

## JACOBS FOUNDATION

#### **BOARD OF TRUSTEES**

**CURRENT MEMBERS** 

#### DR. JOH. CHRISTIAN JACOBS

Investor and Foundation President

#### **LAVINIA JACOBS**

Art consultant

#### **NATHALIE JACOBS**

Journalist

#### DR. HANS AMBÜHL

General Secretary of the Swiss Conference of Cantonal Ministers of Education (EDK)

#### **PROF. ULMAN LINDENBERGER**

Director of the Max Planck Institute for Human Development

#### DR. OLAF VON MAYDELL

Partner in Schomerus & Partner

#### DR. AUMA OBAMA

CEO of the Sauti Kuu Foundation

### **PROF. MARTA TIENDA**

Sociologist

at Princeton University

#### **PROF. LAURA TYSON**

Economist

at the University of California

#### **MANAGING DIRECTORS**

OF THE JACOBS FOUNDATION

### DR. LÁSZLÓ NAGY

(1989-1995)

#### **THEO BRENNER**

(1995-2006)

#### **DR. BERND EBERSOLD**

(2006-end of 2012)

#### **SANDRO GIULIANI**

(since 2013)

IN AFRICA, ONE IN

4

CHILDREN DOES NOT ATTEND SCHOOL

Worldwide, only

OF YOUNG PEOPLE BETWEEN THE AGES 15 AND 24 HAVE ACTIVELY USED THE INTERNET IN THE PAST FIVE YEARS IN 2012, A TOTAL 22.6%

OF CRIMINAL OFFENDERS
IN GERMANY WERE LESS THAN
21 YEARS OLD



According to current estimates, the German labor market will be short of

2.4 mill.

**GRADUATES AND** 

600,000

UNSKILLED PEOPLE BY 2030



HALF OF GERMAN PRE SCHOOLS ARE RATED "UNSATISFACTORY"

In Switzerland, Less than

60%

OF CHILDREN UNDER FOUR ARE IN EARLY CHILDHOOD EDUCATION

OF SWISS SCHOOLGIRLS ARE AFRAID OF MATH INSTRUCTION

## Our motivation



SCHOOLS IN GENEVA AND BASEL HAVE EUROPE'S LARGEST PROPORTION OF CHILDREN AND YOUNG PEOPLE WHO ARE NOT NATIVE SPEAKERS IN SUB-SAHARAN AFRICA,

59 MILL.

CHILDREN AGED BETWEEN 6 AND 10 HAVE TO WORK

IN LATIN AMERICA, APPROXIMATELY

50 MILL.

YOUNG PEOPLE HAVE NO PROSPECT OF FINDING PRODUCTIVE JOBS



PERCENT OF YOUNG PEOPLE RECEIVE
NO VOCATIONAL TRAINING

In Germany,
8.6%

OF ALL CHILDREN AND YOUNG ADULTS HAVE EXPERIENCED POVERTY OVER A NUMBER OF YEARS



500 MILL.

CHILDREN WORLDWIDE ARE THE VICTIMS OF VIOLENCE EACH YEAR

# Dear Jacobs Foundation, ...

... having been present for the meeting in 1988 considering the creation of the Jacobs Foundation, it has been a thrill to see the Foundation's tremendous impact. At that small meeting, I was one of two scientists from the United States and an active researcher of adolescence. The meeting was a stimulating one, considering the opportunities and challenges. Klaus Jacobs articulated a compelling vision improving young lives and asked thoughtful questions about whether the proposed foundation could play an important role. All present were enthusiastic about the prospects but I doubt that any of us foresaw the Foundation's stupendous success. The Jacobs Foundation has stimulated and shaped the rigor and direction of research on adolescence, and now children and youth as well. Through its several strategies, the Foundation has expanded the field globally and stimulated the research to be multidisciplinary and relevant to practice and policy. It is now the premier foundation globally for research on young people.

Development psychologist at the University of Michigan and jury chairwoman of the Klaus J. Jacobs Awards

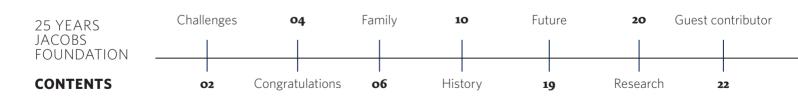
Anne C. Petersen

... in the 1990s, it became increasingly clear that a pure distribution policy could not overcome the economic weakness of Switzerland's peripheral Alpine valley regions. In 2001, when the new regional policy was still being conceived, the Jacobs Foundation launched the movingAlps project as a public-private partnership with the federal government, represented by the State Secretariat for Economic Affairs (SECO), Swisscom and the governments of the participating cantons of Graubünden, Tessin and Wallis. The aim of the project was to explore by 2007 new paths that could stimulate regional economic and social-cultural activities in vulnerable valleys. The project created a number of concrete initiatives in the three language regions. Some of these are still successful and active, such as "Centro punto Bregaglia" in Bergell and "Artis" in the Valley of Maggia. The project also generates a wealth of knowledge, as shown in reports about the scope of intervention in the different valleys, with lessons for the future at all levels, from the institutional and strategic forums to the operative levels.

 $Iam\ proud\ to\ have\ made\ a\ contribution\ to\ the\ success\ of\ moving\ Alps,\ one\ of\ the\ most\ important\ initiatives$  of the Jacobs Foundation\ in\ regional\ policy.

Former member of the Swiss Federal Council and former president of the moving Alps project





... greetings and congratulations to the Jacobs Foundation on having become a major player on the world  $L_{\mathrm{ON}}$ stage. I well remember my first meeting with Klaus Jacobs a quarter of a century ago. His drive, energy, enthusiasm and creativity were immediately obvious – as was his focus on philanthropy to enable MANY people to help themselves, rather than a few depending on charity. The conferences at Marbach were a highlight because of the quality of the discussions, the mixture of senior and junior people, and the beauty of the setting. Klaus had a special interest in the big community-wide projects – so difficult to conduct successfully but so valuable when they succeed. I have been both fortunate to have served as a discussant for three of the sumposia to celebrate the awards that reflected the Foundation's skill in each time awarding a trulu great scientist of international standing whose work showed commitment to the ideals and goals of the Foundation. I feel privileged to have played a small contributory role in the Foundation's success and I wish it every greater success in the years ahead.

Director of the Institute of Psychiatry at King's College London and a participant in the first Marbach Conference

... to the Jacobs Foundation on your 25th birthday: We salute your great success in attracting worldwide attention to the exciting science of youth development. Because the worldwide population is aging while the worldwide birthrate is dropping, the life success of every child must become a leading social priority. The Jacobs Foundation leads the way in setting this priority. Winning the generous Jacobs Research Prize has enabled us to research the damaging effects of violence on young people in Britain and New Zealand. With the help of the Foundation, we are finding evidence that early violence exposure harms children's lifelong mental and physical health, well into adulthood. This new evidence stimulates prevention efforts, to quarantee a better future for all children.

»»» NEW ZE ALAND ««« Research Prize 2010

Dunedi

Prof. Terrie E. Moffitt

4ause

Margrith Hanselmann

rof. Sir Michael Rutter

... the term "education" is still understood far too much in the context of school and the formal education system. Yet research has long shown that especially emotional and social education, acquired outside the school environment, plays a hugely important role.

A policy that reflects the various realities of families today is required in the social sector. The necessary support and encouragement for parents and children can only be achieved through collaboration between social and educational policy. And exactly that is the focus of the Jacobs Foundations' Educational Landscapes Switzerland program.

I am deeply grateful to the Jacobs Foundation for bringing the Educational Landscapes approach to Switzerland and supporting a comprehensive understanding for it through a range of concrete local projects. Emotional and social education is finally being given the importance it deserves. Dear Jacobs Foundation keep at it!

> Secretary General of the Conference of Swiss Social Directors (SODK)

28 Education **Projects** Jacobs Haus 38 Contact 24 34 Conferences 26 Practice Summer camps 36 Contributions 40 29

Deputy Director of the Dunedin School of Medicine, New 7ealand and winner of the Klaus J. Jacobs

# Inspired by the vision



► FAMILY

"ALL CHILDREN AND YOUNG PEOPLE HAVE THE
POTENTIAL TO DEVELOP POSITIVELY WHEN GIVEN
THE PROPER ENVIRONMENT AND OPPORTUNITIES."

That was a key reason for your father Klaus J. Jacobs to establish the Jacobs Foundation. What prompted his desire to support children and young people?

NATHALIE JACOBS: Our father was committed to offering children and young people the best possible start in life. He believed it was important to protect and support them because they cannot make their presence felt in politics or society. Every child, he felt, should have similar opportunities, regardless of origin and financial status. He saw education as a prerequisite.

When the Foundation was established, its initial goal was to aid children and young people in tropical countries where cocoa and coffee are grown. A short time later, its commitment was extended to Germany and Switzerland. Why the expansion?

LAVINIA JACOBS: The Foundation was established as the Jacobs Suchard Foundation. Because the company was focused largely on cocoa and coffee, it wanted to help children in countries that produced the beans for these products. Following the sale of Jacobs Suchard, the capital base grew, enabling the expansion of activities. Scientists involved in the Foundation's work at the time had developed a series of highly relevant research topics in the field of youth development in the German-speaking countries of Europe, so that we were able to extend this commitment first to these countries and later to the entire region, as well as to the United States and Latin America.

In 2001, your family donated its shares in the Jacobs Holding to the Jacobs Foundation, thus increasing the Foundation's assets to 1.5 billion Swiss francs. How did Klaus J. Jacobs intend to continue his life's work?

NATHALIE JACOBS: Our father developed business strategies for numerous world-class companies. He

internationalized Jacobs Kaffee, gave temporary work a global dimension with Adecco, and transformed Callebaut from a small chocolate supplier into a global market leader with an annual production of more than one million tons. His aim was to continue this success as a social commitment in order to make a real impact on society.

What task was the Jacobs Holding given after the donation?

JOH. CHRISTIAN JACOBS: Immediately following the capital transfer, the holding was restructured from a holding company aligned to our father into a professional investment company that manages the Foundation's assets. Its strategy is to achieve above-average yields through concentrating its investment mainly on globalized market-leading companies. We sold our stock in poorly performing companies relatively early on. Barry Callebaut has increased its share price eightfold since 2001 and the investment in Infront Sports & Media has also generated above-average returns. In short, we have managed to combine one of our father's legacies, that of entrepreneurial spirit, with the other, commitment to philanthropic causes.

How do you pursue your father's goals in the Foundation?

JOH. CHRISTIAN JACOBS: We aim to continue empowering children and young people. To do so, we rely increasingly on a professional management of the Foundation. Over the past 10 years, my sisters and I have worked on the Board of Trustees to ensure the continued successful development of the Jacobs Foundation. The history of the Foundation can be divided into two halves. Up to early 2000, the work of the Foundation was marked by research funding, particularly in areas such as the transition to working life, the prevention of violence, and the promotion of so-called life skills and interpersonal skills. In the second half, beginning in mid-2000, we decided to transfer the funds that flowed into the school-to-work programs to early childhood education. At the same time, we launched integrated projects, taking research

»We want to be viewed as a foundation that is committed to social innovation in the field of child and youth development.«

Dr. Joh. Christian Jacobs



projects that showed us capabilities of social innovation and continuing them as intervention projects. We support a holistic approach to education that offers innovative solutions to help children develop their individual skills as fully and seamlessly as possible. As a next step, we would like to examine whether research findings above and beyond the standard structures are valid in places other than those in which they arose. Intervention could then be tailored. At the same time, we aim to study the sustainability of existing intervention programs and examine what happens when they are combined with other projects.

Collaboration with scientists has played a decisive role for the Jacobs Foundation from the very beginning. Why is research so important to the Foundation's work?

NATHALIE JACOBS: We know that practical projects are helpful but can only improve the living conditions of young people when based on evidence. That's why we need research.

LAVINIA JACOBS: Research can also bring about new approaches. For instance, we were particularly influenced by the findings of the Nobel laureate James Heckman with regard to the advancement of early childhood development. He has found that investment in early education, compared with programs for older age groups, results in a much higher "return on education" – on the principle that the earlier the educational support, the more that can ultimately be achieved.

But you intend to roll back support for basic research. Why?

JOH. CHRISTIAN JACOBS: The volume of data on children and youth development continues to grow. At the same

time, it has been shown that, to a previously unknown extent, the results of basic research might possibly be dependent on the specific conditions under which the data has been collected. For that reason, we aim to step up monitoring to determine whether available data and research results are still valid under different conditions.

The role of many foundations has changed from investor to initiator. How does the work of the Foundation complement government action?

NATHALIE JACOBS: Foundations help identify problems in society and find solutions. They do so, for instance, by offering relevant governmental and nongovernmental organizations as well as educational institutions a platform for dialog and for focusing on specific issues. Thanks to their independent and flexible approach, foundations can also show policymakers new paths by testing intervention projects developed on a scientific basis. And when these projects prove successful, the state can transfer them to the whole of society.

LAVINIA JACOBS: Basically, foundations should strive to achieve what the state cannot. The Jacobs Foundation has two important focuses in the field of child and youth development: promoting research that receives no public funding; and bringing together institutions and people involved in the development of children and young people.

How can each individual contribute to improving the opportunities for children and young people in our society?

LAVINIA JACOBS: It is important that everyone starts with their own children: to be there for them, to support them, and to provide an education that helps them discover their talents. Nor should they ignore shortcomings in their own environment, but rather take action. Studies have shown that people's decision to have children depends very much on their own well-being. All of us can contribute to this well-being or, put another way, to shaping a children-friendly society.

Your social commitment is driven by six guiding principles that you have given your family. How did they come about?



### »Basically, foundations should strive to achieve what the state cannot.«

LAVINIA JACOBS

JOH. CHRISTIAN JACOBS: A number of years ago, in the family council, we discussed which principles could be important for establishing the Jacobs Haus and the Johann Jacobs Museum and, from our point of view, would fit in with the family tradition. At the time, we defined the following quality principles: globalism and trade routes, youth and talent, personal commitment and concern for employees, excellence, sustainability and innovation. As a family, we feel committed to these qualities and support them in the Foundation and the Holding.

Your family has always stood together and worked closely together. Did your father pass on his way of thinking and acting across generations?

LAVINIA JACOBS: Yes, he certainly did. But not only our father; we also grew up with our grandparents, and even today my 92-year-old grandmother still likes to spend a couple of hours with my son.

Joh. Christian Jacobs: "Stories" and "storytelling" characterize this intergenerational thinking. Over the past 50 years, we have not advanced very much in this area, from an overall societal standpoint. The stories of my grandfather, who took over the coffee business from his great-uncle, were particularly important to me. The memories of our great-uncle who managed the estate – the source of the Jacobs family's prosperity – made a deep impression on me. Anyone who as a child has the good fortune to know his or her grandparents and gain an insight into a period spanning nearly 150 years has a feeling for the thoughts of the people who lived through those times. This is a living tradition and an asset that you wish to pass on.

In the 25 years of its existence, the Foundation has invested about 500 million Swiss francs in research and intervention projects. What do you view as the most important goals you have achieved?

JOH. CHRISTIAN JACOBS: In the Board of Trustees, we once asked what would remain if the Foundation no longer existed. And the answer was definitely a number of activities: the summer camps for supporting the development of immigrant children, the first European Center for Productive Youth Development at the University of Zurich, the Jacobs University in Bremen (Europe's first full private English-language university), the quality label for Swiss childcare centers, and the Klaus J. Jacobs Awards, which are extremely important to all of us, as well as the highly complex and scientifically managed intervention programs in various areas.

NATHALIE JACOBS: The Jacobs Foundation has achieved the status of an authority on child and youth development. The findings of its funded research are highly respected. Its project concepts have proven to be innovative and interdisciplinary, with results that have a real impact. All of this is inspired by our father's vision – and this fascinates me. Increasingly, the Foundation is in a position to separate sustainable projects from those with only a limited impact.

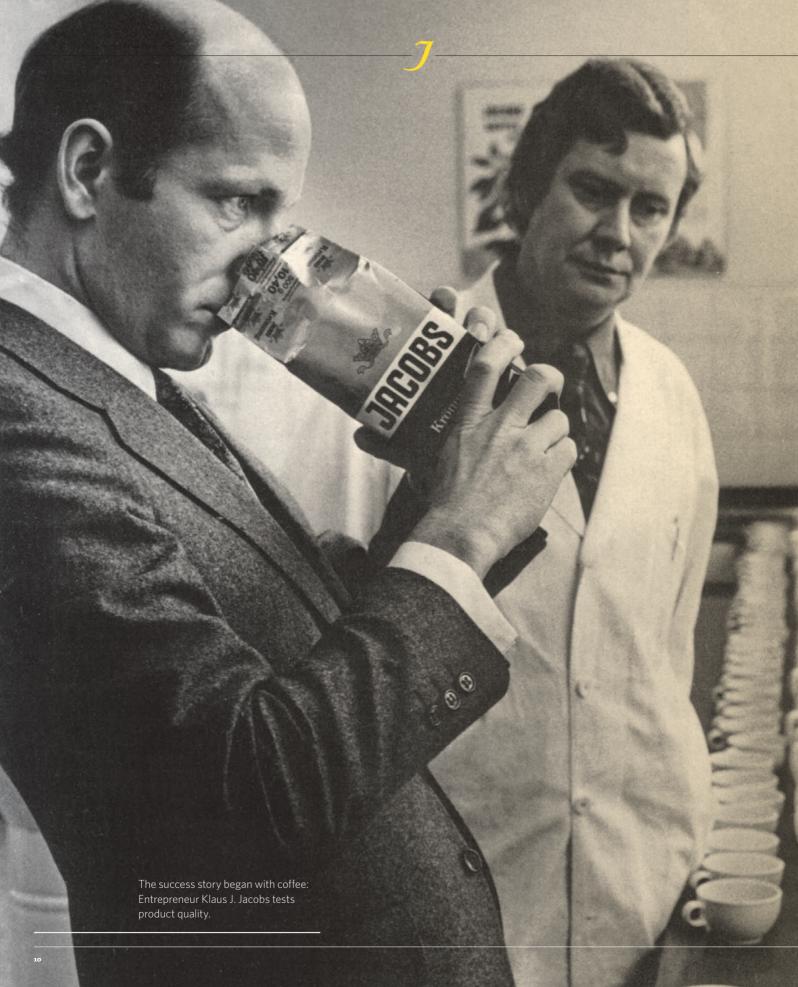
What will the Jacobs Foundation stand for in 10 years' time?

JOH. CHRISTIAN JACOBS: We want to be viewed as a foundation that will be addressed when social innovation and practical achievement in the field of child and youth development are concerned.

»Our father was committed to offering children and young people the best possible start in life.«

NATHALIE JACOBS





# History of the Jacobs Foundation

"I BELIEVE THE BUSINESS WORLD CAN BETTER FACE THE HUGE TASK OF ASSUMING ITS SOCIAL RESPONSIBILITY BY SUPPORTING THE POSITIVE FORCES OF RESEARCH AND EDUCATION TO HELP BUILD A BETTER FUTURE."

When Klaus J. Jacobs wrote those words, they were not intended as a call to some vague world of business. The former CEO and majority shareholder of Jacobs Suchard AG aimed to implement them himself in the future. With those words, he declared the establishment of the Jacobs Foundation, initially under the name Jacobs Suchard Foundation. It was to be a foundation committed to improving development opportunities for children and young people. And for Klaus I. Jacobs, two key elements on which the work of the Foundation would be based were already clear: close cooperation with the scientific community to pursue research showing which factors influence the development of children and young people; and funding education, since education as well as extracurricular education and vocational training, Klaus J. Jacobs was convinced, are among the essential requirements to ensure children a good start in life.

#### **HOW TO FOUND A FOUNDATION**

But first, an organization had to be created – with members, money, and structures. Klaus J. Jacobs had only declared the Foundation's advance commitment. In September 1988, he met with a group of international experts in the fields of psychiatry, psychology, behavioral development, and sociology at Lake Zurich to define six problem and action areas: a positive attitude to one's own work and to the future; social relationships and ties between generations; life skills and planning; cultural

and individual diversity; educational values; and the relationship between institutions and personal development. The Jacobs Foundation would become active in these fields in the coming years.

The Foundation received Jacobs Suchard AG shares worth 30 million Swiss francs as start-up capital. In addition, Klaus J. Jacobs – together with László Nagy, the former General Secretary of the World Organization of the Scout Movement – established contacts to international researchers, educators, and other foundations. Besides Nagy, three renowned scientists became the first foundation board members: Prof. Paul B. Baltes, former Director of the Max Planck Institute for Human Development in Berlin; Prof. Pierre Ducrey, then Director of the University of Lausanne; and Prof. David A. Hamburg, former President of the Carnegie Corporation in New York. Klaus J. Jacobs registered the seat of the Foundation in Zurich, and on May 16, 1989, the Foundation was established.

#### **SCOUTS AND STUDY GROUPS**

The key cornerstones had already been laid ahead of the Foundation's first official meeting at Marbach Castle in October 1989. Projects could now receive immediate support: The World Organization of the Scout Movement received 160,000 Swiss francs to revitalize its research and development committee; and study groups involved in an evaluation of the "European value system" were supported with 83,000 Swiss francs. At this meeting, the Council reached a particularly important decision for the future development of the Foundation: From 1991 onward, a large public conference was to take place annually at Marbach Castle, serving as a forum for scientific lectures and debates among researchers, policymakers,



On May 16, 1989 **Klaus J. Jacobs** established the
Jacobs Suchard Foundation.



**Dr. László Nagy** becomes the Foundation's first Managing Director.



1990

Klaus J. Jacobs continues the Jacobs Suchard Foundation as a family foundation called the **Johann Jacobs Foundation** and, eight years later, renames it the Jacobs Foundation to give it an

international component.

1991

The Jacobs Foundation organizes the first conference for scientists at Marbach Castle.

1992

The first major project to receive support is the Hohe Tauern National Park in Austria.



1995

**Theo Brenner** takes over management of the Jacobs Foundation from Dr. László Nagy and is in charge until 2006. Dr. Joh. Christian Jacobs joins the Board of Trustees as the second family member.



Supported by international experts, Klaus J. Jacobs defines six fields of action in September 1988.

and representatives of aid organizations. Today, the forums are known internationally as the Marbach Conferences. Their findings are published by Cambridge University Press.

Amid the euphoric spirit that followed the launch, however, came news of a development with far-reaching consequences: Jacobs Suchard AG was sold to Philip Morris on June 22, 1990. After only about one year, the main supporting pillar of the Foundation had gone. The new American owner showed no interest in a nonprofit organization. But Klaus J. Jacobs had already forged his own plans - namely, to continue the Jacobs Suchard Foundation as a family foundation. He returned the start-up capital to the company and even increased the Foundation's assets to 100 million Swiss francs. At the same time, the Johann Jacobs Museum and Marbach Castle were transferred to the Foundation, which Klaus J. Jacobs renamed the Johann Jacobs Foundation after the founder of the coffee roaster, his great uncle, who lived from 1869 to 1958.

With the additional funding, the Foundation expanded the scope of its activities. The Council planned greater funding, especially for young scholars – particularly those in former communist and developing



Participants of the Marbach Conference in 1993.



The Hohe Tauern National Park in Austria's Eastern Alps.

countries – and established various scholarship programs for PhD students and young researchers. At the same time, the Foundation initiated its first large project to support the Hohe Tauern National Park in 1992. Young people were encouraged to help shape the new nature reserve in the Austrian Alps as part of a series of training, educational, and activity programs.

#### **ESTABLISHED AND ALREADY IN TRANSITION**

By 1993, the Jacobs Foundation could already look back on its first record, achieved a year earlier by providing funding of more than 2.8 million Swiss francs. However, after having established itself in a relatively short period of time, the Foundation needed to realign. "After five successful years, we have decided to review the viability of our initial research program and strengthen our efforts in the practical and political spheres and thus make a greater contribution to the development of scientifically based intervention strategies," noted Klaus J. Jacobs in the 1994 Annual Report. That meant the Foundation would increasingly fund practical programs in the area of education.

At the same time, Klaus J. Jacobs, together with his son Dr. Joh. Christian Jacobs, who joined the Board in 1995, »Technology costs could lead to a new division between people with access to knowledge resources and those without.«

KLAUS J. JACOBS

intended to embody the rapid spread of the Internet in the Foundation's realignment. The progressing growth of technology prompted him to think that its "costs could exclude two-thirds of the world population from the 'Information Society' and lead to a new division between people with access to knowledge resources and those without."

In 1996, the Foundation invited 12 leading experts to attend its "Youth Forum 2000" and debate the effects of



1998

1999

2001

**Walther Jacobs,** father of the initiator of the Foundation and an honorary member of the Foundation, dies on June 4.

In Costa Rica, the Jacobs Foundation

launches its first program called "Stop social exclusion – create prosperity." The program is followed by several five-year projects in Switzerland, Brazil,

and Argentina.

Klaus J. Jacobs and his family transfer all their shares in Jacobs Holding AG to the Foundation. The donation increases the Foundation's assets to 1.5 billion Swiss francs. The Jacobs Holding, which administers the Foundation's assets, becomes a professional investment company.

Two major commitments to the scientific sector: The Jacobs Foundation distributes 10 million Swiss francs to the University of Zurich to establish a Center for Productive Youth Development; and the same amount to the International University Bremen to set up the Jacobs Center of Lifelong Learning and Institutional Development.

2004

2003

**Dr. Joh. Christian Jacobs** becomes President of the Board of the Jacobs Foundation.



2006

**Dr. Bernd Ebersold** becomes the new Managing Director of the Jacobs Foundation.



The first five-year project begins in 1999 in Costa Rica.

new media on the lives of young people – and align the goals of the Foundation accordingly. "In a world of dramatic change," the new policy stated, "the Foundation will strive to make a contribution to the well-being and social productivity of present and future generations of young people in three related areas of human competence and potential: development skills, cultural skills, and computer skills."

The field of activities grew and changed, and the Foundation's funding rose. Klaus J. Jacobs increased its assets in 1998 by completely waiving payment of his interest-free loan of 29,949,000 million Swiss francs. The move was to be part of a donation that would triple the Foundation's assets three years later and open up entirely new dimensions for the range of activities. "When the purse is emptied, the heart is filled," was a Victor Hugo quotation that Klaus J. Jacobs used in 2001 to announce the family agreement to transfer its entire shares in Jacobs Holding AG to the Jacobs Foundation. It was a contribution that increased the Foundation's assets to 1.5 billion Swiss francs. "It is a major concern for me and my family," he later said, "that our foundation should be able to expand its global efforts to provide targeted support to sustainable projects in youth development."



The new Jacobs Center at the University of Zurich opens with a ceremony in 2003.



Still with just six members: the Jacobs Foundation Board of Trustees in 2004.

#### A MOMENTOUS COMMITMENT

The expansion had already begun in Latin America. In 1999 in Costa Rica, for instance, the Jacobs Foundation initiated the five-year program "Stop Exclusion – Create Value" (SECV) to improve youth career opportunities. It added the SECV project "movingAlps" in Switzerland in 2001, followed by additional initiatives in Brazil and Argentina.

Beginning in 2003, the Jacobs Foundation also began to expand its commitment to the scientific community with two special initiatives: at the International University Bremen (IUB, today Jacobs University), the Foundation provided 10 million Swiss francs to support the establishment of the Jacobs Center of Lifelong Learning and Institutional Development, and contributed the same amount to the Jacobs Center for Productive Youth Development at the University of Zurich. The Swiss center aimed to explore how to make a long-term positive impact on the living conditions of young people, while the north German institute sought to study and teach the behavioral, social, and cultural aspects of lifelong learning.

The IUB engagement was particularly momentous. At a joint dinner, Prof. Paul Baltes told Klaus J. Jacobs that

the university, despite receiving huge compliments for its research and teaching, was struggling financially. To be more precise, it was on the verge of collapse. But that was not about to happen. Prof. Joachim Treusch, former president of the university, developed a rescue plan. In 2006, the Jacobs Foundation decided to support IUB financially with 200 million euros. In return, it received a two-thirds majority of the partners' shareholdings. That was to become the most important investment in the Foundation's history and one that sent a signal across the German educational landscape – internationally visible thanks to the renaming of the university as Jacobs University.

#### HIS WILL REMAINS THE FOUNDATION'S QUEST

These were eventful years for the Foundation, internally as well. A significant change took place when, after 15 years at the helm of the Foundation, Klaus J. Jacobs retired as president and his son, Dr. Joh. Christian Jacobs, took over as the new president. As a board member, Klaus J. Jacobs continued to accompany the work of the Foundation for three years until 2007, when he ended his involvement completely for health reasons. His daughter

The Jacobs Foundation invests 200 million euros in the International University Bremen. Shortly afterward, the institution is renamed Jacobs University.

2006



2007

Klaus J. Jacobs steps down from the Jacobs Foundation Board of Trustees. He is replaced by his daughter,

Lavinia Jacobs.



2007

The sponsored project "moving Alps" is successfully concluded.

The program "School – Living Environment" is launched in Germany. Four years later, the experience gained from this program is applied to its Swiss equivalent: "Educational Landscapes in Switzerland."

2007



Klaus J. Jacobs dies on September 11, 2008, following a long illness.

2008

Launch of the Jacobs Foundation Forum. Its aim is to formulate key issues relating to child and youth development so that these issues can be the subject of public debate.



2009

On December 3, 2009, the Klaus J. Jacobs Awards are launched to mark the birthday of the late Klaus J. Jacobs and to honor pioneering practical and research projects in the field of child and youth development.



A signal sent across the educational landscape: The Jacobs Foundation supports the International University Bremen in 2006.

Lavinia Jacobs replaced him on the board. A short time later, on September 11, 2008, the Jacobs Foundation lost their founder and visionary Klaus J. Jacobs, who passed away after a serious illness.

Of his death, Joh. Christian Jacobs and the CEO of the Foundation Dr. Bernd Ebersold wrote: "Klaus J. Jacobs believed deeply in the energy, enthusiasm, and commitment of youth to serve as a motor of social change. His desire to strengthen today's young people and offer them optimal educational support remains the task that we are committed to continue."

In commemoration of Klaus J. Jacobs' birthday, the Foundation awarded, for the first time on December 3, 2009, two prizes to honor outstanding achievements in child and youth development: the U.S. scientist Laurence Steinberg received the 1 million Swiss francs Klaus J. Jacobs Research Prize. With his research on risk-taking youth, Steinberg contributed, among other things, to efforts to persuade the U.S. Supreme Court to abolish the death penalty for young people under the age of 18. Father John Casut received the Klaus J. Jacobs Best Practice Prize, worth 200,000 Swiss francs, for improving the future prospects of youth in Indonesia by adapting the Swiss model of dual vocational education.



The moving Alps project, which ended in 2007, shows how to ensure development opportunities to youth in remote valleys.



The project "Lebenswelt Schule" begins in 2007, providing valuable experience in networking school offers.



Dr. Joh. Christian Jacobs with the first winner of the Klaus J. Jacobs Awards: U.S. researcher Laurence Steinberg and Pascal Couchepin, former Swiss Federal President (left to right).

Under the leadership of Dr. Joh. Christian Jacobs, the Foundation stepped up its operations still further. To better identify and implement promising intervention projects, it created the "Jacobs Foundation Initiative," aimed at giving research and intervention projects a geographic and issue-specific focus, coupled with a systematic exchange of experience and use of synergies. In 2008, the Jacobs Foundation launched its first initiative in Latin America, "Aprender para la Vida" (Learning for Life). In Brazil and Columbia, it funded two organizations aimed at motivating young people to complete an education and invited NGOs to participate in a mutual exchange of experience.

#### A PLAN FOR THE FUTURE

Shortly afterward, the Jacobs Foundation expanded its funding for early childhood education. Together with the University of Fribourg and the Mercator Schweiz Stiftung, the Foundation initiated the first Center for Early Education at the university. The center opened in the spring of 2011. The Jacobs Foundation sought to further strengthen its commitment in this field, and in 2011 it launched a plan for the coming five years.

»It is a major concern for me and my family that our foundation will be able to extend its global operations to provide targeted support of sustainable youth development projects.«

KLAUS J. JACOBS

2010	The Jacobs Foundation develops its Mid-Term Plan, which outlines its strategic focus for the next five years.
2011	With the support of the Jacobs Foundation, Switzerland's first University Center for Early Childhood Education is inaugurated in Fribourg on March 31.
2012	The Jacobs Foundation launches the Primokiz program in Switzerland. The Board of Trustees approves a funding volume of 2.2 million Swiss francs for the period up to 2015.



2012

**Nathalie Jacobs** becomes a member of the Board of Trustees.



2013

**Sandro Giuliani** takes over from Dr. Bernd Ebersold as Managing Director of the Jacobs Foundation.



2013

Opening of the redesigned Jacobs Haus as a place of dialog and also the new Johann Jacobs Museum following its renovation.



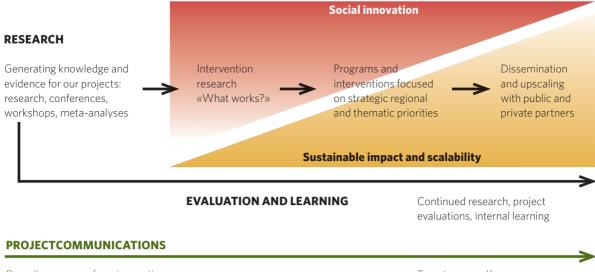
The conference room in the renovated Jacobs Haus: A place to discuss important issues of child and youth development.

The Foundation is committed to programs in Africa and Latin America, where child and youth development issues are of global relevance. Promoting early education, in addition to educational biographies, is also a focus of program and project funding in both Germany and Switzerland. Nathalie Jacobs, who became a member of the Board of Trustees in July 2012, is committed to these issues and, together with her siblings, to shaping the future activities of the Jacobs Foundation.

With its programs, the Foundation aims to further drive relevant changes in the field of child and youth development. "The Jacobs Foundation has decided that key issues can only be tackled successfully when as many young people as possible have access to education," said Dr. Joh. Christian Jacobs of the Jacobs Foundation's focus. Ultimately, all its international activities have the same motive: to improve the living conditions of children and young people worldwide.

# How the Foundation operates

THE WORKING MODEL OF THE JACOBS FOUNDATION



Describe progress from innovation to sustainability

Target groups, Key messages Platforms

Since the Jacobs Foundation was established, its goal has remained unchanged: empowering children and young people to take their place as responsible members of society. For that reason, the Foundation strives to identify and foster their individual potential and to develop and increase their skills to prepare them for working world. However, the world has become more complex and the younger generation faces new challenges. To achieve real change, the Jacobs Foundation defined its objectives and priorities for the next five years in its medium-term plan for 2011 to 2015. The Foundation aims to focus its operations on four main sectors: In Switzerland, Germany, and Austria, its activities will be centered on improving early childhood education in families as well as in pre schools and daycare facilities. The aim is also to create future-oriented educational landscapes by networking educational and extracurricular stakeholders and institutions. Beyond Europe's boundaries, the Foundation has launched Livelihoods programs with the goal of establishing and testing efficient learning environments in African villages. In Latin America, the Foundation's Life Skills for Employability initiative seeks to help young people gain a foothold in the local labor markets.

Although the content and regional characteristics of the projects may vary, central to each is an evidence-based

approach. The initial scientific research produces knowledge on the basis of which practical support measures and intervention concepts can be developed. Once the development phase has been completed, the project is monitored scientifically and tested in actual practice to determine which concepts are most effective. Those that prove successful can then be converted into programs. Here, the degree of commitment shown by the Jacobs Foundation exceeds that of many other organizations. Scientists and project initiators who evaluate and develop the programs constantly ask themselves: is the project also suitable for expansion at national level together with public and private partners?

A key role can be played by meta-analysis, which compares the research findings of similar projects from different sectors. It can be used to explore questions such as: What could be learned at a higher level? What has to be taken into account if the program is applied on an extensive scale? In the future, the aim is to give greater focus to the comprehensive evaluation of existing data in order to gain a new perspective on ongoing projects and those still to be developed. As far as improving educational opportunities is concerned, one thing is certain: One must never stop learning! Commitment is a never-ending process.

# The power of knowledge

MORE THAN JUST THEORY: HOW THE JACOBS FOUNDATION'S RESEARCH FUNDING HELPS IMPROVE FOUCATIONAL OPPORTUNITIES

What role does a father play in the life of his child? How do wars affect young people? Often it is simple questions like these that are the most profound and lead only to complex answers. Researchers are still trying to come up with answers to many of these questions. The Jacobs Foundation's research funding has taken up the challenge of filling in these blanks on the scientific map, enabling educational institutions to adapt their programs to the new knowledge being acquired.

During his lifetime, Klaus J. Jacobs was inspired by the idea that research can be a key factor in improving the development prospects of children and young people. For that reason, he made support for outstanding scientists and young scholars, a key element of the work of the Foundation right from the outset. In 2012 alone, the Jacobs Foundation invested 6 million euros in the promotion of research, always insisting, however, that each project must yield practical benefits and that every practical application must achieve lasting and scientifically verifiable success.



Courage! Studies show that if an overly protective father does not challenge his premature offspring sufficiently, the child is less able to withstand stress in later years.

As a result, support up to now has not been channeled to mere humanitarian aid operations or to "ivory tower" scientific work, but rather to educational projects that clearly add value. In this context, the Jacobs Foundation applies the term education to all areas of human growth and helps support the general development of children and young people.

This begins in the earliest phase of childhood. Here, too, not all factors are known. For example, what influence does a father's behavior have on a prematurely born baby? In a recently published long-term study, Lieselotte Ahnert, Professor of Developmental Psychology at the University of Vienna, discovered that if an overly protective father does not challenge his premature offspring sufficiently, the child is less able to withstand stress in later years. Her findings form part of a major interdisciplinary research project examining paternal behavior. Together with five colleagues from Germany, Austria, and Switzerland, the developmental psychologist has established the "Central European Network on Fatherhood," which is funded by the Jacobs Foundation.

For three decades, Ahnert studied the relationship between mother and child. She made repeated attempts to include fathers in her studies. All too often, however, she came to the conclusion that questionnaires issued to both parents were returned with the same handwriting in each - the women replied for their husbands or partners. Ahnert refers to this behavior as the so-called gatekeeper function performed by mothers who have long regarded raising children as their exclusive domain and kept paternal involvement to a minimum. And for the most part, fathers have had few objections with their traditional role as breadwinners. But this arrangement is becoming less common nowadays. "Suddenly fathers are complaining about not being consulted," explains Ahnert. She has also long criticized the fact that resources for parental support have been geared to mothers only.

With their research on fatherhood, Ahnert and her colleagues broke new ground. And that is another pivotal

factor in the Jacobs Foundation's funding measures. Because the further scientific research moves into previously uncharted territory, the greater its contribution to social change can be. This specific case involves improving parental advice in the German-speaking countries. But the Jacobs Foundation does not only focus on Switzerland and neighboring countries; its support also has an international dimension.

In the course of his research projects funded by the Jacobs Foundation, the American Brian Barber, Professor for Child and Family Studies at the University of Tennessee, undertook studies in Egypt and Palestine. Over a period of several years, he interviewed almost 2,000 Palestinians who, in their youth, took part in the first "intifada" (uprising). Barber sought to gain a better understanding of this generation and find out how experience with conflicts curtails access to important resources such as education, employment, and health care. The data obtained was to be evaluated and then used to help develop measures aimed at giving young people from conflict regions better prospects of success as they move into adulthood.

### WE MUST TAKE YOUTH MORE SERIOUSLY

Barber was fascinated to witness how philosophically and pragmatically these young people moved on with their lives in war zones. "Children and young people are underestimated all over the world," he says. "We need to take them more seriously and have greater faith in them." This was seen yet again at the beginning of 2011, when the revolutionaries of the Arab Spring occupied Tahrir Square in Cairo. The American flew immediately to Egypt and started work on his second project. The subject: How does Cairo's youth react to the political conflict and what impact does it have on their lives? The interviews showed the extent to which the young people ceased to be individuals, merging instead into a collective unit, and also how their hopes and fears fluctuated as the revolution ran its course. What also surprised Barber was how clearly his interviewees recognized that the fall of Mubarak would not solve the country's problems and that new problems were sure to arise elsewhere. And economically, the young people are much worse off now that in the past.

In order to find out what type of support is the most likely to be successful, the Jacobs Foundation collaborates not only with leading international scientists, but also closely with national and international institutions, including the World Health Organization (WHO), the Swiss

Offering opportunities! Studies show that children and young people often suffer long-term consequences after economic crises and wars.



National Science Foundation (SNSF), the International Labor Organization (ILO), and the German Academies of Science.

In 2010, the Foundation, together with the World Bank, developed the "Children and Youth in Crisis" project. The aim of this broadly based study was to demonstrate the impact of economic crises on the development of children and young people. Using clearly defined scientific standards, the researchers analyzed a range of international studies on the development of the generation that directly followed a period of economic crisis. Working alongside institutions practically involved in these situations, the researchers came up with specific measures designed to improve the development prospects of young people during times of crisis.

Larry Aber, Professor of Developmental Psychology at New York University, played a central role in drawing up the research concept. "No hard and fast rules for every type of intervention can be developed on the basis of this research," he says. "After all, there are very specific problems with every conflict, every place, and every individual." And there are also recurring difficulties, he adds. In their final report, Aber and his colleagues collated various measures of this kind for providing support in times of economic crisis. One aspect was particularly clear: Reviving the economy is not enough to extricate a country and its population from a situation of this nature. A purely economic approach does not take sufficient account of the numerous long-term consequences such as deficiency symptoms and physical or mental damage that a crises of this kind produces for the population. Here, too, there must always be a strong focus on the human development processes.

# Investing in ECCE at home and abroad

EARLY CHILDHOOD DEVELOPMENT BOOSTS LEARNING. BUT WHAT FFFCT DOFS IT HAVE EXACTLY?

GUEST CONTRIBUTOR PROF W STEVEN BARNETT

Over the past several decades, public support for Early Childhood Care and Education (ECCE) has increased across Europe and elsewhere around the globe. This support is based on the expectation of a wide range of benefits. A recent listing of these by the OECD included: "better child well-being and learning outcomes; more equitable outcomes and reduction of poverty; increased intergenerational social mobility; higher female labor market participation and gender equality; increased fertility rates; and better social and economic development for society at large." A substantial body of scientific evidence has accumulated that provides the basis for this list of benefits.

My own work on ECCE as an investment began 30 years ago with the age 19 follow-up of an experiment providing intensive preschool education to disadvantaged children. This study produced two unusual findings. First, the most important benefits fell outside economics' traditional focus on earnings and included decreases in delinquency and crime and improvements in healthrelated behaviors. Economics had focused on increased earnings as the primary benefit of education and neglected other outcomes of education. In this case, the other benefits were much larger. Second, much of the economic return did not accrue to those served, but to society at large (e.g., from decreased victim and criminal justice costs). Public investment in ECCE had improved both equality and economic efficiency. This contradicted the conventional view that government funded programs typically improved equality only at the cost of lower economic growth.

Subsequent research further substantiated and expanded on these findings. Other benefits found for ECCE include reductions in child maltreatment, substance abuse, and mental illness. While much of the early research came from the United States, additional evidence has come from Europe and, more recently, from middle- and lowincome countries around the globe. This evidence finds wide-ranging benefits and that disadvantaged children benefit disproportionately. Research in German-speaking countries, for example, has indicated larger benefits for children from immigrant backgrounds. Studies in the journal Lancet found that 200 million children in the developing world could benefit from increased public investments in early childhood development with economic returns to ECCE from increased earnings alone far exceeding cost.

What has become equally clear over the years is that the details of ECCE design matter a great deal for long-term benefits. When ECCE quality is low, learning and child development benefit little or not at all. Countries that focus on providing wide access to low-cost childcare risk losing most of the value from ECCE. And, quality has more than one dimension. A variety of curricula yield similar impacts on academic achievement, but have very different effects on social and emotional development and, thereby, crime, health, mental health, and productivity. Therefore, it is important to carefully specify and monitor the specifics of ECCE policies and their implementation.



Prof. W. Steven Barnett is Director of the National Institute for Early Education Research (NIEER) at Rutgers University, New Jersey.

In much of the developing world, the potential of ECCE to reduce crime and violence has generated as much interest as its potential to increase worker productivity. Economic growth and quality of life depend on personal safety and security as well as an educated workforce. Yet ECCE research has been much less common in low- and middle-income countries than in high-income countries. The Jacobs Foundation has been a leader in expanding such research through its funding of a large-scale randomized trial of the AieoTu program in Colombia. AieoTu provides high-quality ECCE from the first year of life through age five to a highly disadvantaged population. Initial findings include significantly increased cognitive abilities from the earliest years.

I hope that many others will follow Jacobs' lead. Low- and middle-income countries cannot simply adopt ECCE models from high-income countries. The unmet needs of children and families differ, as do the available human resources and infrastructure. Research is needed to identify effective models and also to build an evidence base that will generate public will to invest in quality ECCE. Challenges to such research include logistical difficulties, safety issues, and natural disasters. Nevertheless, AieoTu and other studies attest to the readiness of capable and courageous local partners to carry out successful ECCE research when financial support is available.



Prof. W. Steven Barnett in a field project at Princeton Friends School.

## The Marbach Conferences

THE CONFERENCE SERIES AT LAKE CONSTANCE IS INTERNATIONALLY RENOWNED. BUT WHY? FOUR RESEARCHERS WHO ATTENDED MARBACH CONFERENCES AS YOUNG SCHOLARS REPORT ON THEIR PERSONAL EXPERIENCES.

What roles do religion and values play in youth development? How can one tap the potential that lies in young people with a migration background? And does early childhood education have any impact on the economy? Since 1991, distinguished experts and young scholars in child and youth development have discussed such issues at the Marbach Conferences. Invited by the Jacobs Foundation, leading experts in the fields of psychology, educational and economic sciences and sociology as well as media sciences, political science, linguistics and neurosciences meet every year for two to three days. At Marbach Castle on Lake Constance, they formulate questions for research approaches, discuss their latest findings and lay the foundation for long-term cooperation. The foundation publishes all the results in its "Series on Adolescence" published by Cambridge University Press or in special issues of international professional magazines, and also use them for their

The conference series is meanwhile internationally acclaimed. Unlike the major research conferences, the series offers a smaller, more focused environment and is a place to encounter some of the world's greatest thinkers – such as the American Nobel Prize-winning economist James Heckmann. In his opening speech at Marbach Castle in 2008, he pointed to impressive social experiments in preschool education that showed how effective educational support can be.

At the conference, young scholars often receive their first opportunity to present their research findings to a distinguished audience. And some of their projects also have an opportunity to be funded by the Jacobs Foundation. Moreover, the young scholars use the event to network and advance their own careers, encountering not only research partners, but also interested colleagues who develop ideas for new projects together with them.



#### PETER F. TITZMANN

Assistant Professor for life course and competence development of children and youth, University of Zurich

"What factors influence the successful development of young migrants and their integration in society? That was the focus of the Marbach Conference in 2009. It was an important topic for me, since I also research this field. At the conference, I not only learned much about the current projects of individual scientists and experts, but was also able to discuss directly with them. What was particularly useful for me was the network that resulted from talks at lunch and in the evening with young scholars of the same age. It was very rewarding to meet junior researchers working on similar issues but pursuing different theoretical or methodological approaches.

At the end of the conference, I submitted my own project for funding - and received support from the Jacobs Foundation. At Jena University, where I was for 12 years, I empirically examined the question of how family relationships change through the migration process. The project showed, among other things, that young people in immigrant families often take on more responsibility by accompanying their parents to administrative offices and bank meetings or answering their questions about the school and health systems. This can be particularly demanding of young people, but can also strengthen their ability to solve problems themselves. Too often, young migrants are viewed as problem children instead of valuable resources for society. Their specific experiences and also bilingual skills are something to build on."



Marbach Castle, a meeting point.



#### LUCY BOWES

Postdoctoral Research Fellow, Department for Social Policy and Intervention, University of Oxford

"My aim is to find resilience and protective factors for children affected by bullying. The Jacobs Foundation gave me and Dr. Maria Ttofi from Cambridge University in the U.K. funds to support our research project for a year. We were nominated by our mentors (in my case, Professor Sir Michael Rutter) to attend the first Marbach Conference in 2010. Maria works in criminology and focuses on bullying perpetration. I focus mainly on the victims. After the conference, we got together to find out what families can do to support their children. We found out that warm relationships with parents and siblings as well as emotional support play a vital role in prevention.

To me, it was amazing how we could make connections between each others' work at the Marbach Conference. In my research, I've been examining how bullying victimization during the adolescent period appears to be a key risk factor for the development of depression. The teenage years are a time of opportunity and vulnerability, a time when rates of psychiatric illnesses such as depression begin to rise. At the Marbach Conference, Jay Giedd discussed the 'plasticity' of the brain during the early years, as well as the associated opportunities and risks. This has led me to wonder how the experience of being victimized might compromise healthy brain development."

#### JENNIFER LANSFORD



"In what ways do families matter in young people's development? This topic was discussed at the Marbach Conference in October 2003. My colleague Kenneth A. Dodge was participating as a senior scholar and invited me to participate as a young scholar. During the Jacobs Conference, I had the opportunity to hear many senior scholars and interact with them over meals. For example, Thomas Weisner, Professor of Anthropology from the University of California Los Angeles, reported on research at the intersection between parenting, child development, and culture, which was very interesting for my own research.

My interest in culture intensified after the conference and my research projects have become much more international. The typical sample in psychology is mostly with people from wealthy industrialized countries. But these countries are not necessarily representative of the world population. It is my aim to include underrepresented low- and middleincome countries in research samples. My major project is comparing parenting across cultures in Kenya, China, Colombia, Italy, Jordan, Philippines, Sweden, Thailand, and the United States. We want to find out how parenting and discipline are related to children's depression or aggression, and adjustment in other domains and how this might differ across countries. We have found, for example, that the relation between parental control and children's adjustment varies more across countries. The ways that parenting affects children's development depends on the cultural context."



#### JOHN SCHULENBERG



"I attended two international conferences sponsored by the Jacobs Foundation in 1991. Both proved to be pivotal in my career. They were small with around 50 scholars, allowing more interaction; that made the learning experience all the more powerful. The senior scholars typically did not take the "we know it all approach," but instead engaged us junior scholars, wanting us to react to their ideas and bring in our perspective.

Both conferences helped to reaffirm my career path. At the Penn State conference, I met a fellow junior scholar, Jari Nurmi, who had just published a review paper on how adolescents think about the future. His work has continued to influence me in thinking about the place of future orientation as a resiliency characteristic in adolescents.

I have been involved with the Society for Research on Adolescence (SRA) since it began and am currently President-Elect. So I know that support and funding of the Jacobs Foundation has been very important for SRA over the years. The Foundation has helped SRA meet one of its most important goals: encouraging the participation of international early-career scholars in our conferences. Similarly, the Jacobs Foundation supports our small, but certainly important, grant program. Both SRA and the science of understanding adolescence benefit from this support."

# Jacobs University in Bremen

THE INVESTMENT IN THE BREMEN UNIVERSITY HAS SENT A SIGNAL ACROSS THE GERMAN EDUCATIONAL LANDSCAPE. BUT WHAT MAKES THE UNIVERSITY SO UNIQUE?



Varun Dadlani: "I found it inspiring to live and study with people from more than 100 nations on one campus."

Welcome, Bienvenue, Bine aţi venit ... The welcoming sign at the main entrance to Jacobs University is in 12 languages – and could include many more. The Bremenbased university, which opened in autumn 2001, has more than 1,330 students from 109 countries. On its campus, in the northern part of the city, they take courses that will qualify them to tackle global challenges regardless of the field of study, whether it be energy, education, nutrition, or foreign trade. The university, originally called the "International University of Bremen" during its first five years, aims to turn out socially responsible

decision-makers and equip them with skills to assume tasks anywhere, be it Bremen or Brussels, Burkina Faso or Brazil.

Since 2006, the Jacobs Foundation has been the most important partner in this major academic project. To ensure the further growth of the university, the Foundation invested 200 million euros to acquire a two-thirds majority holding in the institution. With this substantial investment, the Jacobs Foundation extended its commitment in Bremen significantly. In 2003, the Foundation funded the establishment of an interdisciplinary research institute, the "Jacobs Center on Lifelong Learning and Institutional Development," which studies human learning processes. The Foundation aims to continue its commitment to Jacobs University in the future as well. And its commitment has paid off in terms of educational success. The English-language private university has regularly maintained a high position in the rankings of the Center for Higher Education Development (CHE). The German government's Excellence Initiative has also honored Jacobs University by granting funds for the Bremen International Graduate School of Social Science (BIGSSS), a joint project between itself and the state-financed University of Bremen. But how do students view the university's strengths? And how useful is a degree from this university for their subsequent careers? A graduate from Chile shares his experience:

#### MAN OF THE WORLD ON THE WESER

Just a tiny dot on the map and 12,270 kilometers away from his home: for Varun Dadlani, that was Bremen four years ago. Since then, the north German city has become home to the 22-year-old Chilean from Santiago. Dadlani, a confident young man with a winning smile, has been working since the summer of 2013 in the human resources department of Beck's, the brewery giant representing beer culture all over the world. He thanks his studies at Jacobs University for landing him this job.

→ EDUCATION

Dadlani's parents were the initiators, encouraging their son to pursue international studies. And he did. Searching for a place to study in Europe on the Internet, he eventually found Jacobs University. "It appealed to me to study in a country I'd never been to," Dadlani says. "I liked the fact that I could study here in English as well." Full of adventure, he moved in 2010 to an unfamiliar city to study global economics and management.

"I immediately fell in love with the university," Dadlani recalls. "The campus was very impressive – the perfect place to study, with its own private club, hairdresser and café." He was inspired by the atmosphere that arises when young people from different cultures live and learn together. He further developed his potential, becoming a creative jack-of-all-trades. In fact, he launched the art competition "Arts Olympix," which continues to take place annually, and also hosted shows for the campus station "Radio Achtung." In 2013, he was elected "Student of the Year" for his contribution to student life.

His first contacts with the local community also arose during this time. A deeper contact came through a mentor program offered by Jacobs University. Dadlani regularly visited an elderly couple in Bremen, grilling sausages for them on their balcony and accompanying them to classical music concerts. Further intensifying his German connections, the Chilean celebrated Christmas in Hanover with the family of his best friend, a German fellow student. "Everyone has contributed to a feeling of being at home here," he says, "and it's really been through these contacts that I've learned German."

By the time Dadlani completed his bachelor degree in 2013, he was speaking the language fluently. "I applied for a position at Beck's because I'm a beer-lover," he explains. His decision to remain in Germany is no exception. A total 39 percent of all Jacobs University graduates make the country their base after graduation. Career opportunities abound, given local business demand for international professionals.

But for many young people, entering the German workforce as a foreigner can be challenging. Often they lack the necessary language skills and their qualifications are not recognized. This is why Jacobs University focuses on an earlier stage. It offers talented, young people from abroad the opportunity to study in Germany and gain access to the local labor market. Dadlani was hired just two months after graduating. He is a valuable addition to Beck's workforce with his intercultural perspective. Since the early 2000s, the venerable Bremen brewer has been part of the Belgian-Brazilian brewery group Anheuser-Busch InBev, a global player with beer brands in 140 countries. Frequently, Beck's employees need to interact with colleagues in other countries. That is no problem for Dadlani, who speaks English and Spanish fluently, in addition to German. With his cosmopolitan background, he also represents his employer convincingly at job fairs for talented graduates with international backgrounds.

However much of a globetrotter Dadlani appears, he plans to remain in Germany for the time being and is even thinking about establishing a legal base. "I am considering applying for German citizenship," he says. Some day he may choose to relocate to Berlin or Cologne to study further or possibly join a start-up. It would be another step that reflects the philosophy of Jacobs University: never stop breaking new ground.

#### THE JACOBS CENTER IN ZURICH

How does a teenager mature into an adult? And what impact do social conditions have in the process? Such questions are the focus of the Jacobs Center for Productive Youth Development at the University of Zurich, which was founded in 2003 and is funded by the Jacobs Foundation and the University of Zurich. Until now, the center had one sociology professor. In 2015 it will be expanded with the addition of two professors for psychology and economics. Both positions are set to be advertised in the spring of 2014. The additional professors will help raise the center's interdisciplinary profile. To that end, its annual budget will be increased from 1.3 million euros currently to 3.2 million euros.

# Showing the way forward

THE JACOBS FOUNDATION SUPPORTS PRACTICAL INTERNATIONAL PROJECTS AIMED AT HELPING CHILDREN AND YOUNG PEOPLE AND CREATING BENCHMARKS IN BOTH THE SOCIAL AND POLITICAL DOMAINS



Competition can be a hassle – or it can be inspiring and motivating. The same applies to competition between countries in the field of education, claims Ernst Buschor, an economics professor and former President of the Government of Zurich Canton. "We should never underestimate the dynamics generated by global competition in the field of education systems," he says.

Buschor believes a great deal can be learned from other countries. "The Nordic nations have placed a strong focus on early integration," he explains. "And for quite some time, both Canada and New Zealand have had educational systems geared to improving networking between schools and extracurricular educational facilities."

As a Swiss member of the Jacobs Foundation Board of Trustees, Buschor is keen for Switzerland to test educational models that have shown promise in other countries – in addition to programs developed in his homeland that provide better development opportunities for children and young people.

With its practical support, the Jacobs Foundation seeks to promote and advance change in the field of child and youth development. It has been engaged in lighthouse projects in four areas; each of these projects reflects a new approach and has undergone scientific evaluation. Since the mid-2000s, the Foundation has been expanding its projects in the fields of early childhood development and educational landscapes and has made these a primary focus of its commitment to its Mid-Term Plan 2011–2015. There is an urgent need for action in this area. "More and more parents depend on childcare services," says Buschor. "On top of that, many children with immigrant backgrounds are starting school with no knowledge of German."

Consequently, the Jacobs Foundation, in close collaboration with the cantons and local communities, launched the "Educational Landscapes Switzerland" project in mid-2011. The Wasgenring Primary School in Basle exemplifies how the program works. At this school, structured daily routines have been put in place, and cooperation with local childcare and youth work organizations, as well as the local adventure

playground, the church community, and other groups has been increased. The improvement in networking has resulted in a number of useful cooperative projects. Children now receive more comprehensive care, and the personal contacts mean better access to their parents.

Buschor argues that "the greater diversity in education leads to equality of opportunity." But he stresses that providing care for very young children is essential if even greater success is to be achieved. He points to studies showing that early childhood development is particularly beneficial, since it ensures the greatest benefits for society in the longer term.

#### **NETWORKING AND COLLABORATING**

Here, too, Switzerland has some catching up to do, compared with other European countries. Although the number of daycare facilities for children has increased, their quality varies considerably. To ensure higher standards, Jacobs Foundation has initiated the quality label "QUALIKITA" ("Quality Daycare Center"), in close collaboration with the national association kibesuisse.

The Foundation also attaches particular importance to linking intervention measures within and outside the family. Primokiz, a program for the development of integrated concepts for early childhood development launched by the Foundation in 2012, coordinates and links together existing offerings in 20 smaller Swiss towns and cities. Primokiz unites the existing programs in a single concept and, with the aid of supports, creates joint areas of contact for further initiatives and improvement options.

Professor Ulman Lindenberger, Director of the Max Planck Institute for Human Development in Berlin, is also convinced of the positive impact of these structures. "We should link the offerings together like beads on a string – from skills training for parents and various programs in pre schools and daycare centers to starting school and beyond," says the developmental psychologist. "Then short-term success stories will become long-term, with lasting improvements in the everyday life of the children." As a member of the Board

"The projects demonstrate that you can offer young people a much wider choice of jobs by promoting their talents." PROF. MARTA TIENDA



of Trustees, Lindenberger is keen to see BIKE – a scientifically monitored intervention project – identify the positive consequences of coordinated early childhood development. As soon as BIKE is approved by all patrons, selected boys and girls in a district of Bremen with difficult family backgrounds will receive specific support from infancy onward. The support will be ongoing and the available offerings will be selected on the basis of the "string of beads" principle. "Using a control group that is not receiving this support, BIKE will then determine the differences that the coordinated procedure makes," says Lindenberger. "If the successes are verifiable and reach a certain level, then a coordinated support structure can be developed on this basis for existing programs in other regions."

#### THE UNDERLYING PROBLEM IS A GLOBAL ONE

As with childcare, the structures are often in place in other areas to ensure that children and young people have better prospects for their future lives. But in many instances, there is little or no success simply because the educational quality of the offered assistance is inferior or the various participants fail to collaborate efficiently. This basic problem is a global one; Latin America is a prime example. Initiatives aimed at integrating young people into the labor market are frequently ineffective.

In the case of Lain America, the Jacobs Foundation has targeted funding of "life skills for employability," in other words, fostering skills and abilities that are important to access the labor market. According to a survey undertaken by the International Labor Organization (ILO), more than 50 million young people on that continent had no prospect of securing a productive job in 2011. For the past 20 years, the Jacobs Foundation has been helping young Latin Americans with difficult social backgrounds develop their personal and interpersonal skills.

Marta Tienda, a sociologist at Princeton University, points out that the integration of young people into the labor market is not only necessary for social reasons: "In Latin America, the population is aging even faster than in most industrialized countries. Thus it is also important for economic reasons to invest in young people." As a member of the foundation's Board of Trustees, Tienda has dedicated herself to projects from Mexico to Argentina since 1998. The most recent of these is the Fortalezas Program, which the Jacobs Foundation initiated in 2012 together with the Fundación SES.

The program supports partner organizations in Argentina, Brazil, and Colombia that help young people from troubled neighborhoods find their way into the working world. Numerous experts assist the organizations in professionalizing their services. The private sector is also involved, helping all of the participants to get an internship at the very least. "The projects demonstrate that you can offer young people a much wider choice of jobs by promoting their talents," says Tienda. "Only in that way can we allow the future generations to contribute to economic growth."

#### OFFERING OPPORTUNITIES AND GIVING HOPE

The aim is basically similar to that of the Livelihoods programs, which the Jacobs Foundation is launching in Africa. It is about improving the living conditions of children and young people in rural areas. The Latin America approach, however, differs from one required in countries such as Uganda, where the Jacobs Foundation initiated the "Youth Development Project" in 2011 together with the Hanns R. Neumann Foundation, or in Burkina Faso, where the DJIGUI project got under way in 2012 in conjunction with Helvetas/ Swiss Intercooperation. The motivation for these programs is that people in many rural areas of Africa are living on or below subsistence level.

Many children do not go to school because they have to work in the fields, while young people find no jobs in the local labor markets. The DJIGUI project offers 9 to 12-year-olds a basic education in subjects such as mathematics and French. The 13 to 20-year-olds receive vocational training and help when seeking their first job in the local labor market. Auma Obama, a member of the Jacobs Foundation's Board of Trustees, has a particular interest in the African projects. "Young people have to learn how to take their fate into their own hands," she says. "Then they will realize that through their own efforts they can achieve so much more." The reason why – despite all the poverty – is that education is the decisive factor if children and young people are to have better opportunities. This is what gives them djigui, which means hope in the Jula language of West Africa.

# Examples of our four thematic prioriti



#### LIVELIHOODS

Training for the local labor market: Young women learn how to tailor traditional dresses, pants, and jackets in southern Burkina Faso as part of the DJIGUI project.



### **EDUCATIONAL BIOGRAPHIES**

Those who understand nothing learn nothing: In the "plus" playgroup, which is part of the Oberglatt educational landscape, children are taught in German. Only 1 in 11 children master the national language.



### LIFE SKILLS FOR EMPLOYABILITY

Professional job application documents for greater career opportunities:
A trainer helps young Argentines write resumes and cover letters as part of the Fortalezas project.



### EARLY CHILDHOOD EDUCATION

Playing reinforces important skills: 20 Swiss towns interlink their early education offers as part of the Primokiz program to improve the children's development opportunities.

# Fairytale learning success

CHILD'S PLAY - COMBINING GERMAN-LANGUAGE INSTRUCTION WITH FUN AT A SUMMER CAMP IN BREMEN



cases, is yes. Studies in the United States showed back in 1996 that the reading skills of children of relatively uneducated parents tend to worsen during summer vacation. By comparison, school students from educationally attuned families tend to hone their language skills during this period. According to the studies, the performance difference between the two groups at the end of the vacation corresponds to about three months of instruction – a deficit that threatens to grow every year. But there are ways to halt this. In the United States, schoolchildren with special needs have been receiving support for decades at learning camps aimed at helping them keep up in school. Even though Germany had long struggled with problems caused by unequal educational opportunities, no such comparable opportunity existed in the country up until 2004, when the Programme for International Student Assessment (PISA) delivered a damning verdict on the Bremen school system.

Bremen's then Education Senator Willi Lemke recalls a memorable meal he had with Joh. Christian Jacobs at the time. Asked how the city intended to respond to the PISA assessment, Lemke suggested establishing a summer camp based on the U.S. model. He believed the camp could boost support for schoolchildren with special needs.

"Christian Jacobs was immediately excited by the idea," says Lemke. The two of them agreed first of all to have the Max Planck Institute for Human Development in Berlin develop, monitor, and assess an educational concept for primary school children with an immigrant background. At the time, Germany lacked both solid research on second-language support and systematically developed learning concepts. The Jacobs Foundation would fund the research project for one year – under the condition that if the initiative proved successful, the education senator would need to find new backers for the coming years. That was the beginning of the "Jacobs Summer Camp."

In the following months, Max Planck experts developed a three-week summer camp and the associated research focus. The education researchers, led by Professor Jürgen Baumert, aimed to study, among other things, whether implicit language support or, put another way, an educationally guided recreational program without proper school instruction would suffice to compensate for the learning deficits that arise during vacation breaks.

To study that effect, Professor Petra Stanat, a psychologist and member of the Baumert team, divided a group of children into two groups: one with instruction, and one without. As a group-wide task, all the children had to learn a role in a play. The Max Planck researchers were unanimous in their assessment: "Without explicit instruction, the support achieves no measurable advancement in learning. The basic concept, complemented with a German course, prevailed – and remains a success story today.

#### **HOW THE STAGE INSPIRES**

The educator Yasoda Berkau has participated in eight summer camps as an educational director since 2013. Year for year, she continues to be impressed with how shy and silent children shine on stage. "This year, we had a Russian girl who couldn't speak a word of German when



Since the children also sleep in camp, the vacation group grows into a small family in a relatively short period of time. "Depending on the temper, the morning can begin with a snappy round of sports or a laid-back breakfast," says Berkau. After that, the children, ranging in age from eight to eleven, attend a German course.

vears!"

And since none of the children want to fail anything on vacation, they are instructed in a playful manner. For an hour, every child becomes a word, which the group uses to build sentences. In this way, the boys and girls, who are constantly moving around, learn German sentence structure. "We try to avoid the school routine as much as possible," says Berkau.

In the afternoon, the children become actors. For them, that is the highlight of the camp, in addition to the swimming pool and forest playground. Together with experienced drama instructors, the boys and girls learn roles in a play, which they perform in front of their parents and classmates at the end of the vacation.



#### **HALF-A-YEAR SCHOOL EFFECT**

Berkau is fascinated with the progress the children make in so little time from the focused support they receive. The success is borne out in the studies of the researchers who have accompanied the project from the start. According to Stanat's assessments, the optimal vacation program consists of a combination of implicit and explicit support. "We have demonstrated how second-language development can be successful and possible through a combination of fun and learning," she adds.

Although the study could not scientifically demonstrate the effect of theatrical performance, its usefulness is clear to former project director Jürgen Baumert. "Because it's fun!" he says. "Without any continuous, meaningful preoccupation such as theater, the summer training wouldn't survive."

Even many of the researchers were surprised to see how much the summer camp affected the academic performance of children. "A three-week vacation program with two hours of instruction per day has the same effect as half a school year," says Baumert, summarizing the results. Of course, what is also important, he says, is that the support continues in school.

If successful, that support has far-reaching consequences. The probability that a child with an immigrant background will end up in a lower-track school is five times greater than it is with a German child. But if the child from an immigrant family speaks fluent German, his or her opportunities of pursuing higher education double. The calculations of everyone participating in the research project were fulfilled by the time the project ended. In addition to Bremen, which celebrated the tenth anniversary of its summer camp in 2013, numerous German cities, including Hamburg, Frankfurt, and Nuremberg have taken up the idea of offering vacation programs to assist immigrant children in local schools.

# Experimental and open



TAKING AS ITS MOTTO "HERE IS THE FUTURE FOCUS," THE JOHANN JACOBS MUSEUM REOPENED ON SEPTEMBER 7, 2013. THE NEW DIRECTOR ROGER M. BUERGEL SPEAKS ABOUT HIS PLANS FOR FUTURE EXHIBITIONS

Mr. Buergel, since September 2013 you have been Director of the Johann Jacobs Museum, known in Zurich as the "Coffee Museum." Now you aim to change its focus. Why?

Previously, the focus was on coffee culture. We wish to expand on that and present the complex history of global trade. It's not just about displaying objects in glass cases, but also about presenting ideas, such as the export of Western modernism. When you research trade routes, you look not only at colonialism, but also at adventure, confusion, and coincidences.

Will coffee remain a part of the new exhibitions?

Coffee is an incidental part of the stories we tell. It flows, so to speak, into the footnotes. We aim to show how globalization has changed the world and how international trade has written immigration stories that still affect us today.

You are known for developing experimental exhibitions and involving the audience. Will you be doing the same in the Johann Jacobs Museum?

We don't want to rack our brains alone in the museum office, but rather work more openly by developing exhibitions with the people who will view them later. We want art not to be simply consumed. So our work with the general public begins now. We would like to include young people, for instance, who wish to know where the individual components of their smartphones come from, or immigrants who once journeyed these very trade routes themselves. But whatever we decide to do, we aim to remain true to our academic standards.

Part of the opening exhibition is dedicated to the work of the filmmaker Maya Deren. Why is she so important to your plans to depict global trade routes?

Maya Deren left her native Russia for the United States as a child, crossing a threshold into an unknown culture. In 1947, she was drawn to another faraway place – Haiti. The island at the time was a key French colony with a powerful focus on the coffee culture. But

this culture is not the most important criterion for us: instead, it is Deren's encounter with the voodoo culture and the nearly six hours of film footage she brought back. The artist had immersed herself in a foreign way of life in much the same way immigrants become part of our society. Her images show the culture and religious ceremonies of the time and also illustrate the impact of colonialism.

What happened to the films?

For decades, they were stored uncut in coffee cans in New York. We are now having them restored. Deren is a key figure in Western modernism and one who entered new artistic terrain in Haiti. Never before had a documentary filmmaker depicted Caribbean culture with moving pictures in such a way. The restored material is our niche, since many large museums – for cost reasons – have closed their research departments that had previously taken on projects like this. Such historical "drilling down" offers a way to connect with today's immigration stories. By building a bridge between the past and the modern, we are telling a story of the present.

What other exhibits do you plan to work with?

For our work, we can use three resources: first of all, the museum's extensive collection, including graphics, figures, and the library with more than 5,000 works on the history of coffee. Although we use older exhibits, we put them into a new context. But before we do that, we need to find out more about them. Secondly, we can tap into the resources of the larger museums. This network is very important for smaller museums like ours. And lastly, I am commissioning contemporary artists to explore trade routes themselves, so that their works might some day become part of our collection.

The Jacobs Haus was extensively remodeled over the past two years and given a new focus. What has changed exactly?

Previously, the house looked unprepossessing and partly outdated. Now, the architect Quintus Miller has reorganized it really well and also introduced a certain element of irony. An example of this is the classical column that Miller left but combined with a hyper-stylish railing in the stairway, which connects all floors. The arrangement creates a certain momentum that blows like a gust of wind through the entire house. The rooms now form a compact unit. The house breathes, and people like to be here. The problem with many buildings, as was the case with this one, is the difficult balance between the past and present. The architect has skillfully combined both. In this respect, the renovated house fits well into the museum's new approach.



#### **BOARD OF TRUSTEES**

FORMER MEMBERS

#### **KLAUS J. JACOBS**

Entrepreneur and Foundation founder (†)

#### **WALTHER J. JACOBS**

Honorary President of the Jacobs Foundation (†)

#### PROF. PAUL B. BALTES

Former Director of the Max Planck Institute for Human Development (†)

#### PROF. JÜRGEN BAUMERT

Former Director of the Max Planck Institute for Human Development

#### **PROF. ERNST BUSCHOR**

Former member of the government of the canton of Zurich

### **PASCAL COUCHEPIN**

Former President of Switzerland

#### **FLAVIO COTTI**

Former President of Switzerland

#### **PROF. PIERRE DUCREY**

Former Director of the University of Lausanne

### DR. DAVID A. HAMBURG

Former President of the Carnegie Corporation

#### PROF. MICHAEL HUBERMAN

Education researcher at the University of Geneva (†)

### PROF. EDUARDO MISSONI

Former General Secretary of the World Organization of the Scout Movement

### LÁSZLÓ NAGY

Former General Secretary of the World Organization of the Scout Movement (†)

#### PROF. SIR MICHAEL RUTTER

Professor at the Institute of Psychiatry at King's College

#### PROF. HEINRICH URSPRUNG

Former Swiss State Secretary

## How we make a difference

THE JACOBS FOUNDATION IS CURRENTLY INVOLVED IN

123

RESEARCH AND INTERVENTION PROJECTS WORLDWIDE

SINCE ITS ESTABLISHMENT, THE JACOBS FOUNDATION HAS DISTRIBUTED FUNDS AMOUNTING TO APPROXIMATELY

500 MILL.

**SWISS FRANCS** 

In 2012, The Foundation approved

87

NEW PROGRAMS AND PROJECTS, INCLUDING

32

RESEARCH PROJECTS
AND

31

**INTERVENTION PROGRAMS** 

In 2013, the annual budget amounted to approximately

40 MILL.

**SWISS FRANCS** 

SCIENTISTS FROM

8

COUNTRIES WORLDWIDE ATTENDED THE MARBACH CONFERENCE IN 2013 THE JACOBS FOUNDATION CURRENTLY SUPPORTS INTERVENTION PROJECTS IN



THE INVESTMENT OF

200 MILL.

IN THE INTERNATIONAL UNIVERSITY BREMEN WAS THE LARGEST-EVER PRIVATE FUNDING IN THE EUROPEAN EDUCATION SECTOR



THE AMOUNTS DISTRIBUTED TO RESEARCH AND INTERVENTION PROJECTS RANGE FROM

10,000 4.1 MILL.

**SWISS FRANCS** 

The Foundation's assets have increased

 $3_{\text{fold}}$ 

SINCE 2001 TO ABOUT

4.5 BILL.

**SWISS FRANCS** 

Published by:

JACOBS FOUNDATION

Seefeldouai 17

CH-8034 Zurich;

Project Management:

ALEXANDRA GÜNTZER

Image Research:

SYLVANA VOLKMANN

Publishing Company:

TEMPUS CORPORATE GmbH -

A Zeit Verlag company

Berlin bureau:

Askanischer Platz 3

10963 Berlin

Hamburg bureau:

Pressehaus, Buceriusstraße,

Entrance Speersort 1

20095 Hamburg

Managing Directors:

ULRIKE TESCHKE.

MANUEL J. HARTUNG

Project Manager:

STEFANIE EGGERS

Editors:

ROMAN HEFLIK,

BETTINA SCHNEUER

Editorial Director:

XENIA VON POLIER

Contributors:

**CAROLA SONNET** 

HOLGER FRÖHLICH

PHILIP WURM

English translation:

JOHN BLAU

Layout and Design:

**KAI KULLEN** 

Image Selection:

**BEATRICE JANSEN** 

Proofreading:

A.C.T. FACHÜBERSETZUNGEN

Production:

THORSTEN BASTIAN (responsible)

**DIRK SCHMOLL** 

Printing: G. PESCHKE GMBH,

Schatzbogen 35, 81805 München

Illustration: JULIAN RENTSCH

Image credits: JACOBS FOUNDATION,

p. 13 t.r. NPHT Kurzthaler, p. 16 t.r. Arne Mayntz,

p. 18 t.r. & b.l. Copyright R C Dürr - EBP, p.

20 Ute Grabowsky/photothek.net, p. 21 Ute

Grabowsky/photothek.net, p. 22 NIEER, p. 23

NIEER, p. 24 Source: Schloss Marbach, p. 26 Arne Mayntz, p. 37: Copyright R C Dürr - EBP



Jacobs Foundation