have designed and validated a research agenda to guide our work over the coming years.

Through this research we will build a robust body of knowledge on learning variability. To that end, we will create a global multidisciplinary research community dedicated to improving children's learning and development. We also seek to inspire conversation and action among researchers and funders aimed at promoting a better understanding and appreciation of learning variability in children. Our goal is to encourage the development of education systems that embrace relevant innovations, policies, and programs.

**The transformative questions** driving the research agenda are:

- Can we develop a multidisciplinary ontology of learning contexts?
- When is learning variability beneficial vs. detrimental to learning and development? And thus, when should we focus on reducing vs. leveraging variability in group and individual settings?
- What methods might enable individual-level predictions of future behavior across contexts?
- How do we educate children for a rapidly changing future context?
- How do we design for scale and make learning solutions effective across multiple contexts?

We will fund and support researchers through a range of mechanisms including support for Research Fellows, a bi-annual research conference, and a research series based around the transformative questions. Going forward, together with our partners, we will work to expand on this research agenda to explore questions of relevance to practitioners and policymakers.

The research agenda will be a success if, by 2030, a community of researchers has established fruitful lines of research on learning variability; the education funding community discusses the different types of learning variability knowledgeably; and pedagogical innovations are in development to better address variability at scale.

*"Arguably, current approaches to educating students optimize for assessments that determine movement up and through the educational system rather than students' abilities to learn in future contexts. For instance, few real-world scientific tasks appear as word problems, and many tasks depend on teamwork rather than the sequestered problem solving favored by most assessments.*

*When thinking about preparing students, we need to understand (1) the abilities and attitudes that contribute to adaptivity, (2) the contexts in which those capabilities will be expressed, and (3) the means by which we instruct and ensure students are learning."*

Professor Dan Schwartz, Stanford Graduate School of Education

# Strategy 2030: Improving children's learning based on evidence

Since its establishment more than 30 years ago, the Jacobs Foundation has invested in premier research on child learning and development and the translation of evidence into policy and practice. Building on this legacy, in 2020, we launched our new 10-year strategy – Strategy 2030 – committing CHF 500 million to advance quality education and learning around the world with the aim of providing **evidence-based learning opportunities to every child.**

The impetus behind Strategy 2030 is the reality that education systems do not provide all children with a quality education. While the reasons for this are multifaceted, the main challenge we seek to ameliorate is the poor and inconsistent use of evidence in both policy and practice, locally, regionally, and globally. We can improve this by investing in new research about how children learn and by putting evidence at the forefront for use by governments, schools, and EdTech companies.

We advance this mission by funding researchers to understand how children learn, promoting the use of evidence in school practice and EdTech, and supporting countries to integrate evidence into education policies. If successful, we will make a meaningful contribution to children's holistic learning outcomes by 2030 and beyond.

Learn more about Strategy 2030

# Spotlight: Bridging Research and Practice

## Leveraging Evidence for Action to Promote change (LEAP)

LEAP brings together researchers, social entrepreneurs, and education ventures to bridge the gap between research and practice and advance evidence-based learning solutions that provide quality education. LEAP is run in partnership with MIT Solve.

## The Challenge

Education innovations have the potential to improve learning outcomes around the world. However, many solutions are not informed or supported by credible evidence and therefore fail to be adopted by policymakers, educators, and students.

More evidence-based innovation is needed. The expertise that education ventures require to accelerate solutions grounded in research is often inaccessible because of financial constraints and limited opportunities for researchers and practitioners to collaborate.

## The Approach

LEAP is an initiative that connects researchers and social entrepreneurs with innovative education organizations to enhance the evidence base of their learning solutions. Every year, LEAP launches a Challenge with a specific learning focus. This program matches education organizations (known as Project Hosts) with a dedicated team of expert researchers and social entrepreneurs (LEAP Fellows). These fellows, many of whom are already part of the Jacobs research network, work part-time on a 12-week sprint to strengthen the evidence base of the organization's product, program, or business model.

Selected LEAP Fellows also participate in a LEAPathon event where they meet with Project Host organizations and attend mentorship and project refinement sessions. These fellows are then matched with host organizations to catalyze partnerships for subsequent LEAP Projects.

In 2022, the LEAP Challenge focused on innovations that could bridge learning gaps for vulnerable children aged 2-12. Millions of learners have been left without access to quality education due to pandemic school closures, political instability, economic uncertainty, and climate disasters. Evidence-based innovations are needed to re-engage these learners and provide them with the necessary educational support. The first wave of LEAP Projects, aimed at addressing this challenge, launched in October 2022.

# Highlighted LEAP Projects

The following research-to-practice partnerships were funded as part of the 2022 LEAP Challenge:

### VVOB Education for Development

VVOB (the Flemish Association for Development Cooperation and Technical Assistance) and the Ministry of Education in Rwanda are collaborating to institutionalize continuous professional development (CPD) for school leaders. LEAP Fellows are informing the design of a research methodology to demonstrate the impact of the CPD program on distributed school leadership and student outcomes. The research supports VVOB's partnership with government partners in Rwanda by evaluating the return on investment of the CPD program in terms of student learning outcomes and increasing the credibility of the program in order to mobilize the government financial, human, and policy resources required to support program expansion. In support of these objectives, LEAP Fellows designed an impact study to evaluate the planned intervention rollout, which includes recommending which variables to assess at which level and how to analyze the data to test the hypotheses.

LEAP Fellows involved: Annelise Eaton Buzaid, Research Fellow, Tsz Man (Bethany) Fong, Social Entrepreneur Fellow, Lea Mörsdorf, Research Fellow, Barbara Trudell, Research Fellow.

### Aid for Rural Education Access Initiative (AREAi)

AREAi developed a model for teaching functional literacy and numeracy skills to out-of-school children in internally displaced people (IDP) camps in Nigeria. They plan to scale their model to reach 10,000 children in 2023 and 100,000 children over the next five years. LEAP Fellows supported these ambitions by identifying key questions to position for scale, gaining insights to increase impact return on investment, and strengthening the evidence base for a FastTrack delivery approach. The partnership focused specifically on three tracks: looking at program design to better understand the learner journey and facilitator role; making recommendations for program evaluation, including developing a randomized control trial (RCT) template to assess the impact on children's functional literacy and numeracy; and identifying appropriate assessments of learning.

LEAP Fellows involved: Kaja Jasińska, Research Fellow, Similoluwa Lawoyin, Social Entrepreneur Fellow, Swetha Prakash, Social Entrepreneur Fellow, Sharon Wolf, Research Fellow.

### Curiós

Brazilian start-up Curiós developed and implemented an intervention to improve teacher training by building the capabilities of the pedagogical coordinator, who is responsible for supporting the continued professional development of teachers in every public school in Brazil. LEAP Fellows partnered with Curiós to help the start-up develop its evidence of impact as a way to raise more funding and scale up the program. This involved developing an evaluation toolkit to generate conclusions that are easy to communicate. The toolkit includes a guide to research design and a set of surveys that evaluate content understanding, including measures of teacher efficacy and wellbeing that can be compared with other studies.

LEAP Fellows involved: Clint Bartlett, Social Entrepreneur Fellow, Pawel Mordel, Social Entrepreneur Fellow, Laura Outhwaite, Research Fellow, Luca Maria Pesando, Research Fellow.

### Thate Pan Hub

Thate Pan Hub (TPH) is a Myanmar-based social enterprise that provides computer science learning opportunities through a gamified platform. Its objective is to offer accessible learning opportunities in an unstable political landscape, in a society shaped by decades of armed conflict, and in an educational system not fully supported by an ecosystem of institutions. Its work has significant implications for delivering education in emergencies. TPH worked in partnership with LEAP Fellows to build the skills needed to meet the product, organizational, and design challenges TPH will face as it scales. The approach involved developing and delivering a series of learning workshops covering the topics of pedagogy, design, technology, business model, product roadmap, and strategy. TPH now has a framework for gathering field-based information to better inform its decision-making.

LEAP Fellows involved: Christopher Melville, Social Entrepreneur Fellow, Sergio Medina, Social Entrepreneur Fellow, Teomara Rutherford, Research Fellow, Alejandro Villanueva, Social Entrepreneur Fellow.

### Amal Alliance (Amal)

Amal works to empower displaced and disenfranchised children through education and social development programs. Amal worked with LEAP Fellows to create a comprehensive roadmap to guide the scaling journey of its flagship social and emotional learning program, Colors of Kindness, and to develop a set of best practices and practical insights for other early-stage ventures that are seeking to build their evidence base and influence stakeholders. Supported by this partnership, Amal has embedded monitoring and evaluation into every project, carrying out internal evaluations when funding is limited and investing in more rigorous external evaluations when funding is available.

LEAP Fellows involved: Lissett Mary Babaian, Social Entrepreneur Fellow, Melissa Hogenboom, Learning Sciences Exchange Fellow, Natalia Kucirkova, Research Fellow, Laura White, Social Entrepreneur Fellow.

## Intended Impact

- Support the development of more effective, proven solutions with the potential to drive positive change in education systems at large.

- Test and develop a model for effective research-practice collaboration that can be adopted and scaled by other actors in the education and innovation sectors.

- Generate new insights into how novel models of teaching and learning can be better evaluated and understood, bridging the gap between research and practice.

- Inspire research interests and pursuits that are informed and meaningful in the context of the challenges practitioners face.
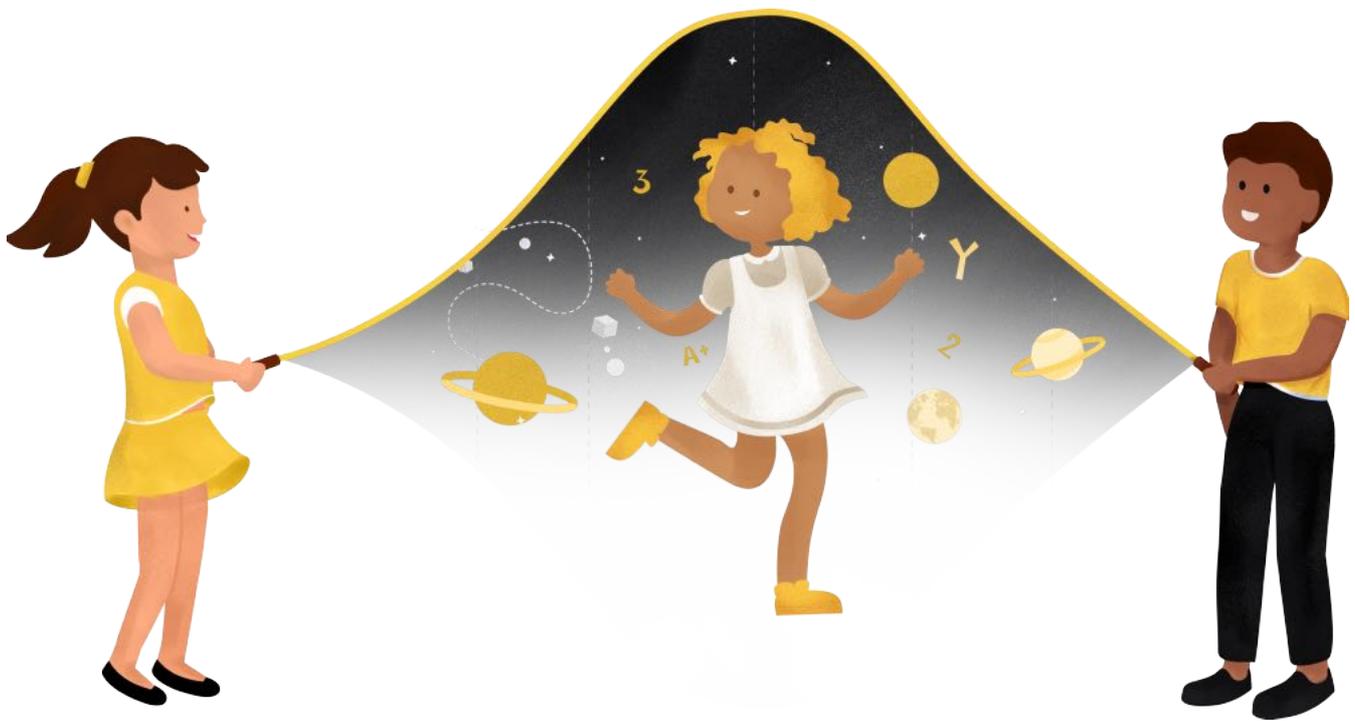
"*The key takeaway from this journey is to get a better understanding of the problem we're trying to solve and to carefully assess whether our proposed solution can really solve the problem. We noticed that we were too focused on our solution, looking at matters such as how many games will be in our platform, how interesting they will be, how many features we'll be able to offer and so on, but sometimes forgot to ask whether they are actually helping the children learn Computer Science better. The Fellows helped us recognize this loophole and encouraged us to incorporate more evidence-based approaches into our solution.*"

LEAP Project Host

"*My colleagues were all phenomenal. Honestly, I don't think we could have pulled off our deliverables without both Research Fellows and Social Entrepreneur Fellows on the team. A key part of our deliverables was helping to strengthen the evidence base for our Project Host's solution, and we needed the expertise and objective lens of our RFs to offer the right recommendations. Having another Social Entrepreneur Fellow on the team with me was also enriching: We riffed off each other in ideation sessions and were often able to collaborate on pieces of the project.*"

LEAP Social Entrepreneur Fellow

# Spotlight: Unlocking the Impact of EdTech

**Learning EdTech Impact Funds (LEIF)**

The Learning EdTech Impact Funds (LEIF) program strengthens the EdTech ecosystem by encouraging greater use of evidence in investment decisions and product development. LEIF facilitates connections between researchers and EdTech companies and invests in venture capital funds that commit to emphasizing the use of evidence.

**The Challenge**

Across the EdTech landscape, there is limited use of evidence and a lack of commitment to research. Only a small proportion of EdTech innovations are evaluated for their impact or effectiveness. Evaluation data are generally unavailable to the public, and only a fraction of EdTech companies conduct randomized control trials (RCTs) or embed evidence in product design from the start.

This situation is driven by a number of factors. For one, product development cycles within the competitive, commercial environment of EdTech are often out of step with standardized research practices, which typically move at a slower pace. Furthermore, evidence is often considered retrospectively rather than being built into product development from the outset, thereby diminishing the potential impact.

As a result of these challenges, many EdTech innovations reach the market without any analysis of their impact on learning. This allows ineffective technologies that may even be detrimental to learner progress to reach the classroom.

**The Approach**

LEIF is designed to influence and support early-stage EdTech companies with a view to improving their use of evidence and the timing of its use. It also encourages researchers and academics to be more pragmatic about research design and creative in embracing the new evaluation possibilities that technology offers.

We have committed CHF 40 million through LEIF to encourage more extensive use of evidence in EdTech. About CHF 30 million of that amount is invested in venture capital firms committed to applying research standards to their funding decisions. We also provide support to portfolio companies to help them meet evidence standards.

We are currently working with nine venture capital funds: Brighteye Ventures, Educapital, Learn Capital, New Markets Venture Partners, Reach Capital, Rethink Education, Sparkmind.vc, Owl Ventures, and Kaizenvest. These funds reach over 160 companies across the EdTech sector.

We are deploying an additional CHF 10 million to encourage collaboration between researchers and EdTech companies through the Connecting the EdTech Research Ecosystem (CERES) network. CERES brings together global leaders in computer science, psychology, neuroscience, education, and the EdTech industry in an effort to tailor digital learning technologies more effectively to children. The network addresses growing inequalities in access to digital learning opportunities and trains the next generation of researchers in multiple disciplines across academia and industry. The network currently includes 20 researchers and over 40 scholars.

Through the Education Foundations Investing in Systems Transformation (EdFirst) initiative, in 2022 we convened a group of over 20 foundations and impact investors that are working together to promote the use of evidence in the EdTech ecosystem through investments in venture capital funds.

# Highlights of Research-Industry Collaborations

### Incentivizing evidence use

To support and enhance rigorous evidence in EdTech companies generally, and in those in the LEIF portfolio specifically, we made USD 350,000 available on a pilot basis to LEIF portfolio companies to co-fund evidence subscriptions from LearnPlatform. The objective is to encourage and normalize investment in evidence and research on the part of EdTech companies and their investors. Providing a time-limited discount to companies to pursue these services will incentivize them to take steps and invest to pursue research support in alignment with the Every Student Succeeds Act (ESSA) Tiers of Evidence. Thereafter, we expect that companies will build evidence services into their own budgets in keeping with the sales and marketing benefits they provide. Eight companies received the pilot support in 2022: BookNook, Amira Learning, Newsela, Clayful, Panorama Education, Seesaw Learning, Better Lesson, and Subject.

### Collaborating to mine data from industry partners

CERES researchers and partner EdTech companies are piloting new research-industry collaborations to analyze data from industry partners. This approach is being tested in partnership with Amira Learning, a company that is built on AI research from Carnegie Mellon University and part of the LIEF portfolio. Amira Learning will provide access to deidentified data for secondary analysis by CERES researchers to map learning loss and recovery during the COVID-19 pandemic and explore how AI-assisted instruction can best support learning. Interdisciplinary teams of researchers across the CERES network are now applying for catalyst funding grants to support this work.

## Intended Impact

- Bridge the divide between science and industry, ensuring that robust evidence drives the development, use, and evaluation of EdTech.

- Ensure that effective use of evidence becomes a priority for those making EdTech investment decisions.

- Inform philanthropic and public policy decisions around EdTech to promote the creation of investment standards and better use of data in investment processes.
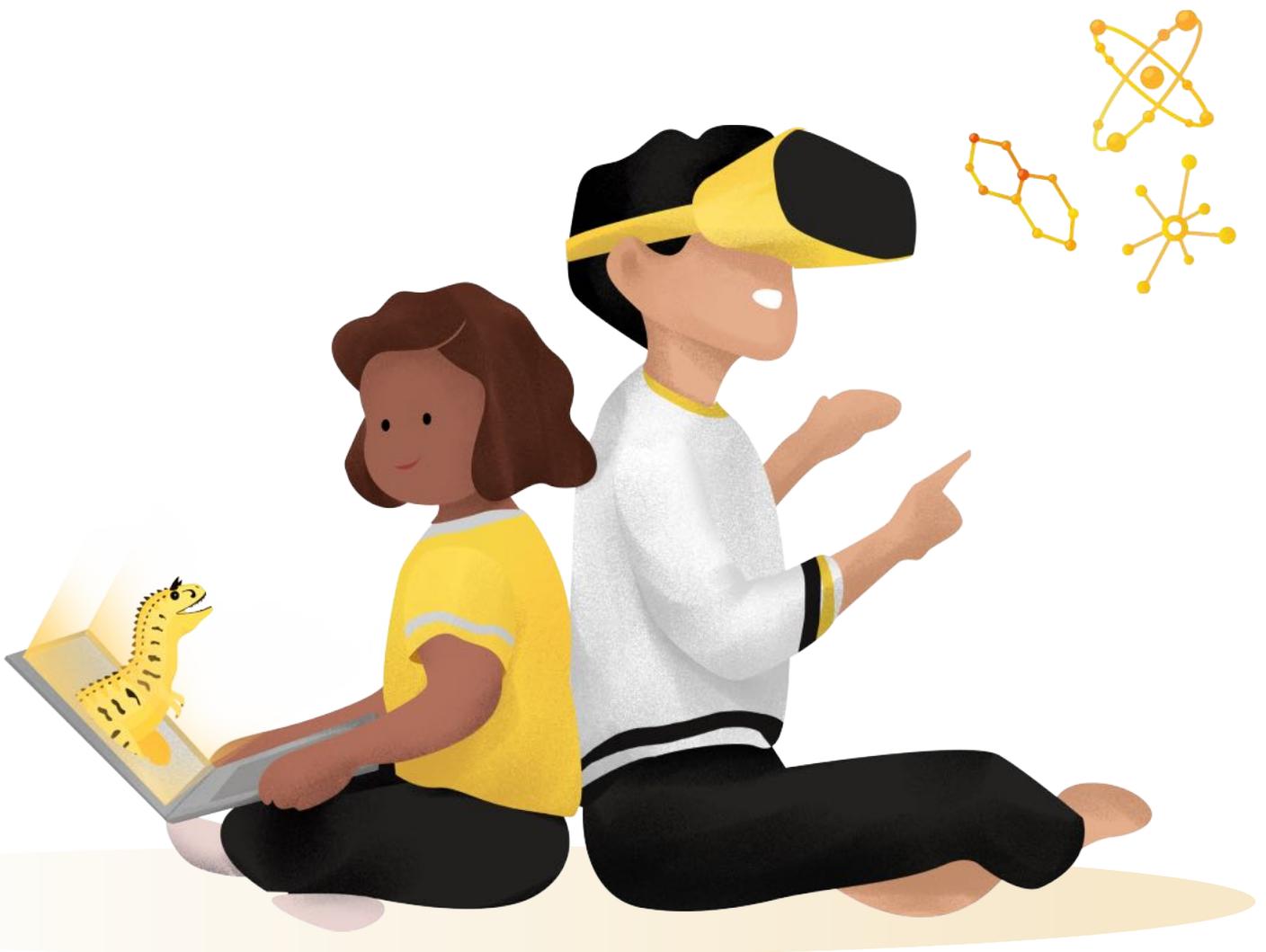
# Spotlight: Scaling Evidence-Based Education

## Child Learning and Education Facility (CLEF)

CLEF is the largest public-private partnership in education that focuses on a single country. It brings together the government of Côte d'Ivoire, 16 cocoa and chocolate companies, and two philanthropic foundations, which are jointly committing CHF 75 million to achieve large-scale education impact in Côte d'Ivoire.

## The Challenge

In Côte d'Ivoire, public spending on education has exceeded 20% in recent years, and yet overall performance remains below expectations as the education system struggles to meet the challenges of inclusion, equity, and quality. Efforts to increase access and school life expectancy have reduced the number of children out of school, but progress remains too slow and school life expectancy too low, with 27% of school-age children still excluded.

Efforts to address these challenges have also continued to fall short; very few evidence-based interventions have crossed the 'valley of death' and succeeded in scaling nationally. Most promising initiatives never reach significant scale, owing to a lack of sustainable funding mechanisms that ensure systematic planning for the scaling process and provide adequate resourcing to bridge the critical scaling phase.

## The Approach

In response to the significant challenges facing the education sector in Côte d'Ivoire, CLEF was designed to improve access and the quality of education provision at scale, in alignment with national education priorities. CLEF emerged from the achievements of the Transforming Education in Cocoa Communities (TRECC) initiative – building on what was learned, increasing the level of ambition, and harnessing the nascent public-private partnership momentum that TRECC had built.

CLEF capitalizes on the opportunity to bring together cocoa and chocolate industry partners that are already investing in several education projects as part of their sustainability strategies. It provides a platform for pooling public and private capital and is creating a strong link with the government's priorities in order to eradicate child labor and align industry incentives to address a key root cause of child labor in companies' value chains. The CLEF partnership has set a total capitalization goal of CHF 110 million, with CHF 75 million raised to date.

A critical factor in CLEF's success is the strategic use of evidence as a neutral basis for decision-making, as we bring together disparate perspectives and voices from across the partnership. The principle of relying on solid evidence guides funding decisions regarding the scaling of solutions designed to enhance teaching practices and improve learning outcomes, primarily in cocoa-growing regions.

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[1]Government expenditure on education (as a % of government expenditure) peaked in 2016 at 22% and has fallen to 15% in 2021 according to World Bank data.

# Highlighted Evidence-Based Approaches

CLEF is funding a government-led program aimed at improving the learning outcomes of primary school children. This program includes evidence-based teaching practices inspired by Teaching at the Right Level (TaRL), an approach rooted in an understanding of learning variability that was first developed in India. TaRL addresses education system failures by first evaluating children and then grouping them by learning level rather than age or grade. In Côte d'Ivoire, as in many other countries, children in each classroom can be very different in terms of age and skill level. Regrouping children by learning levels for a dedicated time of 90 minutes during the school day helps both teachers and learners. Each group is then taught using appropriate techniques and materials, starting from what the children already know.

## Intended Impact

- Provide quality education to children in Côte d'Ivoire through evidence-based interventions.

- Support the generation of scientific and operational evidence to inform policies and programs that are sustainable at scale.

- Strengthen the capacities of education authorities and their ability to manage the scaling process.

- Serve as a blueprint globally for how public-private collaboration can be achieved at scale.

# Institution

# Board of Trustees

The Board of Trustees is the foundation's supreme decision-making body. New members are chosen by vote of the current members, and the Board elects its chairperson in consultation with the Jacobs family council. The Board is composed of distinguished international experts who have a wide range of expertise and connections across the areas in which the foundation is engaged. The Board of Trustees has two committees:

1. Audit Committee with Olaf von Maydell (Chairman), Lavinia Jacobs and Sandro Giuliani.
2. Nomination and Compensation Committee with Hans Ambühl (Chairman), Lavinia Jacobs, and Ulman Lindenberger.

In addition to the committees, Board members participate in at least one of four Board Working Groups – Learning Minds, Learning Schools, Learning Societies, and Investments – based on their expertise.
On behalf of the Board of Trustees, the two Co-CEOs Fabio Segura and Simon Sommer manage the foundation's ongoing activities supported by Co-Leads and Program Managers.

### Dr. Emiliana Vegas

Dr. Emiliana Vegas was appointed to the Board of Trustees in 2021. She is a Professor at the Graduate School of Education at Harvard University.

### Dr. Joh. Christian Jacobs
Honorary Chairman

Dr. Joh. Christian Jacobs joined the Board in 1995 and was appointed Chairman in 2004. Today Dr. Joh. Christian Jacobs is active as an entrepreneurial investor. Since April 2015, he has held the position of Honorary Chairman.

### Dr. Olaf von Maydell

Dr. Olaf von Maydell has been a member of the Board of Trustees since May 2013. A tax consultant who holds a PhD in agricultural economics, Dr. von Maydell is a partner in the Schomerus & Partner tax consulting firm in Berlin.

### Hans Ambühl
Vice Chairman

Hans Ambühl has been a member of the Board of Trustees since October 2013. He was General Secretary of the Swiss Conference of Cantonal Ministers of Education in Bern until 2017.

### Jenny Abramson

Jenny Abramson was appointed to the Board of Trustees in 2021. She is Founder and Managing Partner of the venture capital fund Rethink Impact. She has a master's degree in sociology and holds an MBA from Harvard Business School

### Lavinia Jacobs
Chair

Lavinia Jacobs has been a member of the Board of Trustees since April 2007, and has held the position of Chair since April 2015. She completed a degree in law at the University of Basel in 2005.

### Dr. Ulman Lindenberger

Dr. Ulman Lindenberger joined the Jacobs Foundation Board of Trustees in January 2012. The German psychologist is Vice President of the Human Sciences Section of the Max Planck Society, Director of the Center for Lifespan Psychology at the Max Planck Institute for Human Development in Berlin, and Professor at Humboldt-Universität Berlin.

### Sandro Giuliani

Sandro Giuliani, former Managing Director of the Jacobs Foundation, has been a Member of the Board since January 2020. He is CEO of the Geneva Science and Diplomacy Anticipator GESDA.

### William Egbe

William Egbe joined the Jacobs Foundation Board of Trustees in April 2015. An engineer who holds an MBA degree, he was Group Director Strategic Planning and Sustainability for the Coca-Cola Eurasia & Africa Group

# Team (As of May 1, 2023)

**Ana Cubillo**
Co-Lead Learning Minds

**Angela Holzer**
PA to Co-CEOs

**Annie Brookman-Byrne**
Deputy Editor, BOLD

**Artemis Papoutsakis**
Program Manager

**Carole Sebastianutto**
HR Manager

**Cathrin Jerie**
Program Manager

**Christina Wild-Thurmann**
Program Specialist

**Cornelia Lieb**
Program Assistant

**Daniela Lozza**
Program Manager & Curator

**Donika Dimovska**
Chief Knowledge Officer

**Doriano Simonato**
Facility Manager

**Fabio Segura**
Co-CEO

**Gelgia Fetz Fernandes**
Co-Lead Learning Minds

**Gemma Wirz**
Editor in Chief, BOLD

**Georgine Paltzer**
Program Manager

**Hanna Woodhead**
Program Manager & Curator

**Hans Rudolf Schumacher**
Facility Manager

**Irina Hotz**
Co-Lead Learning Societies

**John Soleanicov**
Co-Lead Learning Schools

**Kathrin Hassler**
Finance Manager

**Libby Hills**
Co-Lead Learning Schools

**Lone Le Floch-Andersen**
Program Manager & Curator

**Michelle Weber**
Events and Office Management Specialist

**Natasha Hofer**
Program Manager

**Rezgar Sharifi**
Finance Controller

**Roland Hügli**
Chief Financial Officer

**Romana Kropilova**
Program Manager

**Ross Hall**
Co-Lead Learning Societies

**Samuel Kembou**
Program Manager

**Saskia Sickinger**
Program Manager

**Semrawit Haile**
J-STAR

**Simon Sommer**
Co-CEO

**Yang Bai**
J-STAR

**Zoe Bozzolan-Kenworthy**
Program Manager

# Projects List 2022

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| Education Outcomes Fund Programme Ghana | Support for outcomes-based, structured investment in a government-led education program in Ghana including an extended research project to build evidence and learning processes within and around the EOF program. | Education Outcomes Fund | 4,000,000 | 2022-2026 |
| 2022 Jacobs Research Fellowship | Identification and support of the most talented and innovative young researchers in child and youth development. | Jacobs Foundation | 3,000,000 | 2022-2027 |
| Colombia Backbone Team | Enhance the capacity of FExE to function as a Backbone Team and to establish JF Societies' 3 programs in Colombia. | FExE | 2,944,112 | 2023-2024 |
| ProfilQ Practice Forum | Further strengthen profilQualité as an association and school aggregator into a leading nation-wide, evidence-based Swiss Best Practice Forum. | ProfilQ | 2,800,000 | 2022-2027 |
| 2022 Klaus J. Jacobs Best Practice Prizes | Best practice prizes showcasing the groundbreaking work of businesses, social ventures, and non-profits around the world to ensure children have access to quality education. | The Luker Foundation, Luminos Fund, Youth Impact | 2,000,000 | 2022-2023 |
| MEL, Knowledge & Campaigns | Implementation of a foundation-wide Monitoring, Evaluation and Learning (MEL) approach and knowledge management strategy. | Mathematica, Education.org, Various others | 1,600,000 | 2022 |
| LEAP 2.0 | LEAP brings together researchers, social entrepreneurs, and education ventures in 12-week sprints, so they can create impactful education solutions for the 21st century. | MIT Solve | 1,488,000 | 2022-2023 |
| Jacobs Center UZH | Ongoing committment from MTP 2016-2020.<br><br>Yearly payment to Jacobs Center UZH.<br><br>The Jacobs Center for Productive Youth Development is a scientific center at the University of Zurich focused on youth development. The Center is a joint venture between the University of Zurich and JF.<br><br>Project did not go formally through Planview approval lifecycle (was done offline before Planview has been introduced). | University of Zurich | 1,377,385 | 2022 |
| Chance Digitalität | Providing a set of interventions targeted at education authorities. The engagement entails a 1.5year proof of concept phase to test and iterate the different proposed engagement mechanisms with authorities with the objective of increasing the scale of the most promising mechanisms from 2024 onwards. | staatslabor | 1,236,082 | 2022-2024 |
| Seed capital for IFFEd | Seed capital to establish the International Finance Facility for Education, a financing innovation that multiplies donor resources so countries can make urgent investments in quality education. | Education Commission | 1,200,000 | 2022-2025 |
| Ivory Coast District-Level Approach | Supporting ongoing Ministerial efforts to improve accountability of the education system and increasing coordination and synergies between stakeholders supporting the education system at sub-national level. | Catalytica Consulting | 1,150,000 | 2023-2025 |

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| **EdTech SCD Labs Rising** | A multi-country program to support R&D of RA based on a schools-centered design approach and expand RA digital offers to non-state schools through a convertible grant. | Rising Academies | 1,000,000 | 2022-2026 |
| **Impact maximization with formative/summative ass.** | Increase generation and incorporation of evidence for greater learning impact at the example of formative and summative assessment and develop collaboration into a blueprint for edtech to become both successful and impactful. | Classtime AG | 1,000,000 | 2022-2028 |
| **ImplementED** | The project aims to close the missing link between the large array of education innovators and implementers in need of contextually relevant education innovations through match-making, targeted support in implementation and capacity-building as well as creating public knowledge goods such as toolkits on implementing innovations. | HundrED | 1,000,000 | 2022-2024 |
| **Learning Collider Moonshot** | This project will build the legal, data and testing infrastructure to allow a network of researchers to generate evidence within education technology platforms. | Learning Collider | 1,000,000 | 2022-2026 |
| **Schools2030 2021-23** | The S2030 programme supports the development of locally rooted schools innovations through human-centred design processes in 10 countries over 10 years. | Aga Khan Foundation | 980,000 | 2022 |
| **SALEX Implementation Phase** | The School Action Learning Exchange (SALEX) allows for collaboration on joint themes and approaches between JF's partner school aggregators. | Results for Development (R4D) | 974,060 | 2022-2024 |
| **Ghana National P2 Assessment Development** | Enabling the Ministry of Education to achieve one of their priority activities by supporting the National Council for Curriculum and Assessment (NaCCA) to develop and implement the proposed National Learning Assessments with an initial focus on the Primary 2 (P2) assessment. | T-Tel | 866,568 | 2022 |
| **Youth Impact Network** | Catalyzing Rapid, Rigorous Program Optimization Methods within the Social Sector. | Youth Impact | 800,000 | 2022-2023 |
| **Building EdTech Pipeline with Berkeley** | Bring innovative, evidence-backed EdTech solutions that create a positive impact on child development and learning through expanding UC Berkeley's entrepreneurship education and program offerings. | Berkeley University | 679,331 | 2022-2025 |
| **Teach For All Learning Lab Phase 2** | Strengthening capacity of TFA to implement Global Learning Lab with programmatic improvement science, namely iterative testing of their new framework and respective tools (observation, measurement, coaching). | Teach for All | 656,000 | 2022-2025 |
| **Partnering for Impact - Penn GSE** | A three-year pathway for education venture development, acceleration, and ecosystem engagement for the Jacobs Fellows and partner network. | Penn GSE | 622,000 | 2022-2025 |

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| **Well in School** | The main goal of the project is to explore scalable and impactful strategies to engage schools in systemic innovation in the area of wellbeing through action research. | International Baccalaureate Organization | 600,000 | 2022-2024 |
| **Scaling Readiness with Reach for Change** | A two year scaling readiness programme for 10 education-focused social entrepreneurs in Ghana. The programme will offer tailored capacity building support, aiming to support the strengthening of evidence bases around respective solutions as well as laying the groundwork for future scaling. | Reach for Change | 519,244 | 2022-2023 |
| **Global Schools Forum** | Identifying promising existing innovations among GSF members to improve the quality of education, and funding capacity-building initiatives to help them scale up. | Global Schools Forum | 500,000 | 2022 |
| **BOLD - Content Marketing** | BOLD is a digital platform that promotes and facilitates the exchange of ideas and opinions within the child development and learning field, translating complex scientific findings for a broad audience. | BOLD | 500,000 | 2022 |
| **Learning Sciences Exchange 3.0** | The LSX program inspires mid-career scientists, education system leaders, social entrepreneurs in education, entertainment professionals, and journalists to translate the science of learning and apply it to improve education systems. | New America | 500,000 | 2022-2024 |
| **TRECC Ops Budget 2022** | TRECC Ops Budget for 2022 to advance JF Learning Societies objectives in Côte d'Ivoire and support the Backbone Team. | TRECC Association | 496,569 | 2022 |
| **Increasing evidence-based EdTechs in Africa** | EdTech Hub and partners are building an online course for EdTech entrepreneurs that will help them bring evidence to their EdTech products. | EdTech Hub | 458,000 | 2022-2023 |
| **Learn Platform Evidence and Activation** | Create and perform a ranking of the levels, type and vintage of research and evidence across portfolio companies and VC cohorts and activate rapid-cycle, market-valued evidence for US K12 portfolio companies by providing a matching grant to incentivize portfolio companies and their investors to include evidence in their sales. | Learn Platform | 453,000 | 2022 |
| **Nexial Learning Ecosystem Map** | Development of a learning ecosystem map for JF target geographies. | Nexial | 400,000 | 2022-2023 |
| **Comms Content Management** | Foundation-wide strategic communications, website management, and social media engagement. | Various communications providers. | 400,000 | 2022 |
| **School Leadership Learning Lab** | This 2-country – 1 yr program allows to test school leadership practices and GSL's resources (leadership training program & measurement instrument) and to strengthen and expand the GSL's community around school leadership. | Global School Leaders | 394,057 | 2022 |
| **Ghana Change Programs (National & District)** | Creating both a National Change Program and a District Change Program to support change leaders from key organisations in working and learning together to bring about thriving/adaptive learning ecosystems across Ghana. | Whiteloop Ltd. | 360, 000 | 2022 |

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| **ASCD Ghana National Education Institute Strategy** | Together with ASCD, develop and set-up the National Education Institute for the MoE in Ghana to strengthen school and administrative leadership. | ASCD | 343,865 | 2022-2023 |
| **Digital Museum of Learning** | Empowering and inspiring educators and acting as a champion for the impact of their work, through curating knowledge, artifacts, exhibits, and resources in an engaging and interactive way in collaboration with a network of museums, educators, and researchers. | Jacobs Foundation | 339,800 | 2022 |
| **Consortium "Education Research" - Phase I+II** | Building the foundational framework for a Swiss national consortium for Education Research through the commitment of partner institutions, delineating the thematic scope and preparing the joint development of a program concept with transparent governance structures. | Berinfor AG | 335,523 | 2022 |
| **Int. Research: Incentives for Community-Led Change** | Supporting the identification of opportunities for the use of country appropriate incentive schemes to strengthen the education ecosystem. These mechanisms include performance-based subnational schemes as well as other mechanisms to support community-led district level approaches. | Instiglio | 331,300 | 2022-2023 |
| **Ghana Backbone Team 2022** | Funding of a fully dedicated Ghana Backbone Team to oversee implementation of Ghana country strategy and manage ongoing projects. | External Consultants Avril Kudzi & KLM | 322,750 | 2022-2024 |
| **ARD Consult Communities of Excellence MERL** | Development and implementation of a Monitoring Evaluation Research and Learning (MERL) system for Communities of Excellence Model projects in Ghana. | ARD Consult | 301,145 | 2022-2024 |
| **Côte d'Ivoire BB Team 2022** | Operational management of JF's portfolio in Côte d'Ivoire. | Catalytica Consulting | 300,276 | 2022-2023 |
| **EdTech Testbed Symposium** | The symposium convenes an invited group of EdTech researchers, CSOs, policy leaders and practitioners to synthesise existing models for EdTech Testbeds in high, medium and low resource contexts. Testbed models will be produced, alongside the specification for an EdTech Testbed Design Toolkit for Global Stakeholders. | UCL | 272,189 | 2022-2023 |
| **Community Evolution Scale Development** | Develop a tool (a Community Evolution Scale) that will be used to measure the progress of JF communities in target countries towards their objectives, and to support JF in understanding its impact in and across countries. | Visible Networks Lab | 239,000 | 2022-2023 |
| **Learning Minds Research Agenda** | Development of the Research Agenda, which focuses on the science of learning variability and will guide the Learning Minds portfolio work in the coming years. | Jacobs Foundation | 233,200 | 2022 |
| **Ghana Education Sector Plan Mid Term Review** | Supporting the MOE to conduct a review to develop the Basic Education component of the Education Sector Medium-Term Development Plan (2022-2025). | T-Tel | 205,942 | 2022 |

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| South America Entry Process | Assuring a smooth process of country selection and entry to South America for the Learning Societies portfolio. Engaging with selected education ecosystems on the city and state level in each country to assess firsthand potential for impact, ease of engagement and commitment of partners. | Various | 200,000 | 2022 |
| Ghana Backbone Team - Star Ghana Foundation | Operational management of JF's portfolio in Ghana. | Star Ghana Foundation | 191,899 | 2023 |
| S-CLEVER Follow-up | Follow up to 2020-2021 study to understand COVID-19-related school situations within Switzerland by comparing the different regional contexts and analysing differences between Switzerland and Germany. | University of Zurich, Graubünden University of Applied Science | 166,050 | 2022-2023 |
| Learning Schools Support | Project management support across all Learning Schools activities. | Audrey Pessot | 164,808 | 2022-2023 |
| SALEX Design Phase | Project management support across all Learning Schools activities. | Results for Development (R4D) | 163,027 | 2022 |
| Los chicos de San Ramon | Improving the living conditions of the families of Estancia San Ramón by providing educational activities for their children. | Fundación Gente Nueva | 137,073 | 2022 |
| Planning Grant 2023 JF Conference | Planning of the May 2023 conference. The topic is: Adaptive Learning in a Changing World: Preparing learners with the skills to thrive across contexts and time. How to measure and foster such skills. | Jacobs Foundation | 136,975 | 2022 |
| Outsourcing of JF's companies portfolio management | Externalization of portfolio management of JF equity investments ([i] Eneza group composed of M-Prep and Eneza Côte d'Ivoire and [ii] Chalkboard Education) with a mid-term and responsible exit from JF's positions as main expected outcome. | Solon Capital | 133,800 | 2022 |
| Chance Digitalität: Design Phase | Develop the concept of the "ideas and exchange lab" in collaboration with key stakeholders from cantons and communities. | Staatslabor | 98,000 | 2022-2024 |
| Country Level Education Coordination Mechanisms | Identify good practices being used to effectively establish country coordination mechanisms in a broad set of geographies. A key objective of this work will be to develop findings and recommendations for philanthropic organizations to leverage, enabling them to more meaningfully and effectively engage in local education groups and more broadly at the country level. | Acasus AG | 91,000 | 2022-2023 |
| Swiss School Leadership Monitor | A translational research project to gather longitudinal, nationally representative data on the work of school principals as it relates to topics such as learning culture, improving equity as well as their professional identity. An integral part is engagement with practitioners and policy makers in order to use data for the betterment of schooling. | FHNW | 71,953 | 2022-2025 |
| Feasibility study: AEMS | The feasibility study "Automated Education Monitoring Switzerland" (AEMS) explores whether a tool for automated monitoring of political developments and debates in education is feasible. | PHZH Research Centre for Education and Digital Transformation | 49,450 | 2023-2024 |

| Project name | Overall objectives | Project partner | Grant amount | Term |
|---|---|---|---|---|
| **Ghana Learning Ecosystem Tools** | Co-leading the technical development of the UNESCO-NetEdu tool in its first stage, completing prototyping in Ghana. | Jordi Gibson | 49,000 | 2022 |
| **Executive Function Working Group** | Assessing EF skills and behaviors in an equitable, contextually relevant, and actionable way. | Jacobs Foundation | 48,730 | 2022-2023 |
| **EdTech Collab** | Design and roadmap for a collaborative community that brings together foundations supporting the EdTech Ecosystem in the Global South. | Dalberg | 48,500 | 2022 |
| **CAS Innovative Financing for Education (IFE)** | Funding of 5 seats for the Certificate of Advanced Studies (CAS) for an Executive Education Course on Innovative Financing for Education (IFE). The CAS-IFE aims to fill the knowledge and capacity gap for education and finance sector professionals working towards SDG4 and SDG17 and build an understanding of the opportunities and challenges posed by innovative financing mechanisms for education. | NORRAG / IHEID | 48,000 | 2022-2025 |
| **Communities of Excellence Strategy for Ghana MoE** | Support the MoE in the development of a strategy to establish the Communities of Excellence program, which seeks to create 100 local communities and schools to raise children with a wide range of knowledge, skills and values across Ghana. | T-TEL / MoE Ghana | 48,000 | 2022 |
| **GESAwards on AI-driven solutions** | The Global Edtech Startups Awards gives Startups the chance to showcase their products to a global audience, connect and build significant partnerships, and facilitate business opportunities. | MindCET | 44,988 | 2022-2023 |
| **Teach For All Learning Lab** | Support the TFA Global Learning Lab to strengthen its evidence-to-practice approach and scale its inclusive education work. | Teach For All | 44,000 | 2022 |
| **IRC Family Make the Difference Extension** | A cost-extension to two ongoing IRC's Families Make the Difference (FMD) parenting program in combination with the Community Action Center for Children (CACE), co-financed respectively with Mondelez and Touton as part of TRECC Grant Matching Mechanism (GMM 2). | IRC, Mondelez and Touton | 40,000 | 2022-2023 |
| **Profil Q Good Practice Schule 2030– Design phase** | ProfilQ is launching a cooperatively structured, practice oriented initiative "GPS 2030 - Good Practice School 2030". The three main sub-projects "Research School", "Laboratory School" and "Exchange and Network School" support schools in the further development of their school and teaching quality, in the design of new learning cultures, in the digital transformation and in learning and working in the culture of digitality. | profilQ | 33,500 | 2022 |
| **LatAM Country Selection Process** | Formal evaluation of country systems leading to the decision for the Learning Societies portfolio to focus on Colombia going forwards. | Nathalia Mesa, Carolina Campos (VdE) | 19,750 | 2022 |
| **Olaf Hahn Consultancy** | Developing a concept for establishing a Research & Learning Funding Vehicle and also mobilize philanthropic partners for CLEF and ELAN. | Olaf Hahn | 1,939 | 2022 |
| **Cartoneros y sus Chicos** | Providing educational support for children of the cartoneros in Buenos Aires. | Cartoneros y sus Chicos | 1,000 | 2022 |

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