Annual Report 2021

Content

FINANCIAL REPORT
This separate report can be downloaded here.

Statement of President and Co-CEOs

Children Deserve Better

Over the past months and years, children's lives have changed in profound ways. Children of all ages around the globe are being affected by COVID-19. Well-meant mitigation measures — such as school closures — have often done more harm than good. The shift from school attendance to learning from home has not been successful for most school systems and institutions, and the introduction and use of learning technologies has not had the desired success in many places. Even under most favorable conditions, students made little or no progress while learning from home[1]. Learning losses were most pronounced among students from disadvantaged homes.

We are convinced that children deserve better. In our strategy 2030 we have outlined what we believe needs to happen to offer children the type of education they need to thrive together: **understanding and embracing variability in learning.** 2021 has been the first year of implementation of this strategy, with a record investment of more than CHF 80 million in programs aimed at **improving the lives of children through quality education:**

- Children and how they learn deserve to be **better understood.**
  The Foundation's portfolio "Learning Minds" aims at gaining a better understanding of how heterogeneity and individual differences affect learning. The team has started exploring how these findings can be applied in practice, including by making smart use of educational technologies that offer new perspectives for both implementation and empirical investigation.
- Children deserve **better schools and better technologies** helping them to develop the skills needed for their future.
  "Learning Schools" supports schools by generating and applying evidence and sharing best practices. Both globally and locally, the team has started exploring frontiers of learning by rigorously testing promising approaches and codifying best practices in teaching and school management. A key focus of this work is on promoting evidence-informed decisions among EdTech investors, policymakers, and end-users.
- Children deserve **better policies and decisions** affecting their lives, based on **better data.**
  Connecting the relevant entities and building communities around better and more relevant evidence is the pathway chosen by our "Learning Societies" portfolio. It is convening a critical mass of organizations and partners in our target geographies to work together, leverage resources, and lead intended change as a field.

In our strategy 2030 we have outlined what we believe needs to happen to offer children the type of education they need to thrive together.

[1] https://www.pnas.org/content/118/17/e2022376118

Our mission is to help societies and schools provide children with the education they deserve — today and in the future. We are profoundly grateful for the many partners that have been collaborating with us to achieve this goal. This report is also about them: individuals and organizations that have once again shown courage in adapting to challenging circumstances. The Jacobs Foundation, too, intends to be such a courageous organization. In 2021 we concluded a two-year process of refocusing on a set of Core Competences, developing an ambitious Learning Agenda, and aligning all processes under the principle of shared leadership and decision-making — so that together, we can continue to help children learn and thrive.

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

Activities

Milestones 2021

1st Quarter

LAUNCH OF THE LEARNING EDTECH IMPACT FUND (LEIF)

Deployment of CHF 30 million in EdTech Venture Capital with the goal of encouraging more and better use of research and evidence in decision making. Partner funds include: BrightEye Ventures, Educapital, Kaizenvest, Learn Capital, New Markets Venture Partners, Owl Ventures, Reach Capital, Rethink Education and Sparkmind.vc.

2nd Quarter

2021 JACOBS FOUNDATION CONFERENCE: EDUCATION SOLUTIONS FOR A POST-COVID WORLD

Solveathon in collaboration with MIT Solve to enable learning systems to provide children ages 2—12 with equitable educational opportunities. Co-creation of effective, cross-sectoral and scalable solutions to the challenge of learning in a post-COVID-19 world with educators, academics, investors, technologists, funders, and practitioners.

LAUNCH OF MEL APPROACH & LEARNING PARTNERSHIP

Development of a bespoke Monitoring, Evaluation & Learning (MEL) framework that lays out JF's Results Framework, Learning Agenda, and approach to monitoring, learning and evaluation as a core pillar of the Foundation's commitment to being a leading learning organization. In 2021, Mathematica was selected as the Foundation's learning & evaluation partner for 2021—2023.

3rd Quarter

LAUNCH OF CERES

CERES (Connecting the EdTech Research EcoSystem) brings together global leaders in computer science, psychology, neuroscience, education and educational technologies for children.

4ᵗʰ Quarter

LAUNCH OF SCHOOL AGGREGATOR STRATEGY & PARTNERSHIPS

Mapping and development of 8 new long-term partnerships with global school aggregators representing a broad variety of school types and school contexts (CIS, EI, IB, TFA, GSF, S2030, Unicef DMS, OECD). School aggregators will be key partners in identifying, strengthening and replicating emerging good school practice through School Knowledge and Innovation Learning Labs (SKILL), and to strengthen the voice of school actors to improve learning worldwide.

SIGNING OF CLEF AGREEMENT

The signing of Child Learning and Education Facility (CLEF) by the Government of Côte d'Ivoire, 2 Foundations and 15 chocolate and cocoa companies marks the accomplishment of JF's goal of creating innovative partnerships for greater impact.

NEW POSITIONING OF BOLD PLATFORM

BOLD is officially re-launched as a platform for learning and development that engages a broad audience to spread the word about how children and young people develop and learn. The web redesign enables a more effective exchange of ideas and opinions, via social media and creative formats (videos, podcasts).

2021 KLAUS J. JACOBS RESEARCH PRIZE

Awards Ceremony in honor of Professors Chuck Nelson and Dan Schwartz who received the 2021 Klaus J. Jacobs Research Prizes for pushing scientific boundaries within their disciplines to identify opportunities for improving children's lives and education.

APPROVAL OF GHANA STRATEGIC INVESTMENTS

Approval of a suite of mutually reinforcing strategic investments in Ghana, including the mid-term review of the Ghanaian Education Sector Plan, the development of a national Primary Years Assessment, the design of an EdLab, embedded within the national MoE, the implementation of five community-led District Models and the design of a Change Leadership Program.

LAUNCH OF THE IMPACT-LINKED FINANCE FUND (ILFF) FOR EDUCATION

Partnership with the Swiss Development Corporation (SDC) to provide impact-linked financing to education organizations in Sub-Saharn Africa and MENA. The facility is managed by iGravity and Roots of Impact.

Core Competences

Honing our philanthropic giving approach

In developing Strategy 2030, we underwent a process of organizational reflection and introspection. This included a concerted effort to articulate the Foundation's overall philanthropic giving philosophy, underlaying competences, and organizational model. To guide this process, we asked ourselves: *What value do we add beyond the financial support we offer? What is our philanthropic giving philosophy and what are the values and behaviors that underpin it? What are the Core Competences that we can bring to the challenges we aim to address to be more effective in achieving our mission?*

Through this process we identified several important insights about the Foundation's role as a philanthropic actor that codify the ways in which we add strategic value and amplify the impact of our financial support across our work. We call these our Core Competences – the domains of expertise that characterize our philanthropic approach and programmatic investments. The four mutually reinforcing Competences are:

Evidence Generator & Translator

We fund research excellence to advance multidisciplinary scientific breakthroughs and promote the generation and translation of evidence on child learning and development with impact on policy and practice.

Partnerships Innovator

We ignite multi-stakeholder coalitions between researchers, governments, companies, and schools, to leverage capacities, knowledge, and resources and jointly scale up effective education policies and practices.

Policy Entrepreneur

We strengthen education policy making and implementation by using windows of opportunity to introduce or refine evidence-based policy instruments and practices, catalyze change management processes, and transform leadership capacity and approaches.

Catalytic Investor

We use a broad range of financial mechanisms to mobilize our own capital and crowd-in third-party investment to amplify high-impact opportunities at scale that would not otherwise be realized.

We call these our Core Competences — the domains of expertise that characterize our philanthropic approach and programmatic investments.

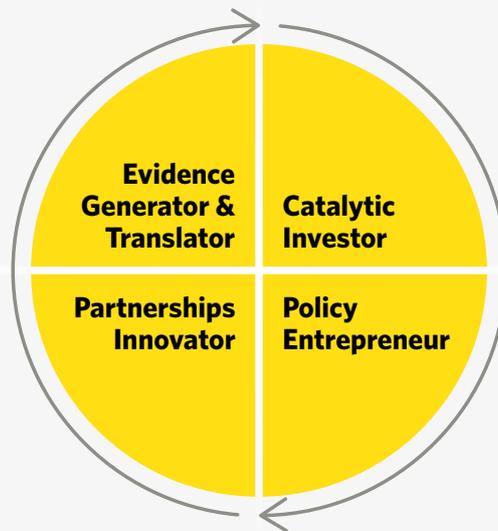*Figure 1. Jacobs Foundation Core Competences in Action*

Four mutually-reinforcing Competences anchor our programmatic approach.

Funding research excellence
- Jacobs Foundation Research Fellowship
- Klaus J. Jacobs Research Award
- School Knowledge & Innovation Learning Lab (SKILL)

Investing for impact
- Learning EdTech Impact Funds (LEIF)
- Impact-Linked Finance Fund (ILFF) for Education
- Child Learning and Education Facility (CLEF)

Evidence Generator & Translator

Catalytic Investor

Partnerships Innovator

Policy Entrepreneur

Igniting partnerships
- Jacobs Foundation Conference/ Solveathon
- Connecting the EdTech Research EcoSystem (CERES)

Enabling policy innovation
- Education Lab (EdLab)*
- Transforming Education in Cocoa Communities (TRECC)

* Program active in JF target countries: Switzerland, Côte d'Ivoire, and Ghana

Over the coming years, we will double-down on our efforts to further hone our Competences with impact in mind. A key step is the creation of an internal group of Competence Champions who will be responsible for driving strategic learning for our teams to understand what we are already doing effectively and where we need to improve. We will aim to contribute to the discourse on the purpose and role of philanthropy by bringing in real-world cases and an evidence-informed view of what works and does not.

We will also continue to invest in shaping our culture of shared leadership as a key pillar of the Foundation's organizational model. We will build on the lessons learned[2] from our experience with a co-leadership structure and will seek to promote an honest exchange about the new types of leadership that are needed to advance impactful philanthropic giving in the 21st century.

[2] Can Co-Leadership be the future of philanthropy?; Alliance magazine
https://www.alliancemagazine.org/analysis/can-co-leadership-be-the-future-of-philanthropy/

Learning Culture

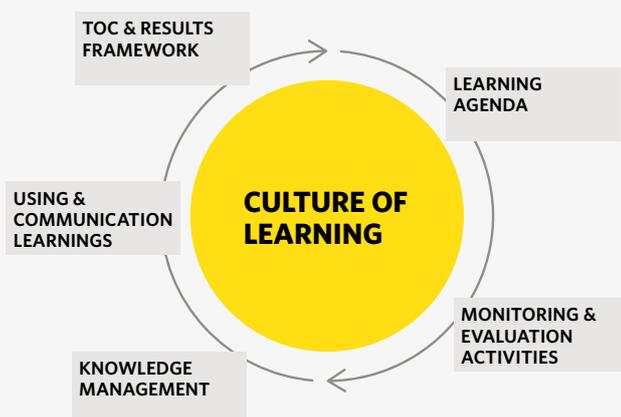## Building a Culture of Learning

In 2021, we focused on leaning into our commitment to serving as a learning organization by strengthening our capacity to do so in practice. We believe that to realize our ambition, we need to continue, step by step, to build an organizational culture that values and prioritizes learning at all levels of the organization – staff, management, and trustees – as well as among our grantee partners, peer funders, and the broader field.

To that end, we launched a foundation-wide process designed to create more systematic and intentional practices that can help us learn from ongoing work, inform decision-making, and ultimately boost our impact and inspire action beyond our reach. We prioritized three main goals for 2021 to build a strong Foundation for strategic learning across Strategy 2030:

We learn to improve our impact and performance, rather than engaging in learning for its own sake.

Figure 2: Monitoring, Evaluation, and Learning System

- **Embrace learning as a process that is not an end in itself.** Learning is only as valuable as the decisions and actions that it facilitates in relation to our programs and funding mechanisms. We learn to improve our impact and performance, rather than engaging in learning for its own sake. We want to ensure that insights serve to drive course corrections in where and how we deploy our resources and Core Competences, in line with our <u>Theory of Change</u>.

- **Build mental models that embed learning in day-to-day work.** We encourage our staff to embrace learning practices that are woven into existing processes and structures, rather than added on top as an additional task. This includes practicing stating and questioning assumptions and hypotheses explicitly; inviting constructive feedback; encouraging experimentation and open-mindedness; asking better questions; recognizing the bigger picture; and harnessing important connections among our activities.

- **Invest in a strategic learning system to keep us on track.** With the support of a Learning & Evaluation partner focusing on all aspects of Strategy 2030, we initiated the development of a comprehensive Monitoring, Evaluation, and Learning (MEL) system that lays the groundwork and builds the infrastructure for our learning needs over the coming years. (Figure 2).

As part of the MEL system, we created our foundation-wide Learning Agenda and Results Framework (Figure 3) to prioritize learning as it relates to the most important questions and indicators for the outcomes we want to see. We recognize that these outcomes often depend on multiple factors beyond our influence. Therefore, we will focus on assessing our contribution to impact by using the best evidence available from a diverse range of sources to determine how our programs and funding mechanisms can adapt to context changes and take advantage of emerging possibilities.

Finally, we want to promote transparency, dialogue, and inspiration – both internally, within our teams, and externally, in our work with peers and collaborators.

We are therefore increasing our participation in various collaborative fora — such as the International Education Funders Group (IEFG), OECD NetFWD, European Venture Philanthropy Association (EVPA) and Philanthropy Europe Association (Philia) — that advance learning in education and philanthropy and offer spaces where we can share the results of our research and evaluation efforts and reflect on lessons learned, ideas, and insights generated by our teams, peers, and partners.

Figure 3: Strategy 2030 Learning Agenda and Results Framework

Strategy 2030 Learning Agenda

The Strategy 2030 Learning Agenda prioritizes the main learning dimensions that are directly linked to our Theory of Change and the strategic learning questions to be pursued through research, evaluation, and learning activities throughout the duration of Strategy 2030.

Learning Dimensions & Illustrative Questions

Why
Tests and validates assumptions in our ToC to promote learning about our strategic approach

- Why and how do different factors drive sustainable systemic changes in different learning ecosystem contexts?
- Why and how do different learning ecosystems leverage knowledge and evidence more effectively to scale evidence-based policies and practices?

What
Fills gaps in our understanding of the evidence in key thematic priority areas

- What are promising ways to design for learner variability at a scale to enable all children to reach their potential as learners and in life?
- What school-level learning approaches, environments and experiences are effective in improving learning outcomes in widely heterogeneous student groups?

How
Informs our understanding of our philanthropic approach and Core Competences

- How can we foster multidisciplinary research collaborations?
- How can we best support innovative and effective policy change?
- How can we influence the EdTech ecosystem and promote an evidence-based impact focus?

Strategy 2030 Results Framework

The Strategy 2030 Results Framework aims to understand the overall effect of Strategy 2030 over its 10-year horizon by using robust qualitative and quantitative methods to collect data from a variety of sources with the goal of understanding how change happens, and why. We will openly share what we are learning on a regular basis, both what went well and what did not.

The ten-year change journey: Results Framework overview

	EFFECTIVE EXECUTION	FIELD-BUILDING	SYSTEMIC CHANGE	INSPIRATION	SUSTAINABLE IMPACT
THE CHANGE WE WANT TO SEE	The Jacobs Foundation has the necessary institutional model to deliver on its programmatic goals and has embraced a culture of learning that fosters increased organizational effectiveness and sets an example for the broader field.	Communities of Change Leaders collaboratively define, design, deliver and scale policy, practice, and systems change priorities that embrace variability in learning.	Learning ecosystems continuously improve and strengthen, with evidence-informed programs, policies, and practices becoming widely adopted.	Evidence-informed field-building approaches to system transformation are replicated by others beyond our direct reach.	Learning ecosystems in diverse contexts adapt to variability in learning and provide all children with the knowledge, skills, attitudes, tools and equitable opportunities to reach their full learning potential and thrive together.

What is Thriving: Our definition

What is thriving?

We recognize that the definition of thriving in both academic literature and as a global construct is highly subjective and that there is no single commonly accepted universal definition — it may vary across individual, cultural, socio-economic, and temporal dimensions. While fully acknowledging this, we have developed the Foundation's definition that aligns with our commitment to child learning and development and transforming education around the world as expressed in the Foundation's Strategy 2030:

Thriving is a dynamic process of optimal learning and development characterized by a child's holistic state of physical, psychological*, emotional, and relational well-being.

Thriving goes beyond momentary well-being to include individual growth and positive enhancement across multiple domains. An individual's thriving is profoundly influenced by their biology and environment — the complex interaction of genes, people, and places — and how they respond and adapt to that context. Hence, learning and development are shaped by cultural, social, emotional, and biological factors that contribute to individual variability in learning needs, preferences, and outcomes.

To support all children's thriving, the Jacobs Foundation embraces this inherent learning variability for each child and invests in the creation of learning environments, experiences, and ecosystems that adapt to this variability and equip each child with the knowledge, skills, and qualities to thrive as individuals contributing to societal and planetary well-being.

*Psychological is defined to encompass mental and cognitive well-being.

BOLD

Big Ideas for Growing Minds

Since its launch, BOLD has published over 700 articles, videos and podcast episodes, from more than 250 contributors around the world. In 2021, BOLD expanded to become more than just a blog. The new, refreshed BOLD is modern and easy to navigate. It is simpler than ever before to find content by exploring four new hubs – Development, Learning & Education, Technology, and Society – with the help of a powerful new search function.

BOLD still believes that teachers, decision makers, parents, and anyone with an interest in child development and learning should have access to the latest news, research, and opinions in this field. BOLD continues to ask the big questions, synthesizing the science. Thirteen episodes of our new podcast Teachers' Voices showcased powerful stories from teachers around the world and international experts on learning and development. BOLD continues to work with the Jacobs Fellows network, with 15 contributions from Fellows in 2021.
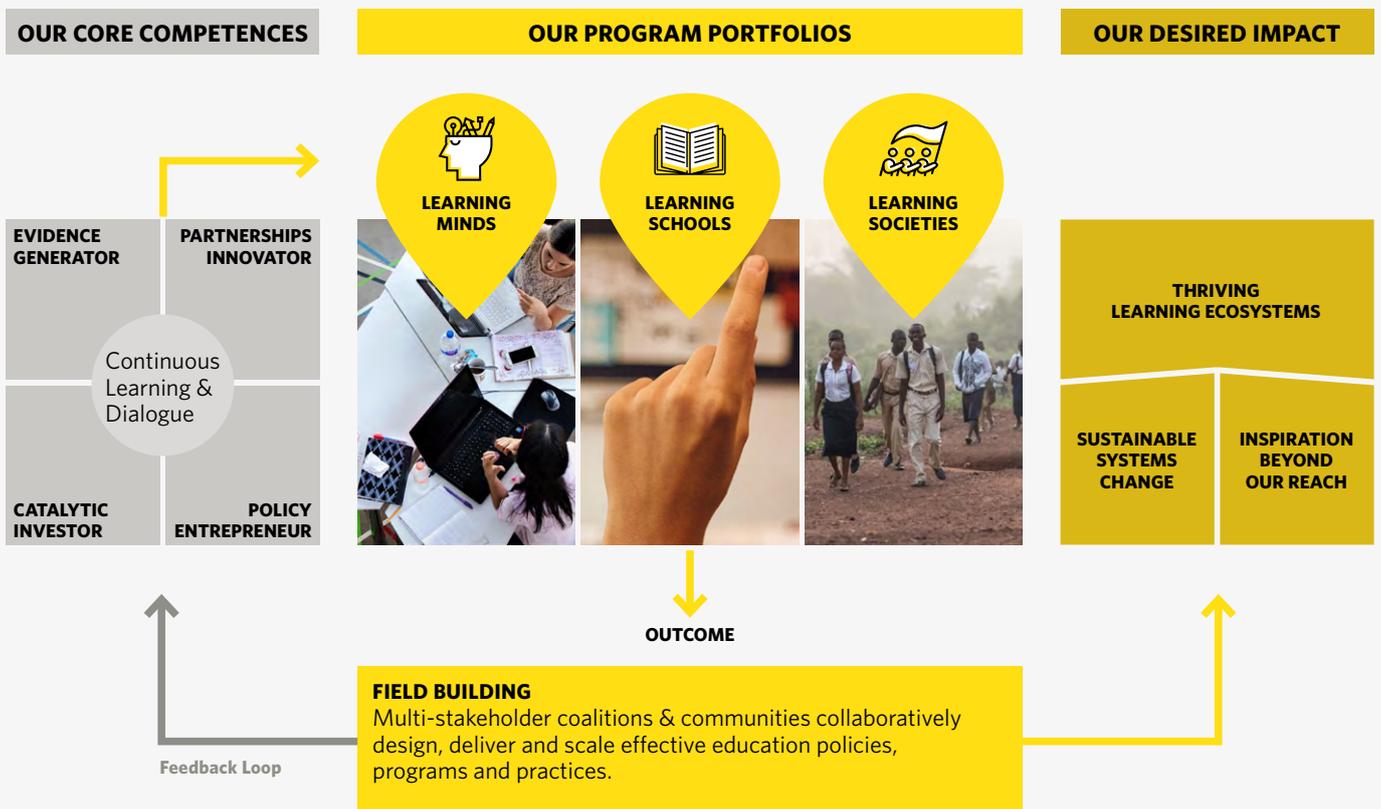
https://bold.expert

Strategy 2030

Building a strong Foundation for future impact

2021 was a major milestone year for the Foundation's work: While COVID-19 continued to disrupt children's learning around the world, we embarked on the first year of our ten-year Strategy 2030, paving the way for the next several years of partnerships and programmatic investments. A major development was the implementation of a unified strategic approach that embeds our core theme of embracing variability in learning across the work of our three portfolios — Learning Minds, Learning Schools, and Learning Societies — and creates mutually reinforcing programmatic linkages to maximize collective impact.

An important example of this cross-portfolio approach is our work combining expertise in research and impact investing. We invested CHF 40 million in the Connecting the EdTech Research Ecosystem (CERES) research facility and the Learning EdTech Impact Fund (LEIF); these are conceived as complementary efforts with the shared goal of unlocking the impact potential of EdTech. Going forward, we are committed to further amplifying the synergies among different sides of our work as envisioned in our 2030 Theory of Change (Figure 4).

Figure 4: Our Theory of Change — Understanding and Embracing Variability in Learning

Learning Minds

The Learning Minds portfolio seeks a better understanding of how children develop and learn, with an emphasis on the ways in which individual differences affect learning. The portfolio supports the world's leading researchers and practitioners whose work explores how diverse contexts, learning variability, and educational technologies affect and support child learning and development. Working at the intersection of science, entrepreneurship, and innovation, we seek to advance new ideas and evidence-based solutions that will enable all children to thrive together.

Gelgia Fetz Fernandes   *Laura Metzger*

The challenge

Our work is framed by two principal challenges: First, we know that brain development and cognition are shaped by cultural, social, emotional, and biological factors that influence how much and how well children learn and their ability to transfer their learning to new situations. However, while we recognize that every learner is different, our understanding of learner variability is limited, from both a theoretical and an applied perspective. Second, we know that individualized learning and adaptive teaching — including the use of educational technologies — offer ways to account for learner variability. However, there is little empirical evidence on how these approaches can be implemented, under what conditions they are effective, and how they can be scaled across learning ecosystems. As a result, education settings may not adequately address individual needs and support children in reaching their full learning potential. This challenge is further amplified by a need to understand how to respond to the individual needs of a large population of learners.

The approach & activities

The Learning Minds portfolio combines rigorous science, social innovation, and entrepreneurship on a global scale to strengthen the global research and evidence base and shape the future of learning and development. We draw on decades of experience in bringing together and supporting the most brilliant minds to create new partnerships, cross-sectoral coalitions, and multidisciplinary collaborations aimed at advancing new ideas and solutions around how children learn — all while nurturing an international network of leading experts on child development and learning.

Through our partnerships with various universities, research institutions, and social purpose organizations, we create institutionalized mechanisms that allow researchers and practitioners to work together on pressing issues related to child development and learning.

In 2021, our work focused on the following activities:

Supporting leading-edge science and practice.
The Jacobs Foundation Research Fellowship is a globally competitive fellowship program for talented and innovative early- and mid-career researchers who are working to improve children's learning and development. The Klaus J. Jacobs Awards recognize exceptional achievements in research and practice in the fields of child development and learning and consist of two prizes: The Research Prize rewards groundbreaking scientific work that is highly relevant to society, while the Best Practice Prize honors

practitioners — institutions or individuals — who have demonstrated exceptional innovation and commitment to child learning and development. The Awards are motivated by the belief that scientific findings from interdisciplinary research should be applied in practice.

Bridging the divide between research and practice.
We support innovative researchers, social entrepreneurs, and educators throughout the world, encouraging them to collaborate across scientific disciplines and sectors and co-design evidence-based education solutions for the 21st century. We do this through a

2021 Highlights

Connecting the EdTech Research Ecosystem (CERES)
CERES is a collaborative, multi-university research facility set up to bridge the divide between science and industry and close a key gap that inhibits progress on promising EdTech models. Housed at the University of California, Irvine (UCI), CERES will spearhead pioneering, robust, open science structured around strategic learning and data-sharing partnerships with EdTech companies. CERES will combine expertise in computer science, human-computer interaction, education, and psychology. It will look at topics such as the widening digital divides and seek to build the capacity of scientists and EdTech leaders to collaborate and shape the next phase of research, innovation, and evidence-based products. CERES is seeded through an initial five-year CHF 10 million Jacobs Foundation grant and is expected to be a financially self-sustaining research facility in the long term.

2021 Jacobs Foundation Conference Solveathon
In 2021, the Jacobs Foundation Conference was held in a virtual format in partnership with MIT Solve. The event was organized around a three-day Solveathon to encourage the co-creation of effective, cross-sectoral, and scalable solutions to the challenge of learning in a post-COVID-19 world. Educators, academics, investors, technologists, funders, practitioners, and others came together to focus on implementation and evidence generation and to develop new partnerships and cross-sectoral collaborations. A jury of 12 leading international experts in education selected 8 solutions from Ghana, Kenya, Uganda, the US, Finland, India, and the UK to receive innovation prizes totaling CHF 1 million. The 8 selected teams were then offered additional support from MIT Solve and the Jacobs Foundation in further developing their ideas. Read a recap of the Solveathon on the GPE Blog.

2021 Klaus J. Jacobs Research Prize
The 2021 Klaus J. Jacobs Research Prize was awarded to two recipients — Harvard Medical School Professor Charles A. Nelson and Stanford University's Graduate School of Education Professor Daniel L. Schwartz. Their work provides greater insight into the Foundations of early brain development, how early adversity impacts later learning and cognition, and how a better understanding of healthy cognitive functioning can promote educational success at all ages.

Professor Charles A. Nelson was recognized for his ground-breaking research on the impact of childhood adversities on brain development, behavioral disorders, and social stability.

Professor Daniel L. Schwartz was honored for his studies addressing cognitive questions through innovative learning experiments, shedding new light on areas of educational research such as lecturing, knowledge transfer, and assessment.
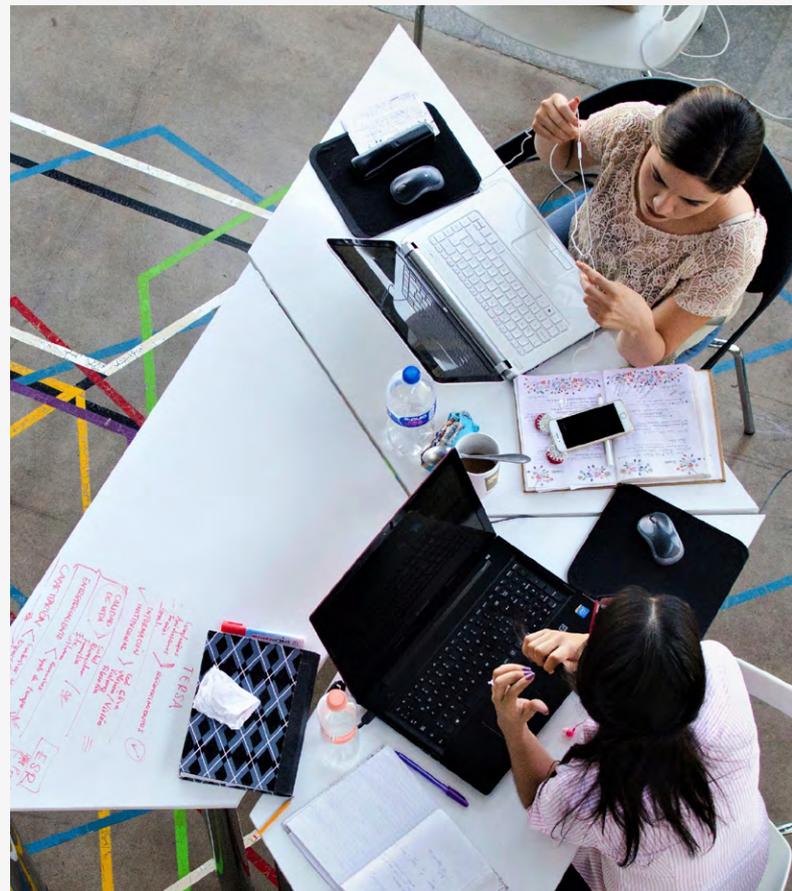
variety of initiatives and partnerships. In 2021 — and in response to the pandemic — we held a virtual Solveathon that brought together our community of researchers and practitioners to tackle new topics and challenges, and to explore new perspectives related to learning. Through our partnerships with various universities, research institutions, and social purpose organizations, we create institutionalized mechanisms that allow researchers and practitioners to work together on pressing issues related to child development and learning. By offering these high-quality support systems, we contribute to solutions that can have a positive and sustained impact on children's lives.

"Our 2021 partnership inspired creative collaborations such as CERES — an ecosystem connecting interdisciplinary global leaders to help tailor digital technologies for children. Our work also inspired innovation, enabling a Solveathon to develop solutions for pressing education challenges — a project now evolving into LEAP, a new mechanism allowing researchers and practitioners to collaborate on evidence-based education solutions."

The Impact

By 2030, we aim to achieve the following outcomes:

01 **Breakthrough scientific research into learning variability unlocks the potential** of new pedagogies and technologies that embrace children's individual differences and preferences and enable more children to access the learning experiences they need to thrive.

02 **Partnerships among scientists, entrepreneurs, and innovators** promote a more prominent role for robust science in determining how teaching methods and educational technologies are designed and deployed.

03 **Increased cross-sectoral, multi-disciplinary collaboration** catalyzes new scientific opportunities and shapes the future of learning and development.

Learning Schools

The Learning Schools portfolio recognizes the vital role that schools play in bringing about lasting change across learning ecosystems. Schools are uniquely placed to provide learning experiences that embrace the individual needs of every child. Schools can pilot innovative technologies, develop improved teaching methods, and scale pedagogical approaches that have been proven to be effective. Our work supports schools as powerful change agents and provides them with opportunities to learn from one another, share innovations, generate and scale-up evidence-based practices, and align resources and voices to shape the global education agenda.

The Challenge

The global school system — comprised of the millions of public and private schools around the world — is disjointed and fragmented. Most schools struggle to access the latest evidence-based approaches to learning and teaching and are not always involved in their development. As a result, they may lack awareness of the learning experiences and support that work best for different types of learners. Against the backdrop of social change, technological development, and the impact of the COVID pandemic, schools struggle to adapt their practices to accommodate individual learners' needs and ensure that all children can thrive. At the same time, individual schools are involved in implementing promising innovations in teaching and learning that often fail to reach the wider school community. Many education innovations —

Nora Marketos   John Soleanicov

such as educational technology (EdTech) products and tools — lack a clear evidence base, limiting the potential for scalability across other schools, contexts, or geographic locations. Without a more connected global school system that is equipped to generate evidence and mainstream innovative and proven practices more effectively, the role of schools as agents of change remains limited.

The Approach & Activities

The Learning Schools portfolio supports schools by strengthening connections and collaboration across the global school system. We work with both public and private schools, globally and locally, to rigorously test and develop promising approaches, codify best practices in teaching and school management, and support schools, social innovators, companies,

"2021 was a year of new beginnings. We established innovative partnerships with 9 global networks to put schools at the forefront. We also invested in 9 EdTech funds to promote greater use of evidence."

2021 Highlights

Learning EdTech Impact Fund (LEIF)
We have deployed a total of CHF 30 million through leading EdTech Venture Capital (VC) funds to promote the use of evidence in EdTech by investors and portfolio companies. The VC funds commit to use evidence in decision-making processes, to diversify investments across beneficiaries and regions, and to collaborate on research projects. The portfolio companies benefit from engaging with top researchers in the CERES network who are working on issues of relevance to product development and uptake. Lessons learned from LEIF will inform philanthropic and public policy decisions on EdTech, including the creation of investment standards and better use of data in investment processes. Partner VCs include BrightEye Ventures, EduCapital, Kaizenvest, Learn Capital, New Markets Venture Partners, Owl Ventures, Reach Capital, Rethink Education, and Sparkmind.vc.

Impact-Linked Finance Fund (ILFF) for Education
In partnership with the Swiss Agency for Development and Cooperation (SDC), we have jointly committed CHF 6 million to the new Impact-Linked Fund for Education. The Fund targets high-impact enterprises that are improving learning outcomes to boost inclusive and equitable education for children and youth in West Africa and MENA. The Fund provides financing for high-impact enterprises and directly rewards them for positive outcomes generated through their business activities. The Fund, set up as a Dutch foundation, is acting as a capital provider and knowledge hub for impact-linked finance. It also advocates for embedding impact-related principles and terms in other areas of business, policy, and finance.

School Aggregator Partnerships & Action Learning Exchange
We work with leading school aggregators — organizations or institutions that work with a large number of schools within and across national education systems — for the purpose of identifying, strengthening, and codifying promising practices; testing and further developing good practices through applied research; disseminating relevant findings; and facilitating peer learning among school aggregators. The initial set of aggregator partnerships was initiated in 2021 and includes Global Schools Forum, Teach for All, UNICEF's Data Must Speak initiative, International Baccalaureate, Schools2030, HundrED, VSLCH, and Young 1love. More aggregator partners will be added in 2022 when the Schools Action Learning Exchange is formally launched.

and educators in systematically applying what really works. We do this in two ways. First, we invest to strengthen the evidence base — capturing, improving, and codifying existing best practices and building a more coherent and connected approach to research gathering and sharing. Second, we explore ways of navigating the highly fragmented and disjointed global school system through partnerships with school networks across the globe — "school aggregators" such as Schools2030, the International Baccalaureate, UNICEF's Data Must Speak initiative, Global Schools Forum, Teach for All and many others — to facilitate peer learning and the replication of best practices across the system.

In 2021, our programs focused on the following activities:

Promoting the generation and use of rigorous scientific evidence across the global school system.
Schools' awareness and use of existing evidence is often limited, as they lack the time and capacity to identify, access, and assimilate relevant research findings. To address this issue, we offer opportunities for researchers and educators from across our network of school aggregators to collaborate on the development of research projects that test and replicate effective approaches to learning. Our partnerships with school aggregators ensure that the evidence needs of schools and teachers are addressed and that research findings are effectively promoted and accessible to all.

Codifying and disseminating evidence-informed school innovations. Most education innovations struggle to scale up, owing to the absence of supporting evidence and data, particularly related to teaching and EdTech. We work with entrepreneurs, educators, and change leaders to identify evidence-informed innovations and practices that support individual learning. Moreover, we strengthen, codify, and disseminate approaches that work, promoting experimentation and peer learning among schools within and across school aggregator organizations. This is achieved through bespoke School Knowledge and Innovation Learning Labs — led by school aggregators — that support iterative, data-driven, and structured experimentation within schools or groups of schools. Through the Action Learning Exchange initiative, we cross-pollinate between Learning Labs so that what is learned locally can be shared widely.
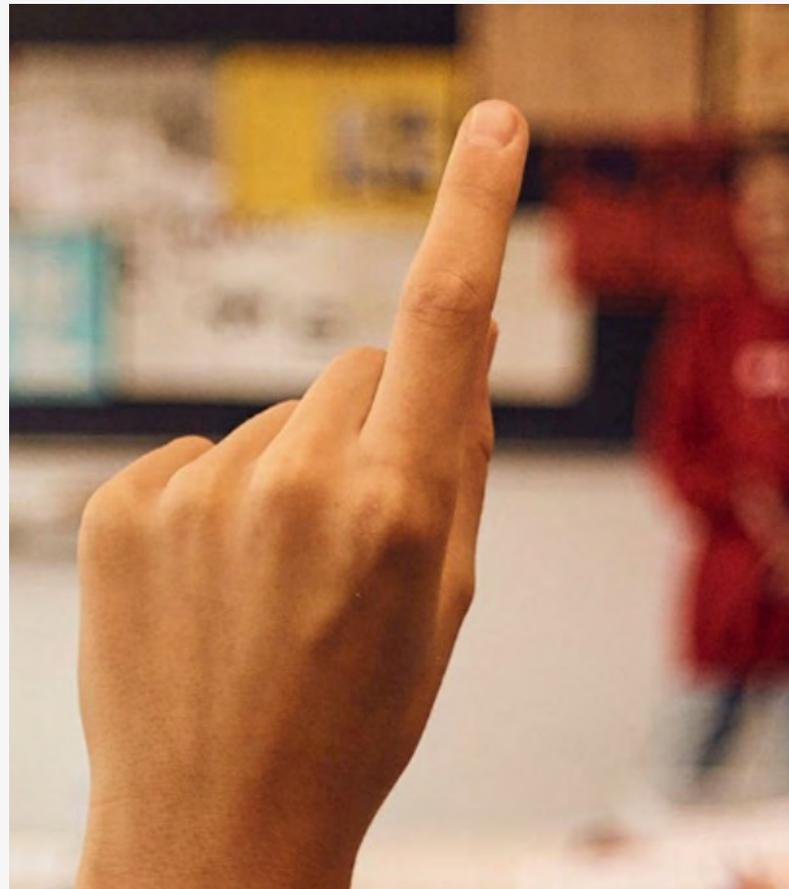
Investing in evidence to unlock the impact of EdTech. With the Scientific Capital (SciCap) program, we combine our track record as a research funder with our experience in impact investing to address evidence gaps that inhibit the impact of EdTech. We deploy novel investment instruments to encourage the use of evidence in product development and investment decisions. We also support the development of evaluation tools that assess the effectiveness of EdTech products, and we engage with key EdTech actors — accelerators, incubators, researchers — to strengthen the EdTech ecosystem.

The Impact

By 2030, we aim to achieve the following outcomes:

01 **Demand for and the generation and use of rigorous evidence throughout the global school system** results in more proven approaches, methods, and tools reaching scale.

02 **Innovative school-level practices are identified, tested, codified, and shared more effectively,** leading to faster adoption and uptake throughout the global school system.

03 **More and better evidence on EdTech use and effectiveness is widely available** and routinely incorporated into EdTech product design, investment, and deployment across the global school ecosystem.

Learning Societies

Learning always takes place within a learning ecosystem; children are learning constantly, within families, communities, and schools, and wherever else they spend time. The Learning Societies portfolio advances the development of adaptive learning ecosystems in which families, communities, schools, and other institutions work closely together to provide diverse learning experiences that serve the individual needs of every child and enable all children to reach their full learning potential and thrive together.

Olaf Hahn   Ross Hall

The Challenge

Currently, learning ecosystems around the world do not provide the diverse learning experiences children need for optimal development. Learning ecosystems — and the actors, initiatives, and institutions within them — are typically fragmented, and not adequately aligned with common objectives. Decision-making in policy and practice seldom reflects the latest evidence on learning and child development. Other issues include gaps in evidence and the lack of a unified research agenda to guide policy and practice. While the knowledge, capacities, and resources needed to improve learning ecosystems often exist, they are diffused across policymakers, schools, researchers, service-delivery organizations, community and advocacy groups, funders, investors, and companies. Without sufficient integration, evidence orientation, and adaptability, learning ecosystems struggle to provide the holistic learning experiences that enable every child to thrive.

The Approach & Activities

The Learning Societies portfolio supports the development of adaptive learning ecosystems that generate and use evidence, mobilize resources, and continuously learn and evolve. Our primary focus is on four countries — Côte d'Ivoire, Ghana, Switzerland, and a country in Latin America that has yet to be determined — with the aim of understanding what works in different contexts and inspiring action beyond the learning ecosystems in which we operate. Building on what we have learned in over five years of working to improve learning outcomes in Côte d'Ivoire with the Transforming Education in Cocoa Communities initiative (TRECC), the Learning Societies portfolio operates across both high-income and lower-middle-income learning ecosystems to understand and support systemic change across contexts.

"Our co-leadership structure pushed us to share time in deep reflection, strategic planning, and focused execution. This resulted in more conscious, more thoughtful, and more impactful delivery of our objectives. And much more joy in doing this work together."

In 2021, we initiated engagements at three distinct, mutually reinforcing levels:

Building mechanisms for generating and using evidence. We fund in-country research that draws on global knowledge and best practice to inform the evolution of adaptive learning ecosystems. This involves the establishment of "Education Labs" (EdLabs) — mechanisms embedded within national-level government institutions designed to enable actors at all levels of the learning ecosystem to generate and use rigorous evidence in the design, implementation, and scaling of policies and practices.

Connecting and empowering Change Leaders.
Change Leaders are individuals within the learning ecosystem who connect, influence, and inspire action in others. They may be educators, entrepreneurs, community leaders, civil servants, policymakers, or

The Learning Societies portfolio supports the development of adaptive learning ecosystems that generate and use evidence, mobilize resources, and continuously learn and evolve.

any other actors who are influencing education policy or practice. We connect and support Change Leaders as they form Change Communities with a common vision of what an effective learning ecosystem might look like in their context. We also fund Change Projects, initiatives run at district level, through which Change Communities tackle specific challenges and create the desired learning ecosystems.

2021 Highlights

Child Learning and Education Facility (CLEF)
CLEF is a pooled funding facility set up by the Government of Côte d'Ivoire, the Jacobs Foundation, the UBS Optimus Foundation, and 15 cocoa and chocolate companies to ensure access to quality education as one essential tool for promoting children's rights and combating child labor in Côte d'Ivoire. By 2030, CLEF aims to provide quality education for 5 million children and have a positive impact on the behavior of 10 million parents.

The facility has a target capitalization of CHF 110 million; the founding partners have committed a total of CHF 68.02 million and will be seeking new partners to achieve full capitalization. In 2020, the Multiplier Fund of the Global Partnership for Education (GPE) joined the coalition of partners by providing a catalytic co-financing commitment that will mobilize additional financing for education in Côte d'Ivoire. It is the first public-private partnership focused on scaling investments for quality education in Côte d'Ivoire.

Development of an Ed Lab in Côte d'Ivoire and Ghana
At the national level in Côte d'Ivoire and Ghana, the Societies portfolio is working to establish EdLabs, embedded within central education administrations, that improve evidence-based decision-making throughout the system. More specifically, EdLabs are designed to enhance the generation and use of evidence in educational policy and practice in ways that support the creation of thriving learning ecosystems. These are driven by our belief that when policymakers, administrators, and educationalists understand what works and what doesn't, they are better placed to make decisions that will lead to positive systemic change. Innovations for Poverty Action (IPA) is supporting the design of our first two EdLabs, in Côte d'Ivoire and Ghana.

UNICEF and T-TEL District-Level Change Community Models
At the district level in target countries, the Societies portfolio is supporting the creation of Change Communities that come together to envision their desired learning ecosystem, to understand what works and what doesn't in the current system, and to co-design Change Projects that transform their current system into the desired learning ecosystem. The central idea is that when people establish relationships with one another based on mutual trust, when they take ownership of their own systems, and when they commit to learning and working together towards a shared purpose, then they are more likely to achieve deep and enduring systemic change. T-TEL and UNICEF are leading our first five Change Community Projects, in Ghana.

Mobilizing and channeling funding. We establish catalytic funding mechanisms to leverage third-party resources that promote the impact and scaling of collaborative, mutually reinforcing, systemic Change Projects. In so doing, we support the evolution and sustainability of community-led adaptive learning ecosystems that have full support at the national level. For example, we established the Child Learning and Education Facility (CLEF) in 2021 to fund projects designed to ensure access to quality education in Côte d'Ivoire.

Across all levels, we foster trust-based relationships between key actors, align them with a shared vision, promote collective learning, and facilitate a shift to a culture of evidence-based decision-making aimed at enabling all children to thrive.

The Impact

By 2030, we aim to achieve the following in each target region:

01 **The generation and use of evidence, as well as the demand for evidence, being embedded throughout learning ecosystems** results in evidence based policies and practices scaling up.

02 **Diverse Change Communities learn and work together to develop learning ecosystems** enabling Change Communities to align with a shared vision and to work and learn together in trust-based relationships to change their systems.

03 **Innovative financial instruments unlock large-scale investments** to support Change Projects and, in so doing, promote the evolution and sustainability of adaptive learning ecosystems.

Project List 2021

Programs and projects newly approved in 2021

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Learning Minds				
CELLA 2 CERES: Connecting the Center for Learning and Living with Artificial Intelligence to CERES	Creating an international network of partners with expertise in educational sciences and learning sciences to advance evidence-based and personalized learning in EdTech and connect it to CERES.	Oulu University, Radboud University	1,991,000	2021 −2026
CERES − Connecting an EdTech Research Ecosystem	CERES brings together global leaders in computer science, psychology, neuroscience, education, and educational technology to help tailor digital technologies to children's needs.	University of California, Irvine	10,000,000	2021 −2026
Follow-up 2021 Jacobs Foundation Conference	Analyzing existing data from the education technology organizations Yiya Air Science and Kytabu, Grand Prize Winners at the 2021 JF Conference. The goal is to increase these organizations' impact and publish scientific papers using their data.	Carnegie Mellon University	57,000	2021 −2022
2021 Jacobs Foundation Conference Solveathon	Responding to the COVID-19 pandemic, this new virtual conference encourages cross-sectoral collaboration among researchers, NGOs, social entrepreneurs, and JF partner organizations with a view to finding post-pandemic education solutions for the 21st century.	MIT Solve	1,425,000	2021
Jacobs Network Activities	Fostering an exclusive community of Jacobs Network members to create a space for connections and collaborations in which crowd intelligence can unfold and have a positive impact on the field of child learning and development.	Jacobs Foundation	200,000	2021
Jacobs Research Fellowship Program 2021 − annual grant	Identifying and supporting the most talented and innovative young researchers in child and youth development. **New cohort starting in 2022:** Elisabetta Aurino, University of Barcelona Lisa Bardach, University of Tübingen Emmanuel Béché, University of Maroua Ben Domingue, Stanford University Becket Ebitz, University of Montreal Roman Feiman, Brown University Rene Kizilcec, Cornell University Julia Leonard, Yale University Katherine McAuliffe, Boston College Zoe Ngo, MPI Human Development Luca Maria Pesando, McGill University Nora Turoman, University of Geneva Tomer Ullman, Harvard University	Jacobs Foundation	4,000,000	2021 −2024
2021 Klaus J. Jacobs Research Prize	The prize recognizes outstanding scientific contributions of individuals from all scholarly disciplines aimed at improving the learning, development, and living conditions of children and youth.	Daniel Schwartz, Stanford University; Charles Nelson, Harvard University	3,000,000	2021

* Amounts in CHF rounded, based on periodic annual exchange rates.
** Partially or fully funded through remaining project balances from previous years.

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
LEAP Transition Program Management & Scale-Up Strategy	This transition program is developing a strategy and compiling a written report on scaling up LEAP (Leveraging Evidence for Action to Promote change) and offering it to stakeholders outside of JF, building on complementary competences of JF and MIT Solve.	MIT Solve	360,750	2021 −2022
Longitudinal monitoring of the impact of the COVID-19 pandemic on the health an development of children and adolescents (SEROCoV-KIDS)	This research project is designed to monitor the medium- and long-term impact of COVID-19 on Swiss children's health and development. It is the first Switzerland-based study to do so.	Hôpitaux universitaires de Genève	1,696,102	2021 −2024
Social Entrepreneur Fellowship Program	Support for social entrepreneurs in partnership with various business schools in the US, the UK and Switzerland.	UC Berkeley, UPenn, MIT, Yale, University of Oxford, University of St.Gallen	585,000	2021

Learning Schools

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Bitmark Association	Support for the bitmark Association, which promotes the development and dissemination of the open e-book standard that allows for the digitization, distribution, and use of learning content.	bitmark Association	45,000	2021
Brazil & Colombia Rapid Landscape Analysis	Gaining a more informed understanding of the main characteristics of the learning ecosystems in Brazil and Colombia to guide the Jacobs Foundation's targeted engagement in those countries.	Voces da Educacao	37,000	2021
Data Must Speak extension	The extension grant allows for the following transversal aspects to be included in the overall Data Must Speak Initiative: • An in-depth cross-national analysis • Policy briefs on positive deviance methodology • Online training for policymakers • Stakeholder meetings with the inclusion of positive deviance schools	UNICEF Office of Research Innocenti	497,612	2021 −2024
Data Must Speak — Positive Deviance Schools initiative	The Data Must Speak (DMS) Positive Deviance initiative is a multi-year, multi-country research project that identifies positive deviant schools, explores which behaviors and practices enable them to outperform others, and investigates how these might be implemented in lower-performing schools in similar contexts. The partnership ensures implementation of this approach in additional countries (Ghana, Côte d'Ivoire, Brazil) and facilitates cross-country analytical work.	UNICEF Office of Research Innocenti	728,655	2021 −2023
Design of the Action Learning Exchange for School Aggregators	Analysis of best practices and development of an Action Learning Exchange concept for JF's school-aggregator partners.	Results for Development (R4D)	148,229	2022
Ed-Tech Evaluation Support	Developing a set of credible evaluation approaches for various Ed-Tech interventions, mapping these approaches to situations, and devising an actionable decision-making process to quickly identify the strongest causal identification approach for a given intervention.	Innovation for Poverty Action	49,769	2021 −2022

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Efficacy Fundamentals for early stage start-ups	Making EdTech products more effective for learners so that school leaders have a real choice of learner-focused resources.	Learn Launch	51,900	2021 −2022
EIDU Learning and Measurement Platform	EIDU's platform provides personalized learning paths and content from leading global providers. This project supports the creation of a comprehensive assessment and measure- ment platform to gather insights into learning and the most effective strategies for promoting it.	EIDU	93,000	2021 −2022
Evidence Training for EdTechs	As entrepreneurs in educational technology create programs and products for diverse student populations, it is imperative that they consider the many factors that can affect learner success. Many EdTech entrepreneurs lack an understanding of learning processes, learning sciences, and the learning design needed to support each student.	Digital Promise Global	120,000	2021 −2022
GESAwards Special Track	Discovering innovative solutions, developed anywhere, and connecting them to the relevant industry in response to specific educational and/or learning challenges defined by the Jacobs Foundation, with the aim of achieving real impact.	MindCET	41,000	2021 −2022
Global Network of Learning Schools	Creating a meta-network of school networks to offer a space for in-depth peer learning and the co-creation of knowledge to influence policy and practice.	OEDC	480,000	2021 −2023
Global Schools Forum Data and Evidence Workstream	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	2021 −2024
Identifying best classroom practices in creativity and curiosity − extension	The extension grant enables additional schools to participate in the Oxford University sample for the purpose of identifying and analyzing promising classroom practices related to curiosity and creativity.	Oxford University	8,740	2021 −2022
Imagine Worldwide eAssessment	This project aims to develop a digital EGRA and EGMA eAssessment and to review onebillion's eAssessment embedded in Imagine Worldwide's software. Both products will be free and made available to all users.	Imagine Worldwide	100,000	2021 −2022
Impact-Linked Financing Fund (ILFF) for Education	Piloting impact-linked EdTech financing in JF's priority regions.	iGravity and Roots of Impact	3,000,000	2021 −2025
Learning EdTech Impact Fund (LEIF)	Introducing evidence and evaluation tools to funds and portfolio companies; bringing lessons learned to other markets and categories of companies in Africa and Latin America.	BrightEye Ventures, EduCapital, Kaizen- vest, Learn Capital, New Markets Venture Partners, Owl Ventures, Reach Capital, Rethink Education, Sparkmind.vc	29,956,225	2021 −2031
Learning Lab on Formative Assessments	Providing teachers with effective tools and support in the identification, testing, refinement, and establishment of effective teacher-led formative assessment practices.	Education International	1,428,000	2021 −2025
Learning Schools Support	Project management support across all Learning Schools activities.	Pessot Consulting	41,202	2021

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Let's All Learn	Improving the literacy and math skills of primary public-school students in Manizales, Colombia. Designing a digital learning platform for teachers and schools to expand the program to other Latin American countries, creating networks of schools around literacy learning at early ages throughout the region.	Luker Foundation	245,000	2021 −2024
Mapping of School Aggregators	The main objective is to map, categorize, and analyze existing school networks, school innovation showcasing, and policy outreach approaches worldwide, from an overarching perspective.	Dalberg Advisors	75,000	2021
Pedagogy in International Schools	Understanding how schools define and make pedagogical decisions, planning and evaluating pedagogical implementa-tion. Understanding how pedagogy is viewed by stakeholder groups to explore congruence of perspective.	Council of International Schools	400,000	2021 −2024
Programa Formar	Building educational capacity within the Brazilian public education system so that relevant public policies can be implemented appropriately, and promoting a sustainable impact on children's learning.	Instituto Gesto	490,000	2021 −2023
Schools2030	The Schools2030 program supports the development of locally rooted and data-informed schools innovations through human-centered design processes in 10 countries and 1000 schools over 10 years. The targeted approach allows for increased agency of school stakeholders in developing their own, contextualized teaching solutions and engaging with policymakers at the local and international levels.	Aga Khan Foundation	980,000	2021 −2023
School Diversity and Advocacy in the Colombia Pacific Region	Adapting Educapaz's ongoing pedagogical strategy and advocacy work in 2 municipalities in the Colombian Pacific region in an effort to adjust school transformation plans to better account for variability.	Educapaz	245,000	2021 −2024
SchoolWeaver Tool validation	The aim of this project is the contextual validation of a proto-type school diagnostic tool to assess school ecosystems and the degree to which learning is personalized. The qualitative case studies are expected to shed light on key dimensions of school development processes and allow for peer learning among diverse school networks.	NetEdu	48,941	2021 −2022
"Schule 21 macht glücklich"/Motivation and challenges of school principals	Support for a survey of school principals in Switzerland to explore their motivations and challenges. Support for the "Schule 21 macht glücklich" publication in seeking a joint vision for the future of learning.	Swiss Association of School Principals/ University of Applied Sciences and Arts Northwestern Switzerland	47,000	2021 −2022
Spotlight on Formative Assessment	Identification of 10-15 impactful and scalable education innovations that promote formative assessment.	HundrED	141,636	2021 −2022
Support to Strategic Program Design	Defining the scope and objectives of a broad partnership to support teacher-led best practices.	Dalberg Advisors	49,825	2021
Swiss EdTech Collider and Swiss EdTech Testbed	The aim of this project is to establish and strengthen activities that further support the digital transformation of education and learning in Switzerland. The first Switzerland-wide EdTech testbed will be developed as part of this project.	Swiss EdTech Collider	440,000	2021 −2023
Teach for All Learning Lab	Embedding a robust research approach into TFA's Global Learning Lab to mainstream evidence-based practices.	Teach For All	350,000	2021

Learning Societies

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Alliance Chance Plus	The newly founded Alliance Chance Plus is intended to create more targeted support programs for children and young people from socioeconomically disadvantaged families during key school transitions and to strengthen the overall evidence base for these programs. The Alliance also seeks to achieve long-term improvements in overall conditions in the Swiss cantons.	Alliance Chance Plus Association	200,000	2021–2023
Child Learning and Education Facility (CLEF)**	Setting up a funding mechanism for quality education in cocoa-growing regions of Côte d'Ivoire, bringing together the Government, 2 foundations and 15 cocoa and chocolate companies.	Government of Côte d'Ivoire, Jacobs Foundation, UBS Optimus Foundation, 15 companies	18,400,000	2021–2023
Contextualization of JF's 2030 strategy in Switzerland	The main objective is to define and refine the strategic objectives and focus themes of the Foundation's work in Switzerland, with input from external consultants and stakeholders in the Swiss education system.	Jacobs Foundation	157,000	2021
Community Evolution Scale Development	Development of a tool (a Community Evolution Scale) that will be used to measure the progress of JF communities in target countries towards achieving their objectives, and to support JF in understanding its impact in and across countries.	Visible Networks Lab	42,616	2021
EdLab Ghana	Supporting evidence-based policymaking in Ghana.	Innovations for Poverty Action (IPA)	13,000	2021
EPG Ghana Mapping Extension	The objectives of extended mapping in Ghana are to inform JF country strategy, provide an international perspective on out-of-school children, and promote the mapping of existing research as well as evidence activities and mechanisms in Ghana in support of JF's research and learning agenda.	EPG – Education Partnerships Group	21,450	2021
Expanding Equitable Access, Strengthening Delivery and Affordability of Côte d'Ivoire's Secondary School Subsidy Scheme	Helping key stakeholders within and outside government arrive at a common understanding of the purpose of the tuition fee subsidy measure and the need for reform.	EPG – Education Partnerships Group	67,500	2021–2024
Ghana Backbone Team	The Backbone Team will execute JF Strategy in Ghana, engage with policymakers and districts to incentivize systemic learning, generate evidence on targeted district learning, and build a team and community of Change Leaders to drive systemic change in Ghana.	Transforming Teaching, Education & Learning (T-Tel)	176,000	2021–2022
Ghana Change Leadership Program	Building the capacity of Change Leaders in Ghana to create their own thriving learning ecosystems in line with JF's strategy in Ghana, and laying the foundations for Change Leadership Programs in other target countries.	White Loop	70,000	2021–2022
Good Practice School 2030 initiative – Design phase	Facilitating, strengthening, and demonstrating good school practices, with a focus on new learning cultures, digitality, and equal opportunities; building an evidence base for development work in schools and for research-practice partnerships.	profilQ Allianz für Schulqualität	136,000	2021–2022
2021 Impact Finance Activities	Ongoing administration and support for JF's impact finance activities in Côte d'Ivoire.	Multiple	79,000	2021

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
IPA EdLab Design Ghana	Building a national-level capacity for generating evidence and translating it into practice, with the potential to have a long-term systemic impact in Ghana and beyond. Strengthening the research ecosystem in Ghana, building links between system practitioners and researchers, and connecting with and drawing from the global knowledge architecture.	Innovations for Poverty Action (IPA)	200,000	2021 −2022
IPA Pre-Design Phase for the Development of EdLabs in Côte d'Ivoire and Ghana	The Jacobs Foundation is exploring options for supporting an EdLab model in Ghana and Côte d'Ivoire to build the necessary capacity and culture of evidence generation, implementation, and application within the education system. IPA is supporting the design of these EdLabs.	Innovations for Poverty Action (IPA)	49,836	2021
Lead for Ghana Model in Cocoa Communities in Ghana	Contributing to the reduction of child labor throughout the cocoa value chain by implementing the Lead for Ghana model.	Lead for Ghana	30,000	2021 −2023
Learning Societies Support	Developing a concept and partnership pipeline for the Research & Learning Funding Vehicle (RLFV) and mobilizing philanthropic partners (financial and technical) for CLEF and ELAN.	Hahn Consulting	41,800	2021
National Convention for Education and Literacy in Ivory Coast (EGENA)	In an effort to generate sustainable, united, and contextual solutions, the Government of Côte d'Ivoire, through the Ministry of Eduation, is bringing together in an inclusive manner all actors and stakeholders in the area of national education.	TRECC (Transforming Education in Cocoa Communities)	50,000	2021 −2022
RCT Quality Education SEME	Responding to the huge evidence gap in understanding how quality education and poverty alleviation relate to child labor and supporting the engagement of JF research fellows in cross-sectoral collaboration, informing JF programs in focus countries.	JF Fellows & Innovations for Poverty Action (IPA)	750,000	2021 −2022
Societies Playbook Development	Systematic documentation of our approach to system change and lessons learned from the beginning of the new 2030 strategy.	Curtis Ogden, Jim Playfoot	45,000	2021 −2022
Study on school mixing policy tool	Study related to the introduction of a new intelligent school allocation procedure in two Zurich school districts.	Ville Juste GmbH	150,000	2021 −2025
Supporting the Development of an Ed Lab in Côte d'Ivoire	Enabling government partners at both the national and district levels to use data and rigorous research to design, test, and scale evidence-based programs and policies to improve student learning.	Innovations for Poverty Action (IPA)	1,360,854	2022
TRECC Operations Budget 2021	Operating costs of TRECC, an independent nonprofit organization in Côte d'Ivoire.	TRECC (Transforming Education in Cocoa Communities)	791,187	2021
TRECC Program Budget 2021	Program costs of TRECC, an independent nonprofit organization in Côte d'Ivoire.	TRECC (Transforming Education in Cocoa Communities)	497,392	2021
TRECC	TRECC is a comprehensive program that aims to improve the quality of life of all children and youth in Côte d'Ivoire, while focusing on delivering quality education in cocoa-growing communities.	TRECC (Transforming Education in Cocoa Communities)	580,000	2021

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
T-Tel Ghana District Level Change Model	Strengthening partnerships with district and school-community change agents to co-create thriving learning ecosystems and improve the quality and delivery of inclusive basic education, thereby improving learning outcomes.	Transforming Teaching, Education & Learning (T-Tel)	2,004,642	2021 −2023
UNICEF District Level Change Community Model	Strengthening partnerships with district and school-community change agents to co-create thriving learning ecosystems and improve the quality and delivery of inclusive basic education, thereby improving learning outcomes.	UNICEF	2,148,000	2022 −2024

Learning Organization

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
E-ADAPT Workshops and Field Visits**	Building a European network of research, practice, and educational administration to collaborate on a joint manifesto aimed at promoting cooperation between educational research and educational administration.	Jacobs Foundation and Partners	77,000	2021 −2024
Exhibition: Schule. Experiment. Zukunft.	The exhibition presents five possible future scenarios for schools within the context of the medialization of teaching and learning.	Schulmuseum Bern	45,000	2021 −2022
Deep Dive into Swiss Philanthropy for Education**	Landscape analysis of Swiss education funders' priorities and regions.	OECD	64,884	2021
Johann Jacobs Museum 2.0 Concept Development**	Reconceptualization of the Johann Jacobs Museum as the center of a new global initiative of the Jacobs Foundation: GEMINI ("Global Education Museums Initiative").	Jacobs Foundation	249,500	2021
Marbach 2022 — Unlocking the Impact of EdTech Meeting**	The 2022 Unlocking the Impact of EdTech meeting at Marbach Castle will bring together thought leaders in educational technology to share their latest insights and research, discuss investment priorities, and forge collaborations.	Jacobs Foundation	400,000	2021 −2022

Knowledge & Communication

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
BOLD	BOLD is a digital platform designed to promote and facilitate the exchange of ideas and opinions within the fields of child development and learning, as well as to make scientific findings accessible to a broader audience.	Jacobs Foundation	600,000	2021
Communications	Foundation-wide strategic communications efforts, website management, and social media engagement.	Jacobs Foundation	400,000	2021
External Positioning/PR	Positioning the Foundation's work externally and increasing its impact and influence.	Jacobs Foundation	200,000	2021
Knowledge Management	Strengthening knowledge uptake internally and externally to build the field.	Jacobs Foundation and Partners	980,000	2021
Learning & Evaluation Partnership	Creation of Foundation-wide Monitoring, Evaluation and Learning (MEL) Approach.	Mathematica	445,000	2021

PROJECT NAME	OVERALL OBJECTIVES	PROJECT PARTNER	GRANT AMOUNT*	TERM
Charity				
Cartoneros y sus Chicos	Providing educational support for children of the cartoneros in Buenos Aires.	Jacobs Foundation	51,000	2021
Lewa Digital Literacy	Schools in the Lewa region in Kenya gain access to digital learning opportunities through the offline Kolibri platform for adaptive learning.	Lewa Wildlife Trust, Zoo Zürich	150,000	2021 −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	104,704	2021

Institution

The Board

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 Ulman Lindenberger (Chairman), Hans Ambühl, Lavinia Jacobs.

In addition to the committees, Board members participate in at least one of three Portfolio-level Board Working Groups — Learning Minds, Learning Schools, and Learning Societies — based on interest and 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.

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.

Prof. Dr. Patrick Aebischer
Patrick Aebischer joined the Jacobs Foundation Board of Trustees in January 2017. Prof. Aebischer studied medicine and neurosciences and was President of EPFL (École polytechnique fédérale de Lausanne).

Hans Ambühl
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.

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

Sandro Giuliani
Sandro Giuliani, former Managing Director of the Jacobs Foundation, has served as Delegate of the Board of Trustees since April 2015. He has been a Member of the Board since January 2020.

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

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.

Prof. Dr. Ulman Lindenberger
Prof. Ulman Lindenberger joined the Jacobs Foundation Board of Trustees in January 2012. The German psychologist is Director of the Center for Lifespan Psychology at the Max Planck Institute for Human Development in Berlin.

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.

Dr. Emiliana Vegas
Emiliana Vegas was appointed to the Board of Trustees in 2021. She is Senior Fellow and Co-Director of the Center for Universal Education at The Brookings Institution. She holds a doctoral degree in education from the Graduate School of Education at Harvard University.

The Management

Dr. Urs V. Arnold
Chief Operating Officer

Zoe Bozzolan-Kenworthy
Program Manager

Annie Brookman-Byrne
Deputy Editor of BOLD

Donika Dimovska
Chief Knowledge Officer

Muriel Esposito
Office Manager

Gelgia Fetz Fernandes
Co-Lead Learning Minds

Alexandra Güntzer
Chief Communications Officer

Dr. Olaf Hahn
Co-Lead Learning Societies

Ross Hall
Co-Lead Learning Societies

Kathrin Hassler
Finance Manager

Angela Holzer
PA to Co-CEOs

Irina Hotz
Co-Lead Learning Societies

Roland Hügli
Chief Financial Officer

Cathrin Jerie
Program Manager

Romana Kropilova
Program Manager

Cornelia Lieb
Accountant

Nora Marketos
Co-Lead Learning Schools

Dr. Laura Metzger
Co-Lead Learning Minds

Miljan Nisic
Office Manager

Hans Rudolf Schumacher
Facility Manager

Carole Sebastianutto
HR Manager

Fabio Segura
Co-CEO

Doriano Simonato
Facility Manager

John Soleanicov
Co-Lead Learning Schools

Simon Sommer
Co-CEO

Christina Thurman-Wild
Program Specialist

Sabina Vigani
Program Lead/Director TRECC

Gemma Wirz
Editor in Chief, BOLD

Julia Wyss
Program Manager