

Annual Report 2023



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Introduction

Statement from the
President and Co-CEOs

Leaning into Learning

2023 was a year marked by global crises and new technological frontiers. COP 28 failed to send a decisive political signal against climate change, and as we write this text, violent conflicts continue to dominate many parts of the world. This was also the year when artificial intelligence (AI) tools went mainstream.

In times like these, philanthropic organizations come under great pressure. Shouldn't it be our duty to redirect funding to these new demands? Naturally, there is a pressing need to assist children impacted by climate change and armed conflict. Consequently, numerous foundations have once again adjusted their funding priorities in 2023, as they did during the pandemic and for other crises in previous years.

We have doubled down on learning. We are firmly convinced that our focus on providing every child with quality learning opportunities—and ensuring that these opportunities are framed into policy and implemented in practice in children's lives—is ever more imperative in these times of change. There is nothing more important than providing young people with the education they need to face the challenges and opportunities of both today and tomorrow. The ability to distinguish between accurate and misleading information on social media, the confidence to question decisions made

by political leaders, and the preparedness to live and learn with AI, are all crucial skills.

This is why we are leaning into learning.

Every single child deserves a quality education, an education based on the best scientific knowledge. We must not gamble with the future of the world's children. High-quality, evidence-based learning opportunities are a fundamental right for all children, whether in rich or poor contexts, in times of peace or crisis. This is what the Jacobs Foundation stands for.

This is a collaborative effort, and we would once again like to thank the countless people and organizations working with us to ensure that children all over the world are learning. We look forward to continuing our commitment to learning in the years to come.

Lavinia Jacobs
President

Fabio Segura
Co-CEO

Simon Sommer
Co-CEO

ACTIVITIES

Activities

Ten Highlights of 2023

We reached several significant milestones in 2023. We expanded our work in Colombia in support of national systemic change in education, launched new research initiatives to understand the causes and opportunities of childhood learning variability, and advanced our work to put evidence at the core of decision-making in policy and practice. This was accomplished in partnership with visionary researchers, educators, and policymakers dedicated to building a world in which every child can thrive.



1

2023 JF Conference on Adaptive Learning in a Changing World

The 2023 JF Conference, held in Cascais, Portugal, brought together researchers from around the world to develop and discuss transformative ideas on the topic of Adaptive Learning in a Changing World: Preparing learners with the skills to thrive across contexts and time. How to measure and foster such skills was at the heart of conversations. The event sought to inspire new research ideas and advance the science of learning variability.

[More information →](#)

“ We often consider adaptive learning to be about technologies that adjust to the needs of learners, but it really is about preparing learners to be adaptive and being able to learn across different contexts. ”

Inge Molenaar, Director of the National Education Lab AI, Radboud University.



2

New flagship research program on childhood variability

The Learning Variability Network Exchange (LEVANTE) seeks to understand how children grow, learn, and develop across different times, places, and contexts so that they can be supported to thrive in the multitude of experiences they will encounter throughout life. It brings together researchers from around the world to create the first cross-cultural, multidisciplinary open dataset aiming to capture the richness and diversity of child development and learning ([more on page 19](#)).

More information →

|| The LEVANTE framework will accelerate the science of learning variability. It will establish a global multidisciplinary research community working towards understanding and improving children's learning and development. ||

Michael C. Frank, Benjamin Scott Crocker
Professor of Human Biology, Stanford University, PI of the LEVANTE Data Coordinating Center

3

|| DEEP's research agenda has been elaborated collaboratively by the consortium partners in consultation with key stakeholders from across the education system, including local authorities, teachers, and school heads. ||

Jessica Dehler Zuffrey, Executive Director at EPFL Center for Learning Sciences

Swiss research consortium on digitization in education

The Swiss research consortium DEEP aims to promote equity in Swiss primary schools by making the most of digital education opportunities. Polytechnique Fédérale de Lausanne (EPFL) and Pädagogische Hochschule Zürich (PHZH) jointly coordinate DEEP to produce new evidence on digital learning and translate it into actionable policies and practices nationwide ([more on page 26](#)).

More information →



4

|| The Ministry will accompany this important social investment of the Jacobs Foundation so that it has the greatest impact on the country's territories and on the hundreds of children, adolescents and young beneficiaries. ||

Minister of Education, Aurora Vergara

National partnership to advance quality learning in Colombia

This new partnership, launched together with the Ministry of Education and Fundación Empresarios por la Educación (ExE), will advance quality education in Colombia by working at the national level, in support of evidence-based policies, and at the territorial level to ensure that teaching and learning practices are grounded in evidence.

More information →

5

|| We are proud of this long-standing partnership between the University of Zurich and the Jacobs Foundation and the excellent research that has and is being conducted at the Center.

Prof. Dr. Elisabeth Stark, Vice President Research, University of Zurich

Celebrating 20 years of research excellence in Switzerland

2023 marks the 20th anniversary of the Jacobs Center for Productive Youth Development at the University of Zurich. The Center was established as one of the first public-private partnerships in Swiss higher education, and the collaboration between the University of Zurich (UZH) and the Jacobs Foundation continues to be dedicated to interdisciplinary and collaborative research at the highest level in the field of human development.

More information →

6

New community of funders aim to advance evidence-based impact in EdTech

The Education Foundations Investing in Research and Systems Transformation (EDFIRST) working group operates as a learning community, collaborating to increase the use of evidence in investment decisions and drive changes in practices and standards within EdTech companies ([more on page 23](#)).

More information →

|| The exchange with EdFirst members is extremely valuable and aligned with our commitment to making EdTech more evidence-based so that apps and other learning solutions provide the best learning opportunities for everyone, from children to students to professionals.

Enrico Poli, Director, ZANICHELLI VENTURE

7

EdLabs: a new frontier for evidence uptake in policy and practice

Hosted in partnership with the Foreign, Commonwealth, and Development Office (FCDO), the Global Convening on Education Evidence Labs brought together leaders from education ministries, EdLab units, research institutions, multilateral agencies, and funders. The main aim was to discuss and overcome barriers in using evidence for education policy and practice, with a focus on the role of Evidence Labs (EdLabs) ([more on page 27](#)).

[More information](#) →

I applaud the focus on EdLabs—an initiative with promise to advance how evidence is used to shape education policies and practices.

Rachel Hinton, Senior Social Development Adviser at FCDO



8

Best practice public-private partnership

The World Bank has recognized the Child Learning and Education Facility (CLEF) program in Côte d'Ivoire as a best-practice public-private partnership. This acknowledgement positions CLEF as a potential model for other nations. CLEF's success lies in uniting government, philanthropy, and cocoa industry stakeholders in a coalition with a shared goal of enhancing the quality of education and preventing child labor across cocoa-growing regions of Côte d'Ivoire.

[More information →](#)

Public-private partnerships require the government to play a leading role to ensure alignment with national priorities and the commitment by the Government of Côte d'Ivoire to contribute financially to CLEF acted as a powerful incentive for the cocoa industry to invest in the pooled facility.

The World Bank

9

We were excited to be part of the ENJOY pilot, which helped us assess Sabre Education's status and the experience helped us solidify our plans for future research endeavors.

Susan Place Everhart, CEO Sabre Education

ENJOY: The Journey of Evidence

Evidence Navigation Journey (ENJOY) is a framework that supports organizations in cultivating robust evidence cultures and engaging in impactful evidence generation, program design, and scaling. ENJOY integrates dimensions of effectiveness, implementability, and scalability – emphasizing the importance of all three dimensions underpinned by a robust culture of evidence. We piloted ENJOY in 2023 and will be rolling it out across our programming in 2024.

[More information →](#)



10

Over the next five years I plan to use the prize money to examine interventions to improve the mental health of children both in and out school environment, and at a population level.

Professor Janet M. Currie, recipient of the 2023 Klaus J. Jacobs Research Prize

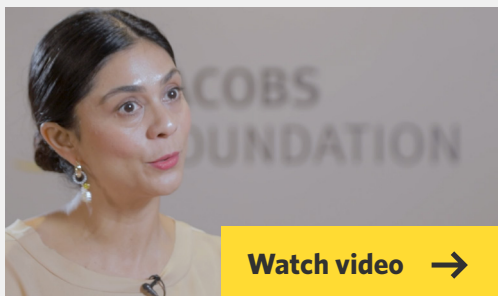
Klaus J. Jacobs Research Prize awarded to Professor Janet Currie

Janet M. Currie, Princeton University's Henry Putnam Professor of Economics and Public Affairs, received the 2023 Klaus J. Jacobs Research Prize for her foundational work on the influence of context such as policy decisions, environment, or health systems on child development. Currie is best known for decades of work showing how poverty and government anti-poverty policies can affect the lifelong health and well-being of children.

[More information →](#)

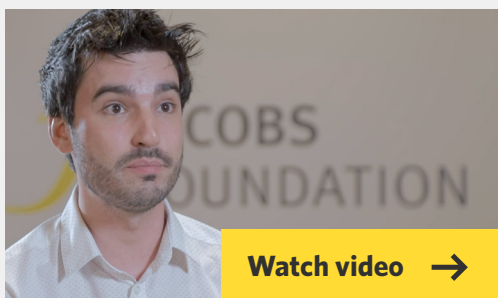
Impact Insights from Across Our Network

We invited our partners to reflect on their motivations, inspirations and enduring commitment to making quality education a reality for every child. Here, they share their perspectives on what they have achieved through our work together and provide insights into their hopes and aspirations for the future.



“The SALEX network facilitates collection and uptake of evidence in schools”

Aashti Zaidi, CEO and Founder of Global Schools Forum, talks about the impact of evidence on teachers and schools



“Collaboration for greater change and greater impact”

Renaud Comba, Education Researcher at UNICEF Innocenti discusses how SALEX generates research in a co-creation approach.



“The Research Fellowship has allowed me to really stretch and work across disciplines”

Candice Odgers, Associate Dean at the University of California reveals how the fellowship changed her career.



“Understanding the challenges of translating research into policy and practice”

Mike Frank, Stanford University, on his improved understanding of how research and practice intersect.

What and How We Are Learning

Quality learning is at the core of what we do – both as the goal we seek to achieve for children around the world, and as the guiding mindset that underpins our work.

In the past two years, we have developed a Monitoring, Learning, and Evaluation (MEL) approach for our flagship Strategy 2030 that guides our programmatic work. This approach has already yielded valuable insights that shape our partnerships with researchers, educators, and policymakers.

The Jacobs Foundation Research Fellowship is effective in supporting collaboration and producing multidisciplinary research. During their fellowship, the 2021-22 fellows have published an average of ten peer-reviewed journal articles and/or proceedings papers. They are also contributing to several book chapters and have launched new research vehicles or labs focused on children's learning and motivation, as well as AI in education.

Collaborations between research and practice are being created, providing valuable lessons on how to build strong partnerships across different disciplines and sectors. These ranged from informal collaborations where research fellows shared guidance and jointly solved methodological issues, to more formal partnerships through flagship programs such as the LEAP program, Best Practice Prizes, and SALEX research projects.

Robust evidence is not yet a major driver in shaping EdTech products. LearnPlatform supported the creation of a baseline assessment of our EdTech portfolio companies' use of rigorous evidence under the Learning EdTech Impact Funds (LEIF) program. This effort revealed that only 21% of K12 companies assessed their work rigorously. These preliminary

results demonstrate the limited consideration of evidence in the development of EdTech products. The assessment can increase transparency for investors and EdTech purchasers, enabling them to invest in interventions that demonstrate the most efficacy.

65%

of JF research fellows collaborate with each other.

20

research-to-practice partnerships were facilitated in 2023 alone.

Only 21%

of EdTech companies use rigorous evidence.¹

¹: 53 companies out of the 152 in the LEIF portfolio focus on K12 Education. Using ESSA evidence standards, LearnPlatform identified that only 11 of the 53 (21%) had conducted an independent publicly available study.

Policymakers use evidence to define the problem, less so to define the response. Analysis² by our learning partner Mathematica found that policymakers often focus on addressing immediate priorities. They tend to be reactive, rather than using data and evidence to inform long-term strategy and policy. While their access to research is limited, their agencies collect and aggregate data on a

limited number of education outcomes. However, data analysis is often delayed and there are few platforms for using data to inform decision-making. These findings are informing the design of Education Evidence Labs (EdLabs) in Switzerland, Ghana, Côte d'Ivoire and Colombia (see p. 27).

How we learn makes what we learn more impactful.



Start early and treat MEL as a forward-looking activity

MEL can sharpen program goals and approach. It can help us systematically think through what we want to achieve with our programs, what hypotheses we want to test, and what we want to learn. Measurement is also more reliable when proactively planned.



Adopt a learning orientation

While accountability is important and a key goal of evaluative efforts, it is important to also use MEL as a learning tool. It supports us in being more comfortable about taking risks and using failures or obstacles as a launchpad for innovation and program improvement.



Build evidence into the agendas of established meetings

This ensures evidence use is mainstreamed into “business as usual”. We continue to build internal capacity to ensure that MEL is not a siloed effort, but is meaningfully integrated into strategy review processes, program pivot development, discussions with partners and collaborators, and informs decisions at all levels of the organisation.

²: Mathematica conducted a content analysis of strategic education policy documents in each country, which they complemented with in-depth qualitative interviews with key education stakeholders. The content analysis gauged the incorporation of evidence in delineating educational challenges and the extent of evidence integration for proposed education interventions.

ENJOY: Evidence as a Journey

ENJOY – Evidence Navigation Journey – builds a shared understanding of what good evidence practices look like. It also provides a guiding star for us and our partners to work towards.

It is intended to support organizations in building strong cultures of evidence and engaging in robust evidence generation and effective design, implementation, and scaling-up of evidence-based programming. We hope that it will serve as a global resource for many seeking to incorporate evidence into policy, programs, and practice globally³.

ENJOY recognizes that becoming a learning organization is an (enjoyable!) journey. It guides organizations and partners in using evidence to make a bigger impact. Instead of only checking if a specific teaching or learning intervention works, ENJOY emphasizes the need to also consider how practical an approach is to implement and to scale for a systemic broader impact.

ENJOY is more than an assessment tool. It's an adaptable framework to track progress in the evidence journey. It can be used for program evaluations, due diligence, and improving evidence practices for ongoing enhancement. It helps track evidence practices, gives metrics to understand needs and set goals, and helps organizations see where they are in their evidence journey. It's especially useful when planning, launching, or expanding programs. Beyond individual organizations, ENJOY is useful for groups that support evidence building, including funders, investors, and research organizations. It guides them in identifying organizations with good evidence practices and designing helpful capacity-building support systems.



³ ENJOY was developed in collaboration with the Center for Evidence and Implementation (CEI) and Mathematica. It integrates measures from a broad range of existing standards and frameworks. ENJOY will continue to evolve based on user feedback and further iterations to make the tool more useful and relevant for different types of organisations.

ACTIVITIES

ENJOY creates the space for dialogue. With this tool, we want to not only encourage a culture of evidence but also create a guide that allows organizations to define the exact support they need to embark on and stay on their evidence journey. The goal is to create the space for a meaningful dialogue within organizations, as well as with funders and research partners, about how to best structure evidence-building support and align on shared goals and ways to get there.

Evidence Framework Assesses Culture, Effectiveness, Implementability, Transferability



Spotlight

Beyond Averages: Unlocking Childhood Variability

Childhood is full of variability. How children grow, learn, and develop varies across time, place, and context. However, most education systems and research methods do not account for this diversity, often leading to suboptimal outcomes for many children.

Our understanding of the causes and types of learning variability, as well as the best ways to address them, is still incomplete. How can we better understand this inherent diversity of the childhood experience and prepare children to thrive in the multitude of contexts they will encounter throughout life?

This is the primary question driving LEVANTE – the Learning Variability Network Exchange – a new flagship initiative supported by the Foundation under the umbrella of its Strategy2030 Research Agenda on learning variability. Launched in 2023, and with Stanford University as a key partner coordinating the initiative, LEVANTE brings together researchers from around the world to gather information on how children’s learning varies, within and across individuals, groups, and cultural contexts. It will collect data from children aged 2-12 around the globe, using a common set of measurements including cognitive, emotional, social, and environmental factors that influence and contribute to individual differences in learning. Therefore, it will create the first cross-cultural, multidisciplinary open dataset aiming to capture the richness and diversity of child development and learning.

The importance of the right measures

The LEVANTE framework will enable researchers to collect information on the key domains and factors that influence children’s learning and development. Using the same measures in different cultures and contexts around the world will increase our understanding of the varying contributions of different factors, whether these contributions are comparable across contexts, and when and how they are vulnerable to change. The core battery of measures will include information from the child, from parents, and from contexts. For example, one of the cognitive tests that will be used is an assessment of working memory capacity in children. This is important because working memory is the ability to hold or store information temporarily in the mind and to manipulate it if necessary before giving an appropriate response. How is it measured? A classic task is the **backward digit span**. Children are presented with a series of numbers which they have to remember and repeat backwards. The measures collected go beyond the cognitive domain and include others such as food insecurity, family routines, or characteristics of their school environment, among others.

Doing research differently

Exploring variability requires a different approach to research itself. Unlike typical research, which often focuses on group averages, LEVANTE seeks to provide a more complete picture by exploring how different dimensions of variability interact. This understanding is crucial to finding out why certain approaches to teaching and learning work for some children but not for others, and how variability changes in different groups or settings.

LEVANTE does things differently by adopting a distributed data collection approach, with different research groups around the globe collecting data from different populations. By doing this, researchers can integrate crucial elements into their study designs, forming a network of interconnected studies. These studies, using a unique set of shared measures, will explore developmental variability in diverse populations.

Pushing scientific boundaries

The main result of LEVANTE will be a large open-source database, the LEVANTE Data Archive (LDA), hosted by Stanford University. The LDA will be a dedicated repository for data and information from the participating research sites, which researchers will be able to use for years to come to study how children learn. This will help us better understand

learning differences in order to support researchers from different fields and sectors who work on this topic and wish to improve how children learn and develop around the world. Researchers will collect information about the same children repeatedly over time, which will also help improve our understanding of how different things affect children's learning, such as new programs or policies, and identifying periods of high vulnerability or opportunity. This archive will therefore be a unique resource, promoting research collaborations and enabling researchers to share, analyze, and reuse the data to answer current and future questions on how learning happens and how it can be improved. It is set to become the most comprehensive dataset on children's learning variability, offering new insights into the factors that contribute to developmental and learning variability in childhood.

LEVANTE's ultimate mission is to push the boundaries of the science of learning variability. By doing so, it aims to influence educational policies and practices, making them better suited to meet the diverse needs and potentials of children. Ultimately, our goal is to contribute to a society that is more inclusive, equitable, and sustainable, ensuring every child has the opportunity to thrive and flourish.



LEVANTE Pilot Sites



Ben Domingue

Associate Professor,
Graduate School
of Education



Daniel Ansari

Professor, Department
of Psychology & Faculty
of Education



Manuel Bohn

Associate Professor
for Developmental
Psychology



Julian P Marino

Director Centro
de Evaluación



In action: Launching the LEVANTE Network

Using a common set of measures across contexts requires confidence that these measures are accurate. Just as we know that water boils at different temperatures at different altitudes, we need to know how to interpret the collected measures across contexts, and whether we will get the same measure if we use the same method a year later, for example. To do this, the first step for the LEVANTE network is to collect initial data, in different countries, languages, and formats (e.g. in schools or online), so that we can interpret them accurately. Four different universities have been selected as the first LEVANTE pilot sites and will carry out this task over the next 36 months, with the first results expected in the second half of 2024.



LEVANTE

THE LEARNING VARIABILITY
NETWORK EXCHANGE

Spotlight

Making EdTech Work for Every Child

The EdTech sector has grown exponentially, with over 80,000 products and services available globally. Amidst this proliferation, identifying products that can result in tangible learning outcomes can be difficult for educators, parents, and learners.

EdTech testbeds are becoming increasingly important for real-world testing and experimentation, supporting evidence-based product development. Tailoring research support for EdTech products and building industry momentum to invest in evidence-building are additional ways to ensure that tech-enabled learning works for every child.

Putting EdTech to the test in the classroom

EdTech developers often lack connections with end-users and researchers, hindering evidence-based tool development. Designing products for high educational impact is uncertain, with a tendency to overlook the broader context and the roles of teachers and students. EdTech testbeds are a promising approach for real-world testing and experimentation with EdTech products. However, there's a limited global discourse on best practices for designing, implementing, and evaluating testbeds. The lack of comprehensive data, case studies, and academic research on diverse EdTech models remains a notable gap.

Case Study: EdTech Testbeds in Switzerland

The Swiss National EdTech Testbed Program was launched in November 2022 by the non-profit organization Swiss EdTech Collider, with the support of the Jacobs Foundation and the Gebert R uf Foundation. The goal is to create and establish a nationwide "test and learn" innovation model that enables rapid EdTech testing, structured feedback loops for EdTech products, connecting technology providers with educators, and strengthening teachers' digital skills. Through this collaboration between EdTech suppliers and teachers, teachers actively contribute to the development of educational technologies. The initiative was met with a high demand, over 270 teachers and 4800+ students have participated so far, helping 18 different EdTech organizations to become more effective.



To bridge the gap, the Jacobs Foundation supported the creation of the Global EdTech Testbed Network (GETN), a collaborative effort led by University College London, Leanlab Education, OpenDevEd, and Itec KU Leuven, to advance best practices in the field of EdTech co-development and evaluation through “testbeds” – school environments in which to trial emerging education technologies. The EdTech Testbed Symposium, convened by GETN in Italy in Spring 2023, brought together EdTech researchers, CSOs, policy leaders, and practitioners aimed to identify and analyze models across contexts. The network creates a learning community to enable global understanding of methods, structures, and systemic supports that enhance the quality of EdTech testbeds in high, middle, and low-resource contexts.

Centering industry focus on evidence

Launched in 2023, the EdFIRST working group, led by the Jacobs Foundation and comprised of prominent organizations funding EdTech ventures and research, is committed to aligning the industry towards evidence-based impact. The group collaborates to increase evidence use in investment decisions and support changes in EdTech practices and standards. The working group’s members invest in education globally and aim to influence global and local education policy by 2030 and beyond. They engage in knowledge-sharing, tool development, and community support. Regular meetings, including in-person events, facilitate information exchange, strengthen relationships, and promote a culture of evidence within EdTech investments. In October 2023, a meeting was held where a charter was collectively crafted to outline the group’s commitment to evidence-based investment strategies. The Jacobs Foundation curates and manages the network, fostering conversations and driving initiatives to unlock the impact of EdTech with evidence.

Bridging the gap: tailored research solutions for EdTech products

One of the 2030 goals of the Foundation is to promote evidence-based decision-making in EdTech to realize the sector's potential for impact on learning. In 2023, we collaborated with LeanLab, WestEd, and WiKIT to support EdTech organizations in advancing their evidence journey in alignment with the tiers of evidence specified in the Every Student Succeeds Act (ESSA).

These partnerships aim to establish connections between research support providers and EdTech organizations seeking to generate and leverage robust evidence for the design, enhancement, and scalability of their products. Participating EdTech organizations receive matching funding of up to 50% for demand-driven research and evaluation services aimed at generating evidence to improve student learning outcomes and teacher practices. These services include:



- Access to a research-ready network of school districts representing diverse student demographics. This involves school and educator recruitment, along with product-focused and impact-oriented research, making research accessible to EdTech organizations lacking ongoing access to authentic school environments.
- Provision of customized evidence services and technical assistance tailored to the research goals and developmental stage of the EdTech organization. These services span from foundational research studies to product validation, implementation, and correlation studies.
- Facilitation of independent verification of impact and support for integrating scientific principles into EdTech design and products. This assists companies in obtaining promising evidence and bolstering their credibility. The studies aim to achieve statistically significant positive impacts on both learners and teachers, thereby contributing to the enhancement of EdTech products.

ACTIVITIES





Spotlight

Harnessing Digital Transformation in Swiss Education

In Switzerland, teaching and learning are continuously evolving with the rise of digitalization. Students, teachers, parents, and policymakers are all experiencing the impact of these changes.

This transformation influences how, where, and when children learn, the role of teachers, and how schools are organized. However, there is limited understanding of how schools and teachers can effectively integrate digital tools and strategies that meet children's individual needs and potential, thereby improving opportunities for all children, especially those from disadvantaged backgrounds.

The Digital Education for Equity in Primary Schools (DEEP) initiative, launched in 2023, aims to harness the positive aspects of digital transformation in Swiss primary schools. It focuses on understanding the changes required in classrooms, schools, and teacher education to fully embrace digitization in education. DEEP ultimately seeks to empower education policy bodies and school authorities to leverage digital technologies while ensuring educational equity.

Collaboration at the core

DEEP is a collaborative effort involving seven research institutions from diverse regions and disciplines in Switzerland. Co-led by École Polytechnique Fédérale de Lausanne (EPFL) and Pädagogische Hochschule Zürich (PHZH), the consortium conducts rigorous research on digital learning environments and essential 21st-century competencies such as collaboration, creativity, critical thinking, and self-regulation.

The research considers the needs and priorities of key stakeholders, such as local authorities, education administrators, teachers, and school leaders, who actively participate in designing and implementing the research through participatory governance mechanisms.

DEEP seeks to address the impact of digital transformation in Swiss primary schools, focusing on how these changes affect learning environments, educational equity, and teacher roles. Moreover, DEEP projects aim to respond to two flagship challenges: capturing the evolving nature of educational needs due to societal and technological changes and producing context-aware and translational evidence that is relevant and actionable for educators. The consortium also specifically emphasizes methodological innovation by involving teachers and learners in research processes, ultimately aiming for a lasting contribution to equitable digital transformation in education.

Supporting systemic change

As part of the Foundation's programmatic work in Switzerland, "Bildung in der Digitalität" aims to bridge the gap between evidence, policy, and practice, fostering collaboration in the decentralized education system. In addition to DEEP, the approach includes a forum for sharing school best practices at proEdu, and collaboration with staatslabor, a Swiss government innovation lab.

The next frontier in evidence uptake: Education Evidence Labs

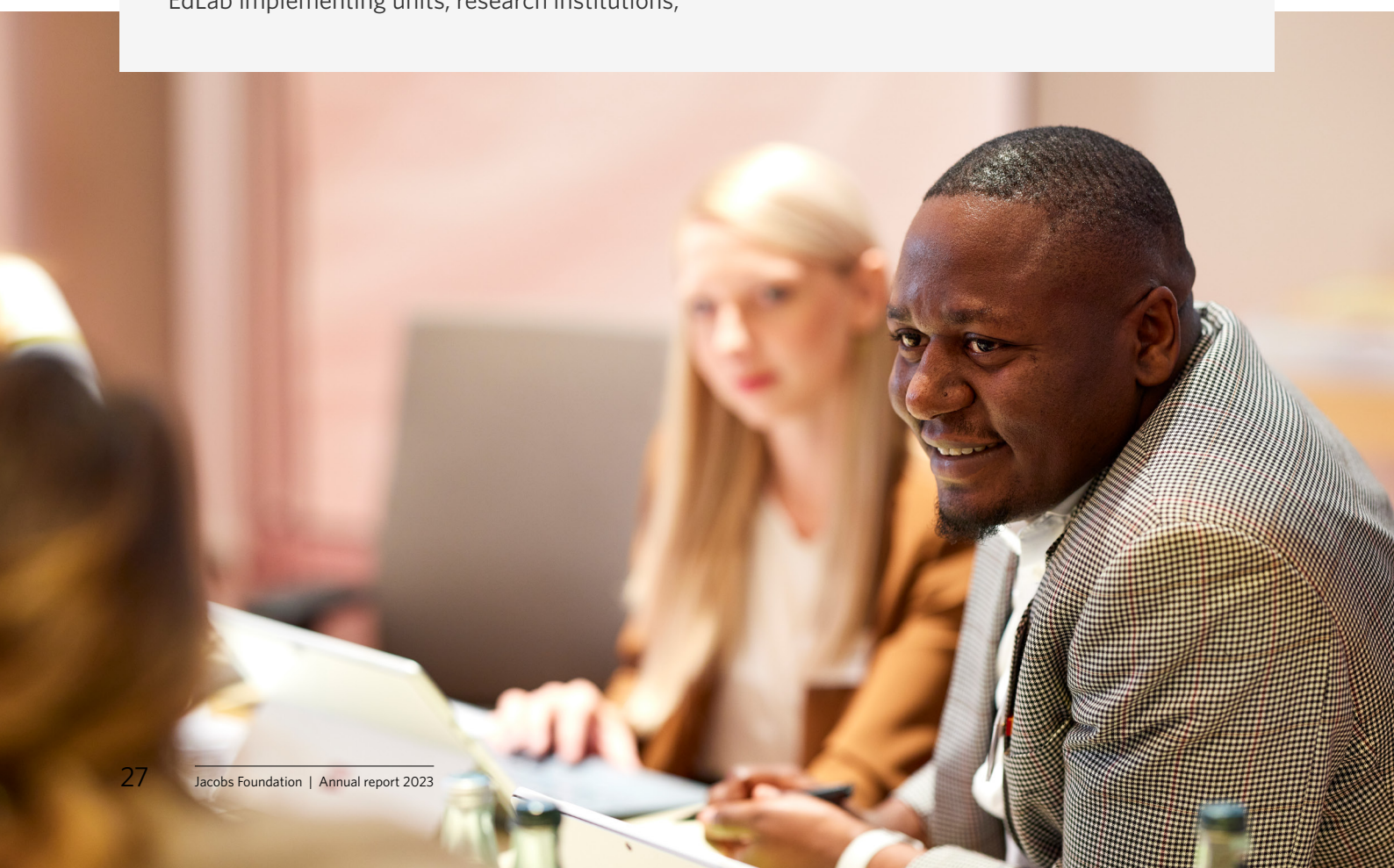
Education Evidence Labs (EdLabs) are national hubs for education research and evidence translation. They bring together governments, local research universities, and educators to ensure that national education priorities, policies, and practices are based on rigorous evidence of what works in education. The aim is to improve learning outcomes for all children by helping countries institutionalize and build capacity to use evidence, driving long-term change in the education system.

In October 2023, the Jacobs Foundation hosted the Global Convening on Education Evidence Labs in partnership with the Foreign, Commonwealth, and Development Office (FCDO). The event was supported by On Think Tanks (OTT) and brought together stakeholders from Ministries of Education, EdLab implementing units, research institutions,

multilateral agencies, and global funders. The convening explored the current obstacles to using evidence in education policy and practice, focusing on the role of Evidence Labs (EdLabs) in overcoming these challenges.

The Global Convening aimed to review the current state of evidence to inform ongoing efforts in Ghana, Colombia, Côte d'Ivoire, and Switzerland funded by the Jacobs Foundation, as well as similar initiatives around the world. The discussions focused on lessons learned from established EdLab examples in Australia, the Netherlands, and Peru. The aim was to translate these lessons into actionable guidance for new EdLab models implemented globally by governments and their partners.

The background report completed by OTT can be found [here](#).



Digital Platforms Bringing Science and Learning to Life

Our two digital platforms collect and curate insights into the science of learning in a digestible and accessible way. BOLD offers a multimedia exploration of child and youth development, while the Digital Museum of Learning transforms artifacts into interactive experiences, collectively bringing science to life.

BOLD: big ideas for growing minds

BOLD explores the latest scientific insights into how children and young people develop and learn in an accessible way. Since its launch, the platform has published more than 800 articles, videos, and podcast episodes featuring over 300 contributors from around the world, including many from the Jacobs Research Fellows network.



In 2023, BOLD launched a new hub asking questions about how we, as adults, can better enable children to thrive in a changing world. An animation and educational materials were produced to support adults in sparking conversations with young people.

Image by Gabi Froden for BOLD



In an exciting new interview series, Research Fellows including Eddie Brummelman, shared what inspires them and what they hope caregivers and educators might learn from their work.

Image by Claudia Flandoli for BOLD

How to spot a highly sensitive child

18 April 2023

Article | Development | Society | Individual differences | Learning environments
Mental health | Parenting and childcare | Psychology | Learning variability

Children with this trait need extra support

Photo by Tatiana Syrikova from Pexels

Other popular pieces of BOLD content in 2023 explored the extra support that can help highly sensitive children, the positive impact that talking to babies may have on their brains, and the possible benefits of growing up in a bilingual family.

Photo by Tatiana Syrikova from Pexels

ACTIVITIES

Digital Museum of Learning: exploring the history and future of learning

The Digital Museum of Learning is a global online museum for children and educators. It brings artifacts from around the world to life on the screen, and is designed to captivate and inspire learners of all ages. It partners with museums globally to digitize artworks and artifacts in interactive stories.

The museum's first online exhibition, titled "Making the Environment Matter", dives into the topic of environmental education. The exhibitions are realized in collaboration with museums,

cultural heritage institutions, educators, and researchers to bring the history of education to school classes worldwide. For Zurich's Long Night of Museums, the Johann Jacobs Museum and the Digital Museum of Learning co-created a family-friendly, physical exhibition in collaboration with partners for visitors to discover how children can learn to protect our planet.

The innovative museum concept was recognized with the Gold Award in Education at the 2023 British Interactive Media Association Awards (BIMA).



INSTITUTION

Institution

Board of Trustees

The Foundation's Board of Trustees serves as the ultimate decision-making body, offering strategic guidance for our initiatives and bringing extensive experience and knowledge to our key areas of activity.

The Board is composed of distinguished international experts who have a wide range of experience and connections across the areas in which the Foundation is engaged. The Board of Trustees has two committees:

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

In addition to the committees, Board Members participate in at least one of four Board Working Groups - Learning Minds, Learning Schools, Learning Societies, and Investments - based on their areas of expertise.

On behalf of the Board of Trustees, the two Co-CEOs, Fabio Segura and Simon Sommer, manage the Foundation's ongoing activities supported by Co-Leads and Program Managers.



Board Members (as of May 1, 2024)

Emiliana Vegas (Ed.D)

Emiliana Vegas was appointed to the Board in January 2021. She is a professor of practice at the Harvard Graduate School of Education (HGSE). She holds a Doctor of Education degree from HGSE and a Master’s of public policy degree from Duke University.

Lavinia Jacobs

Chair

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

Hans Ambühl

Vice Chairman

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

Olaf von Maydell (PhD)

Olaf von Maydell has been a member of the Board since May 2013. He is a tax consultant with a PhD in agricultural economics, and a partner in the Schomerus & Partner tax consulting firm in Berlin.

Jenny Abramson

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

Sandro Giuliani

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

Joh. Christian Jacobs (PhD)

Honorary Chairman

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

Ulman Lindenberger (PhD)

Ulman Lindenberger joined the Board in January 2012. He is a German psychologist and Director of the Center for Lifespan Psychology at the Max Planck Institute for Human Development in Berlin.

William Egbe

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

Team

Our diverse team is united by a shared dedication to evidence-based education and learning for children worldwide.



As of May 1, 2024

Ana Cubillo

Co-Lead Learning Minds

Anna-Lisa Lundberg

J-STAR Trainee

Alexandra Gerber

Program Manager

Angela Holzer

PA to Co-CEOs

Annie Brookman-Byrne

Deputy Editor, BOLD

Artemis Papoutsakis

Program Manager

Cathrin Jerie

Program Manager

Christina Wild-Thurmann

Program Specialist

Cornelia Lieb

Program Assistant

Daniela Lozza

Program Manager & Curator

Donika Dimovska

Chief Knowledge Officer

Fabio Segura

Co-CEO

Gelgia Fetz Fernandes

Co-Lead Learning Minds

Gemma Wirz

Editor in Chief, BOLD

Georgine Paltzer

Program Manager

Hanna Woodhead

Program Manager & Curator

Hans Rudolf Schumacher

Facility Manager

Hinah Mian

J-STAR Trainee

John Soleanico

Co-Lead Learning Schools

Kathrin Hassler

Finance Manager

Libby Hills

Co-Lead Learning Schools

Lone Le Floch-Andersen

Program Manager & Curator

Michelle Weber

Events and Office
Management Specialist

Nataliia Markhobrod

Administrative Assistant

Natasha Hofer

Program Manager

Rezgar Sharifi

Finance Controller

Roland Hügli

Chief Financial Officer

Romana Kropilova

Program Manager

Ross Hall

Co-Lead Learning Societies

Samuel Kembou

Program Manager

Saskia Sickinger

Program Manager

Simon Sommer

Co-CEO

Tanja Kotz

People and Culture Manager

Projects list 2023

PROJECTS LIST 2023

Project name	Description	Project Partner	Grant amount	Term
Colombia Evidencia Potencial en Educación	Capitalize a Co-Funding Mechanism (cFMx) that pools funds to support the establishment, sustainability, and systemic impact of “Colombia Evidencia Potencial en Educación - CEPE”).	Fundación Empresarios por la Educación	15,720,428	2023-2025
DEEP Research Consortium / EdLab	Develop a research consortium for education embedded in different research institutions in Switzerland and steered by relevant organisations from academia, policy and practice.	Co-led by EPFL and PHZH	8,130,000	2023-2027
SCALE Ghana	Co-Funding Mechanism (cFMx) in Ghana that weaves together multiple funders, implementing partners, and beneficiary communities to improve holistic learning outcomes.	Ministry of Education Ghana (PBMED)	6,085,920	2023-2030
2023 Jacobs Research Fellowship	Fellowship supporting talented and innovative young researchers in child and youth development.	Awarded to individual fellows (annually); operations by JF	3,000,000	2023-2027
Salex Catalytic Funding II	Actively shape and expand our pool of bilateral partnerships with school aggregators who influence evidence use at the school level.	Selection to be made in 2024	3,000,000	2023-2025
LEVANTE	Deployment of data infrastructure facilities for the development of LEVANTE, which will implement the transformative questions of the Jacobs Research Agenda through a global research network.	Stanford University	2,454,000	2023-2024
LEAP 3.0	Brings researchers, social entrepreneurs, and education ventures in 12-week sprints to create impactful education solutions for the 21st century.	MIT Solve	2,220,010	2023-2025
2023 KJJ Research Prize	Prize recognizing outstanding scientific contributions of individuals from all scholarly disciplines aimed at improving the learning, development, and living conditions of children and youth.	Awarded to Janet Curie in 2023. Operations by JF.	2,000,000	2023-2027
EdTech Evidence Service	Provide selected EdTech organizations with research and learning support to develop or adapt their research and testing approaches and build their capacity for research and testing execution.	IPA	2,000,000	2023-2026
Monitoring, Evaluation and Learning	Implementation of a foundation-wide Monitoring, Evaluation and Learning (MEL) approach and knowledge management strategy.	Mathematica; IPA; Interface	1,600,000	2023

PROJECTS LIST 2023

Can't Wait To Learn Ukraine - Phase 2	Can't Wait To Learn is embedded into the Ukrainian primary education system supporting children whose education has been disrupted to build numeracy and literacy skills up to primary level.	War Child Holland	1,300,000	2024-2025
2023 Jacobs Foundation Conference	Research conference with distinguished international researchers and talented young scholars. The 2023 topic was Adaptive Learning in a Changing World: Preparing learners with the skills to thrive across contexts and time. How to measure and foster such skills.	Organized by JF with academic partners	1,063,025	2023
SALEX Catalytic Funding I	The catalytic funding (CF) mechanism is intended to support applied, collaborative research among two or more SALEX members aligned to one of the challenge group themes.	Results for Development (R4D)	990,000	2023-2024
Schools2030	The S2030 programme supports the development of locally rooted schools innovations through human-centred design processes in 10 countries over 10 years.	Aga Khan Foundation	980,000	2023-2024
School Leadership Learning Lab I & II	Continue to test & identify school leadership practices and their implications on teaching and learning outcomes in low- and medium income countries and strengthen network of school leaders for peer-learning.	Global School Leaders	600,000	2023-2024
Global Schools Forum	Learning Labs that will identify promising existing innovations among GSF members to improve the quality of education, and fund capacity building initiatives to help them scale	Global Schools Forum	500,000	2023-2024
BOLD	BOLD is a digital platform designed to translate complex scientific findings on child learning and development for a broader audience.	Operated by JF	500,000	2023
EdTech Funders CoLab	A collaborative community that brings together foundations supporting the EdTech ecosystem in the Global South.	EdTech Hub/IEFG	495,000	2023-2025
EdTech Evidence Service	As part of the Building Block phase of the Evidence Market Place, WestEd will provide evidence services to businesses in the education technology sector to strengthen their evidence base in line with ESSA tiers.	WestEd	490,000	2023-2024
Centralized Swiss Backbone Team	Establish a Secretariat for the Initiative that brings together and aligns the three core partners of JF in CH: proEDu, DEEP, staatslabor and ensure administration and effective coordination among the partners and the joint logframe	Jacobs Foundation	469,090	2023-2024

PROJECTS LIST 2023

Kizazi: Measuring Whole-School Models	This project seeks to strengthen the rigor and evidence base of Kizazi to develop whole-school models and measure holistic learning outcomes in under-resourced communities.	Kizazi	450,473	2023-2025
EdTech Evidence Marketplace Intermediary	Partner with an organization to act as an intermediary to facilitate the creation of an EdTech evidence marketplace.	RTI	450,000	2023-2024
Learning Tools Competition	Support edtech tools able to help schools become more evidence-based gaining insight into latest edtech developments & strengthen collaboration with other leading funders.	The Learning Agency	450,000	2023-2024
AI in Education in LMICs	Shape the supply of AI tools for education in low and middle-income countries (LMIC) to ensure that they are high quality, and available to meet the needs of their students.	Fab Inc.	450,000	2024-2025
Digital Museum of Learning	The mission of the Digital Museum of Learning is to champion educators and increase the impact of their work.	Operated by JF	450,000	2023
EdTech Regulation in Europe and Switzerland	The project aims to produce a unified, evidence-based, base standard of Quality Assurance practices for EdTech which will serve as a guidance for European countries, including Switzerland.	European EdTech Alliance	450,000	2023-2025
GEEDLab Ghana	Develop a competence center / evidence lab for education embedded in the Ministry of Education Ghana and steered by relevant organizations from academia, policy and practice that generates and applies rigorous evidence into policy and practice.	ARD Consult	414,080	2023
EdTech Evidence Building in Switzerland	Promote EdTech evidence in Switzerland by matching promising EdTech start-ups at the Swiss EdTech Collider with learning scientists/ researchers from Swiss universities, be supervised by PhD advisors, to engage in evidence studies.	EPFL	400,000	2024-2025
Impact Communications	Foundation-wide strategic communications, website management, and social media engagement.	Atalanta; Athlon; other service providers	400,000	2023
Understanding Learner Variability	Project to understand learner variability in language use in learning environments; Development of local African language STEM courses.	Carnegie Mellon University	355,375	2023-2026
EdFIRST	Management of the EdFIRST investor community.	Tyton Partners	350,000	2023-2025

PROJECTS LIST 2023

EdTech Evidence Service	Provide evidence services to K-12 Edtech organizations and help them understand and improve their evidence base.	Leanlab	250,000	2023-2024
Communities of Learning and Exchange	Create a learning community amongst JF country partners with the aim to facilitate and establish learnings and best practices across target countries.	Operated by JF	240,780	2023-2025
SALEX event 2024	Logistics and organization of the planned SALEX-wide event in Baranquilla, Colombia from March 18-22, 2024.	Fundacion Santo Domingo	220,000	2023-2024
EdTech Evidence Service	Provide evidence services to K-12 Edtech organizations and help them understand and improve their evidence base.	Wikit	199,415	2023-2024
Côte d'Ivoire Backbone Team	Operational management of JF's portfolio in Côte d'Ivoire.	Catalytica Consulting	184,512	2023-2024
Allianz Chance+	The newly created civil society alliance Chance+ aims to strengthen equity in the Swiss educational system at key transition moments (Primary to secondary, secondary to high school).	Change+ Alliance Association	150,000	2023-2025
Los chicos de San Ramon	Improving the living conditions of the families of Estancia San Ramón by providing educational activities for their children.	Los Chicos de San Ramon	150,000	2023
Bildung in der Digitalität WS3-Logframe/ Actionplan	Develop a logframe for the initiative "Bildung in der Digitalität" under which the three strategic pillars of the JF Swiss program EdLab /research consortium (DEEP), Community of Practice (ProEdu) and Policy Lab (Chance Digitalität)" are bound together.	Interface	147,000	2023-2024
EdTech Evidence Assessment	Measure and evaluate the evidence level of companies and review and assess the evidence progress against the 2022 baseline conducted in June.	Instructure / Learn Platform	121,140	2023-2024
EdLab Colombia Design Phase	This project aims to design Colombia's EdLab, which will focus on creating mechanisms that drive the use of evidence in policy making and practice to improve holistic learning outcomes.	Universidad de los Andes	95,060	2023
CIS Pedagogy in International Schools	A research project focusing on how international schools view pedagogy, how they make decisions about pedagogy, what factors lead to choices, and what evidence bases schools use to make decisions.	Council of International Schools (CIS)	60,288	2023-2024

PROJECTS LIST 2023

Cartoneros y sus Chicos	Providing educational support for children of the cartoneros in Buenos Aires.	Cartoneros y sus Chicos	51,000	2023
Learning Ecosystem Research and CoP	Research project to understand the evidence behind community-led approaches to evidence uptake.	OTT	50,000	2024-2025
Prix de Lausanne-Fondation	Supporting young promising dancers from all regions of the world in their educational and pre-professional journey.	Prix de Lausanne Fondation	50,000	2023
Learning Schools Support	Project management support across all Learning Schools activities.	Pessot Consulting	42,438	2023-2024
EPTI "Educational Policy Transparency Interface"	Realization of the "Automated Education Monitoring Switzerland (AEMS)" -Project (Feasibility study) and development of a tool prototype for Automated Education Monitoring including needs of stakeholders.	PHZH	40,000	2024-2027
SCALE Support	Consulting support to build industry partner alignment in Ghana.	External Consultant Nicholas Weatherill	20,160	2023

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