

# Annual Report 2025



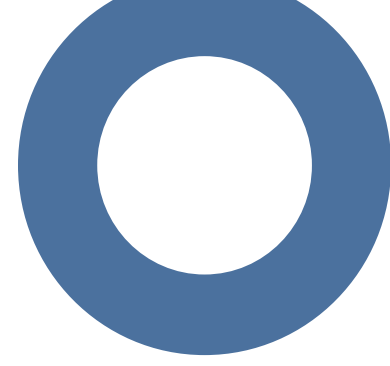
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1.0

# Introduction





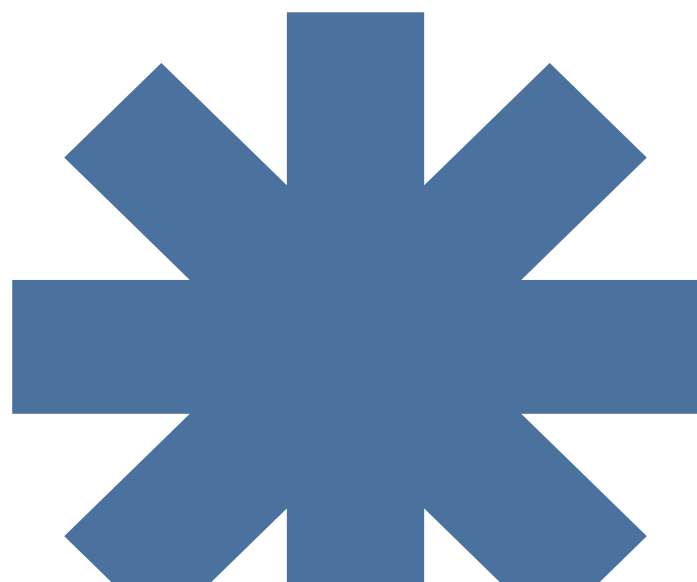
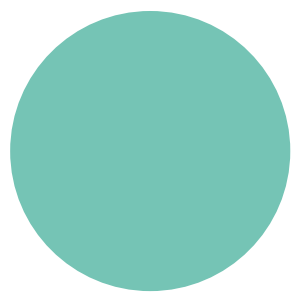
# 1.1 Statement from the President and Co-CEOs

## From Milestone to Momentum

**Lavinia Jacobs**  
President

**Fabio Segura**  
Co-CEO

**Simon Sommer**  
Co-CEO



In 2025, the Jacobs Foundation surpassed 1 billion Swiss francs in cumulative giving — 1 billion invested in the learning and development of children.

But this is not a retrospective milestone, it is a forward-facing commitment.

It signals our determination to take what we have learned over more than three decades and apply it with greater scale and with deeper ambition.

In the same year, we assumed full control over our assets and have started to implement our own investment strategy. This step strengthens our ability to act decisively and to invest patiently — in discovery research, and in systemic reform — even amid global funding volatility.

The global education landscape is shifting. Major financing flows have contracted. Priorities are being reassessed. Yet, within this disruption lies opportunity. Progress in education has never depended on funding alone, rather it depends on whether resources are directed where they create the greatest impact.

The challenge before philanthropy is not simply to mobilize more resources, it is to mobilize better resources. To ensure that every franc, every dollar, works harder by being guided by evidence.

For more than three decades, we have been among the largest philanthropic funders of research on how children learn. We invest in curiosity-driven science that deepens fundamental understanding, and in applied research that shapes policy and practice. In 2025, LEVANTE expanded a global, open-access research network spanning continents, while the Klaus J. Jacobs Research Prize recognized scholarship that connects learning science to real-world decision-making.

At the same time, we are backing reform at scale through coalitions that unite governments, philanthropy, multilateral institutions, researchers, and the private sector. In Ghana, the launch of the System Change Architecture for Learning Excellence (SCALE) mobilized USD 118.8 million through one of the largest public-private-philanthropic partnerships in foundational learning, expanding differentiated learning nationwide. This is what becomes possible when evidence and financing move together.

Globally, we are making bold, long-term bets. We are helping build the first synthesis-ready evidence repository for

education — shared global infrastructure designed to fundamentally rewire how research informs decisions and make evidence more usable for policymakers and educators. Through the International Financing Facility for Education (IFFEd), we support pioneering financing models capable of unlocking billions for reforms grounded in what works.

As we enter the second half of this decade, our focus is clear: execute our strategy with discipline, refine what works, and shape our post-2030 direction with intention. Surpassing CHF 1 billion is an inflection point. For us, it is a signal that the next billion — and the scarce resources of countries and donors alike — must be guided by what science tells us works.

If we align capital with science, and ambition with accountability, we can help steer the future of global education, and its financing, toward evidence and what truly works.

We owe nothing less to every child.

2.0

# Pathway to Change



## 2.1 Mid-Point through Strategy 2030

As we approach 2030 and reach the midpoint of our current strategy, we are reflecting on how our role has evolved. Since 1989, the Jacobs Foundation has pursued a single ambition: to improve development and learning outcomes for children and young people. Over time, the way we pursue that ambition has expanded — while its foundation has remained constant.



From the outset, we committed to strengthening the scientific foundations of how children learn and develop. We invested in rigorous, curiosity-driven research because advancing the field requires deep and sustained inquiry. By supporting leading researchers and long-term institutions such as the Jacobs Center for Productive Youth Development, we helped shape a body of knowledge that continues to inform science globally. This commitment to foundational research remains central to our identity.

As the global evidence base matured, our role broadened. We remain a major philanthropic investor in research while increasing our efforts to ensure that findings inform policy and practice. Through initiatives such as the Klaus J. Jacobs Research Prize and platforms like BOLD, we support both scientific excellence and the translation of research into accessible insights for educators, policymakers, and caregivers.

At the same time, we focused our engagement in four priority countries — Colombia, Côte d'Ivoire, Ghana, and Switzerland. Across these contexts, we are supporting applied evidence, strengthened institutional capacity, and aligned co-financing between public and private actors to enable locally-led reform and effective teaching and learning at scale — with the potential to reach millions of children and inform broader system transformation.

At the midpoint of Strategy 2030, our focus is twofold: disciplined implementation and disciplined learning. We are assessing what enables evidence to move from scientific insight to classroom practice, and how teaching and learning interventions can be sustained within diverse political and institutional environments. At the same time, we continue to invest in science — deepening our understanding of how children develop and learn. That knowledge can also guide future reforms and the effective deployment of large-scale financing.



# Our timeline

## 1989

- Jacobs Foundation founded



## 1991

- First Jacobs Foundation Conference at Marbach Castle



## 2003

- Jacobs Center for Productive Youth Development established



## 2009

- Klaus J. Jacobs Research Prize established



## 2010

- Early Childhood Development strategy for Switzerland introduced



## 2016

- BOLD founded
- Jacobs Foundation Research Fellowship established



## 2021

- Strategy 2030 launched



## 2022

- CLEF formed in Côte d'Ivoire



## 2023

- Digital Museum of Learning founded
- LEVANTE launches



## 2024

- CEPE launched in Colombia



## 2025

- SCALE launches in Ghana
- Foundation enters financial independence era



## 2.2

# 2025 Year in Review: advancing evidence where it matters most

### Global and country developments

In a year marked by tightening public budgets and growing pressure on education systems, we sharpened our focus on what we do best.



We generated rigorous evidence on how children learn and strengthened the pathways that bring that knowledge to decision-makers. We also focused on supporting governments as they work to embed evidence into lasting system change.

Across our global and country-level work, 2025 reinforced a central insight of Strategy 2030. Progress in education depends not only on better ideas but on stronger systems that can absorb, adapt, and sustain what works. In 2025, we invested where evidence has the greatest potential to improve outcomes for children, from learning science to financing reform.

1

## Beyond 1 Billion: A Milestone and a Commitment

In August 2025, the Jacobs Foundation surpassed CHF 1 billion in cumulative giving — a historic milestone that reflects decades of sustained investment in children’s futures. But Beyond 1 Billion is more than a number. By strengthening our financial independence and aligning asset management more closely with our philanthropic strategy, we are positioning ourselves to act with patience, flexibility, and ambition, even in a volatile global environment. This milestone signals our enduring commitment to evidence, systems change, and the partnerships that translate investment into lasting learning outcomes for children.



2

## SCALE: System-Wide Change in Ghana

In May 2025, the Jacobs Foundation and Ghana’s Ministry of Education launched the System Change Architecture for Learning Excellence (SCALE). Expanding differentiated learning to more than 15,000 public schools, SCALE reaches approximately 2 million children, demonstrating what evidence-based reform can look like at national scale.



3

## Self-Regulated Learning in Swiss Schools

Across primary schools in Lucerne, St. Gallen, and Zürich, we advanced a collaboration with the University of Zürich to strengthen self-regulated learning (SRL) — the skills children use to plan, monitor, and adapt their own learning. Co-developed and implemented with cantonal and municipal authorities, a new digital tool uses learning analytics to give teachers timely, diagnostic feedback, embedding research-based support into everyday classroom practice.



## 4

## CEPE: Bridging Research and Practice in Colombia

Colombia Evidencia Potencial en Educación (CEPE) moved into implementation, advancing its mission to bring research, policy, and practice into closer alignment. Through Communities of Change, an Education Evidence Lab, and a pooled co-funding mechanism, CEPE supports local leaders in conducting evidence-based reform. In its first year, the initiative secured USD 25 million in pooled co-funding from partners including UBS Optimus Foundation, Fondation Botnar, Fundación Bancolombia, Fundación Santo Domingo, and Fundación Vélez Reyes — resources that will strengthen national capacity to apply evidence to foundational learning skills.



## 5

## A Global Repository for Education Evidence

Learning research is expanding rapidly — but remains fragmented and difficult to synthesize. In 2025, we joined 23 partners to build a synthesis-ready global evidence repository, conceived as shared infrastructure rather than a simple database. By harmonizing metadata standards and improving interoperability across platforms, the repository will enable faster, more affordable evidence synthesis. This initiative aligns with the Evidence Synthesis Infrastructure Collaborative (ESIC), which announced a USD 126 million investment in global evidence systems, an agenda we also advanced at the 80th United Nations General Assembly.



6

## IFFEd: Putting Evidence at the Heart of Education Finance

We deepened our partnership with the International Finance Facility for Education (IFFEd), committing CHF 5.5 million alongside the UBS Optimus Foundation to build IFFEd's institutional education expertise. IFFEd multiplies donor guarantees through multilateral development banks, unlocking up to USD 7 in education financing for every USD 1 committed. Our partnership ensures that financing at this scale is guided by robust evidence, translating investment into lasting learning outcomes.



7

## LEVANTE: Understanding How Children Learn Across the World

The Learning Variability Network Exchange (LEVANTE) completed its first cohort selection in 2025, growing from four pilot sites to a ten-site global network following 182 applications. A second call attracted more than 400 applications — with approximately 60 percent from institutions in the Global South. LEVANTE is building a globally representative research collaboration, generating harmonized, open-access data on how children learn across diverse contexts.



8

## Jacobs CIFAR Research Fellowship: Investing in the Next Generation of Learning Scientists

A new partnership with the Canadian Institute for Advanced Research (CIFAR) marks a significant expansion of our long-standing fellowship program. The Jacobs CIFAR Research Fellowship supports early- and mid-career researchers working across disciplines to advance the science of children's development and learning. The 2027-2029 call for applications attracted a record 800 submissions, reflecting the fellowship's growing global reach.



9

## LEARN: Growing Research Leadership in the Global South

The Leverage Empower Advance Research Network (LEARN) Program launched in 2025 as a two-year initiative supporting 18 early-career scholars in Ghana and Colombia. Implemented with Global TIES - New York University, the University of Cape Coast, and Universidad de los Andes, LEARN strengthens scientific capacity, equipping researchers with advanced training, mentorship, and global networks, building the next generation of research leaders and expanding the Global South's participation in child development science.



10

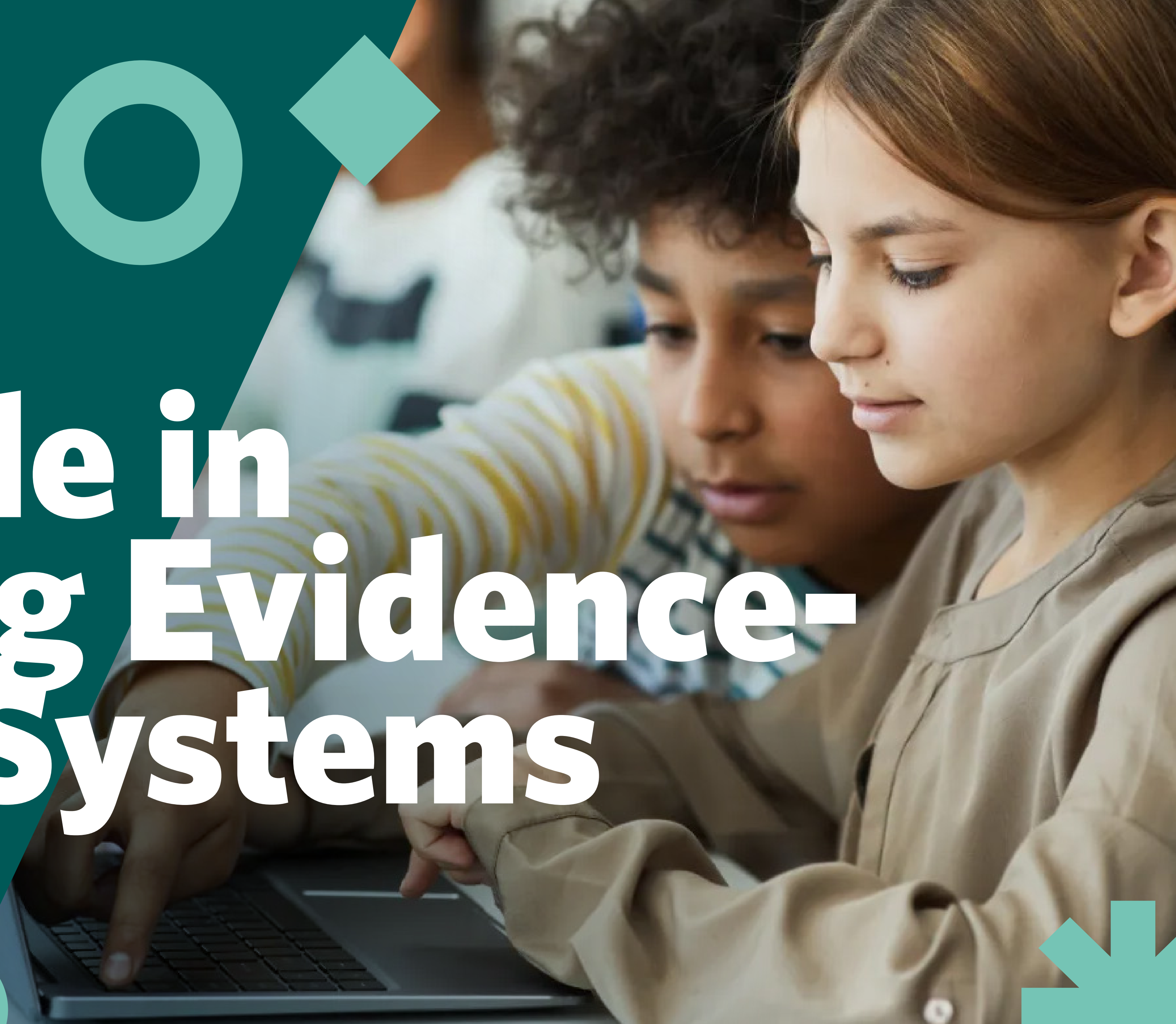
## Klaus J. Jacobs Research Prize: Honoring Research That Shapes Policy

In November 2025, the Klaus J. Jacobs Research Prize was awarded to Professor Hirokazu Yoshikawa for his transformative contributions to early childhood development research. Professor Yoshikawa's work has been instrumental in embedding early childhood development within the United Nations Sustainable Development Goals and has informed policy design in some of the world's most complex settings, including refugee contexts. Through long-standing collaboration with scholars from the Global South, he has championed mentorship models that strengthen local research capacity and elevate underrepresented voices in the field. The Prize reflects our commitment to research that not only advances the science of learning, but translates into more equitable systems for children worldwide.



3.0

# Our Role in Building Evidence-Based Systems





Over the past several years, Strategy 2030 has taken shape across global research and country partnerships. In 2025, our emphasis was on disciplined execution and strategic coherence.

Our global research deepened and diversified, expanding the geographic representation of LEVANTE sites and Jacobs CIFAR Research Fellows. After years of careful design, we launched SCALE in Ghana as a major national reform partnership. At the same time, we advanced new global commitments — including the synthesis-ready evidence repository and our partnership with the International Finance Facility for Education (IFFEd) — strengthening the link between evidence and financing at scale. Taken together, 2025 marked a year in which key elements of Strategy 2030 moved from design to sustained implementation, reinforcing one another across global research and country partnerships.

The sections that follow describe how this approach unfolded in practice.

# 3.1 Generating research on how children learn



The Foundation's role in research strengthens the very foundations of the understanding of children's learning and development, supporting collaborations that make this research more representative and useful across settings.

Through LEVANTE, in collaboration with Stanford University and international research partners, we are advancing the study of learning variability across countries and educational settings. By generating harmonized data using shared measures, the network enables more comparable and inclusive insights into how children develop and learn in different environments.

Through our partnership with the Canadian Institute for Advanced Research (CIFAR), we support interdisciplinary communities of scholars working at the intersection of child development and learning. Complex questions about how children learn, develop, and adapt require collaboration across neuroscience, psychology, economics, education, and related fields. By investing in sustained research networks, the Fellowship contributes to pushing research frontiers.

Through LEARN, implemented with Global TIES - New York University, the University of Cape Coast, and Universidad de los Andes, we are strengthening scientific capacity and research

leadership among early-career scholars in Ghana and Colombia. Structured mentorship in research design, publishing, and peer review supports the development of locally grounded scholarship that contributes to global scientific dialogue. Expanding who participates in research globally enriches the field and increases the relevance of evidence across contexts.

The Klaus J. Jacobs Research Prize complements these efforts by recognizing scholarship that demonstrates how rigorous science can shape policy. In celebrating Professor Hirokazu Yoshikawa, whose work has helped embed early childhood development within the Sustainable Development Goals and informed programs in high-complexity settings, the Foundation signals the importance of research that shapes both knowledge and policy.

By investing in partnerships, mentorship, and interdisciplinary networks, we aim to ensure that advances in research improve our understanding of learning and development and ultimately contribute to improved outcomes for children.

# Voices of Evidence In Motion

## From global research to system use

LEVANTE is building a new global, open research collaboration that enables the study of learning variability through shared methods, comparable measures, and a broader range of learning environments. For the Jacobs Foundation, this is about strengthening the fundamentals of learning science in ways a single team or country cannot do alone. Cecilia Calero's work in Argentina shows what becomes possible when local expertise is connected to a coordinated global network.



### **Cecilia Calero**

Principal Investigator  
at the Universidad  
Torcuato Di Tella  
LEVANTE site

Cecilia Calero is an Associate Professor in the Education Division of the School of Government at the Universidad Torcuato Di Tella in Buenos Aires, Argentina. With a PhD in Biology from the Universidad de Buenos Aires, Cecilia leads research at the intersection of cognitive development, education, and public policy. Her work explores how children learn when placed in the role of teacher — of peers and of themselves — through peer tutoring and self-regulated learning. She also collaborates with policymakers and educational institutions to translate cognitive science findings into effective and scalable classroom practices.

**Although our LEVANTE study is not an intervention, it will provide the empirical foundation needed to design one. By following thousands of students over time and combining standardized measures with contextual and family variables, we can better understand how children's teaching behaviors interact with their developmental trajectories. This type of evidence will help us understand not only whether certain practices work, but also for whom and under what conditions. That level of precision is essential if educational systems want to move beyond general recommendations and toward more informed and tailored instructional design.**

# Voices of Evidence In Motion

The Jacobs CIFAR Research Fellowship (JCRF) supports researchers whose work deepens what we know about how children learn. Brenda Wawire's research is grounded in rigorous learning science, and shaped by the practical questions of language, literacy, and equity in multilingual classrooms.



**Brenda Wawire**  
2025-27 Jacobs CIFAR  
Research Fellow

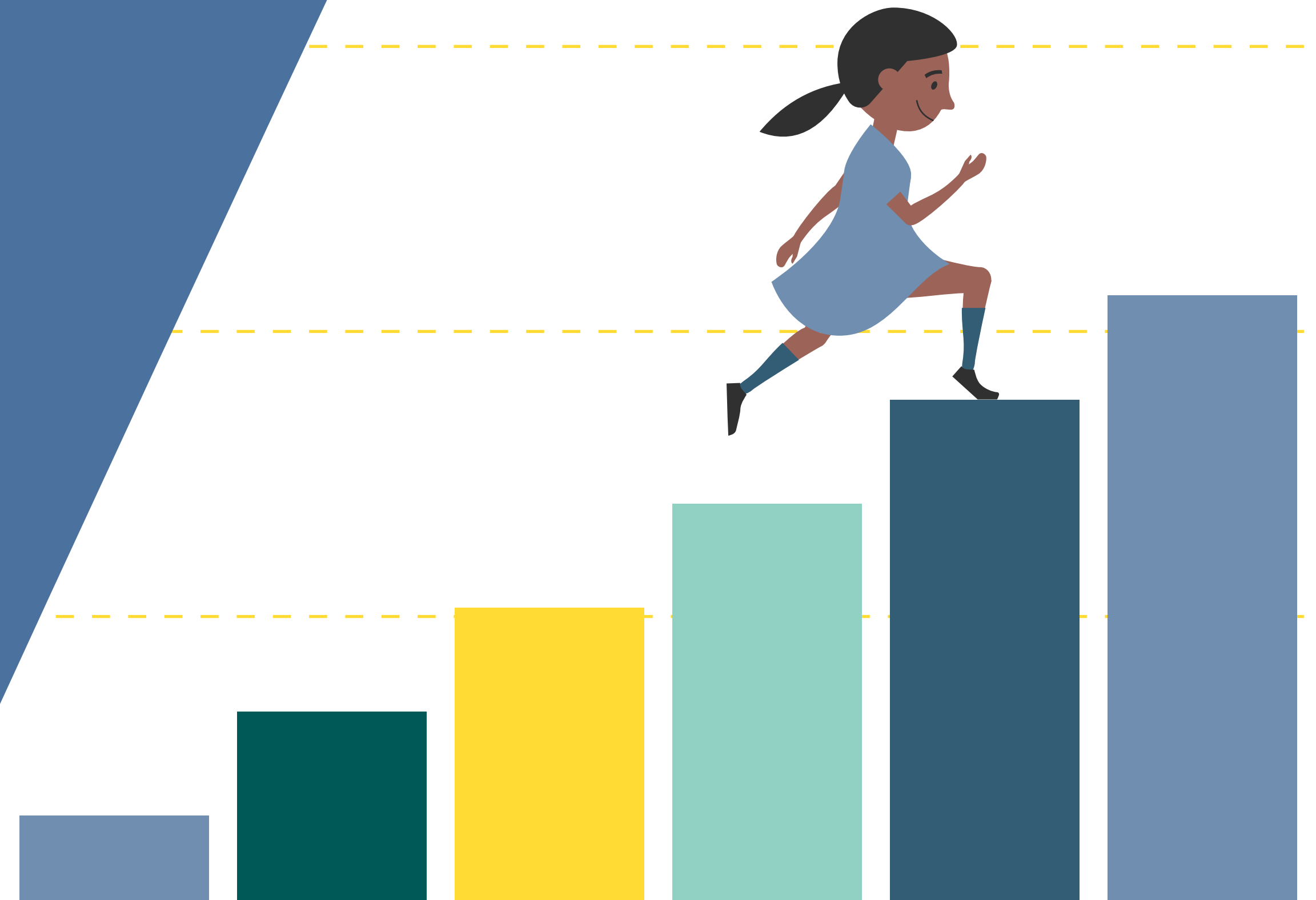
Brenda Wawire is on the faculty at the Learning Systems Institute of Florida State University, United States of America. Her research focuses on strengthening language and literacy skills among learners from linguistically diverse communities. She examines how component skills impact a multilingual child's reading comprehension in English and understudied languages (i.e., Kiswahili). Brenda researches evidence-based, structured pedagogical approaches to support multilingual learners at risk of reading failure, as well as pedagogical practices that help transition to English. Her work also seeks to strengthen teacher education in foundational learning best practices through curriculum review, reform, and instructor training. Her research contributes to policy-relevant evidence to make education systems responsive to the learning needs of children and youth from diverse backgrounds.

**Participating in the Jacobs CIFAR Research Fellowship has been a significant professional development opportunity, allowing me to conduct critical research that sheds light on the causes of reading difficulties and individual differences among multilingual learners at risk of reading failure in low-resource contexts. There is an urgent need to combat the persistent learning crisis in sub-Saharan Africa, making evidence-based policy directions and interventions crucial to addressing severe reading difficulties and learning disabilities while accounting for individual differences among children in these contexts. JCRF has provided me with opportunities to connect and build research collaborations with other fellows from diverse disciplines and contexts. These collaborations have not only enriched my research capacity but also provided a space for knowledge sharing, brainstorming, and opportunities for scientific writing and mentoring.**

## 3.2

# Synthesizing knowledge on what works globally

Each year, thousands of studies examine how children learn and what improves teaching. Yet this knowledge is often difficult to access and compare. Research is spread across many platforms, organized in different ways, and expensive to review. As a result, policymakers and educators frequently have to make important decisions without clear, easy-to-use summaries of what the global body of evidence shows.





In 2025, we helped advance a coordinated solution. What began as a design convening evolved into a coalition of 24 organizations committed to building the first global evidence repository for education designed specifically to support evidence synthesis. The goal is simple: research should be organized once so it can be reused, structured consistently, and made easier and more affordable to summarize and update over time.

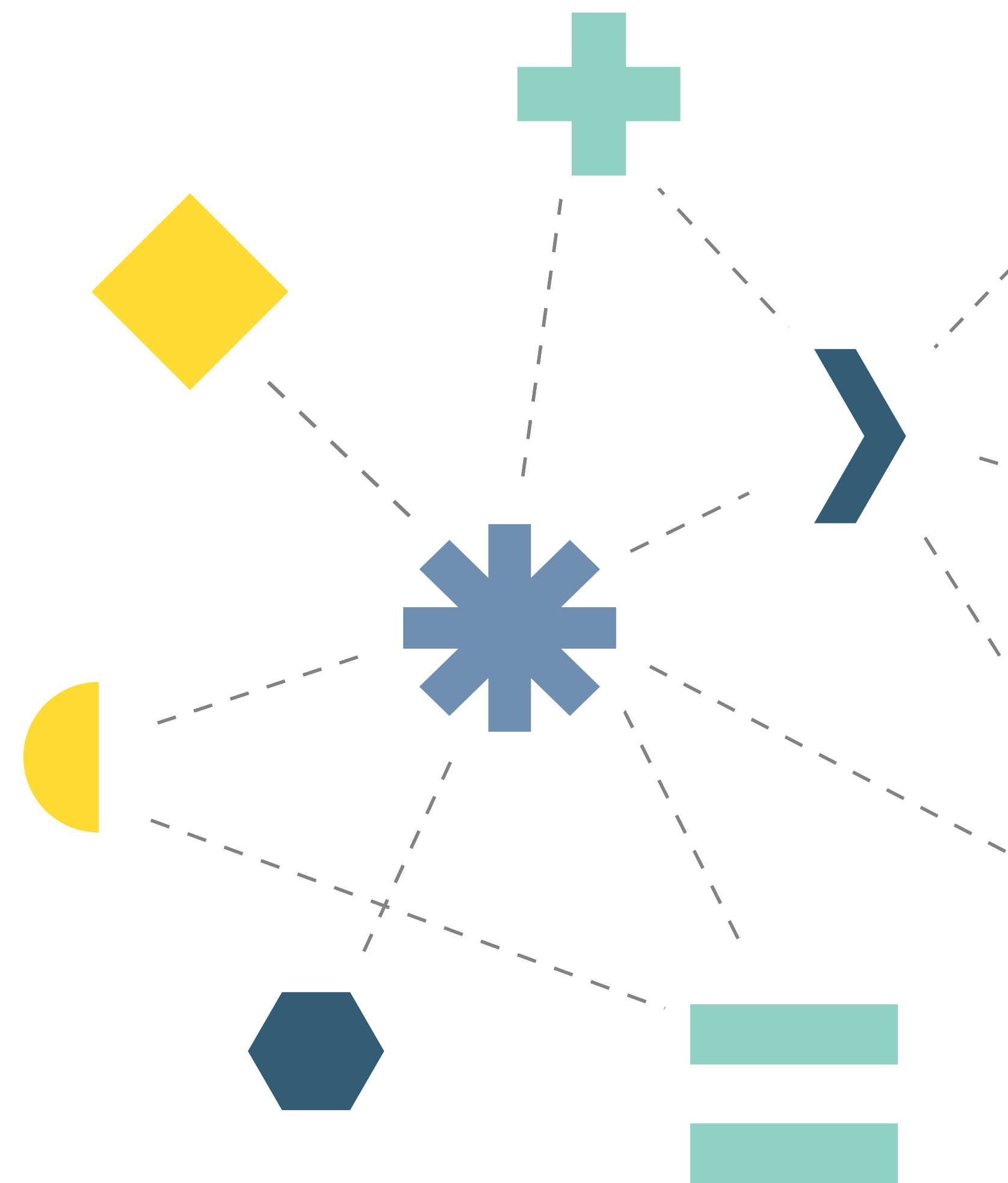
A technical working group agreed on a shared way of organizing studies, and several major research databases signed agreements to begin combining their data under this common structure. This effort aligns with the Evidence Synthesis Infrastructure Collaborative (ESIC), which announced a USD 126 million investment to strengthen evidence systems across sectors.

To move from design to practical use, we launched a CHF 1 million open call led by the What Works Hub for Global Education — supported by the Gates Foundation, LEGO Foundation,

Porticus, and the Jacobs Foundation — to fund organizations, particularly in Low- and Middle-Income Countries, to produce clear, decision-focused summaries using the new system.

An initial version of the repository will be tested throughout 2026. The lessons learned will inform the development of a larger, scaled version from 2027 onward.

If successful, this initiative could significantly change how education systems use evidence, reducing duplication, lowering costs, and making reliable, up-to-date guidance available to leaders working to improve learning outcomes. The ambition is to make high-quality evidence a normal and accessible part of education reform worldwide.



# Voices of Evidence In Motion

## Strengthening the global evidence architecture

System change depends on whether education leaders can access timely, trustworthy synthesis without each organization rebuilding the same evidence infrastructure from scratch. James Canton reflects on why the Jacobs Foundation is investing in shared systems that help evidence move faster, travel further, and stay useful.



**James Canton**

Deputy Director for Innovation and Public Policy at the Economic and Social Research Council

James Canton is the Deputy Director for Innovation and Public Policy at the Economic and Social Research Council (ESRC). He leads ESRC's work to connect research and evidence with major policy challenges, overseeing investments in AI-driven evidence synthesis, What Works Centres, and Policy Fellowships. His role focuses on building partnerships across government and academia to ensure evidence, data, and insights inform national and global decision-making. Before joining ESRC in 2020, James held senior roles at the United Kingdom's Ministry of Housing, Communities, and Local Government and the Department for Transport. He holds a PhD from the University of Bath, United Kingdom.

**A major missing ingredient has been the coordination of researchers, evidence intermediaries, funders, and evidence users. The Evidence Synthesis Infrastructure Collaborative (ESIC) has created a shared roadmap and collaboration architecture across funders, intermediaries, governments, multilateral organizations, and civil society, including through the Cape Town Consensus Charter. That makes it easier to align investments and funding, and avoid fragmentation. For example, ESRC's £11.5m METIUS program is investing in AI-enabled tools and approaches for faster, policy-relevant synthesis, and ESIC has helped us connect and align that with the Jacobs Foundation's synthesis-ready evidence repository for education. That means both the ESRC and the Jacobs Foundation get a greater return on their investment, and ultimately, there is a better outcome for education policymakers and practitioners. We get far more value by working through shared infrastructure.**

## 3.3 Embedding Evidence in National Systems and Financing What Works



Education reforms do not endure through pilots alone. They endure when financing systems and institutional routines align with strong evidence on what improves learning outcomes for children.

In 2025, this principle guided our work at both global and country levels. Globally, we strengthened our partnership with the International Finance Facility for Education (IFFEd), supporting its effort to expand affordable education financing for Low- and Middle- Income Countries. By building institutional expertise within IFFEd and strengthening how investments are reviewed and monitored, we are helping ensure that large-scale financing decisions are guided by evidence-based approaches.

At the country level, we help convene co-funding mechanisms that align public, philanthropic, and private partners around shared reform priorities. In Colombia, CEPE secured USD 25 million in pooled investment to

strengthen national capabilities to use evidence in policy and practice. In Ghana, SCALE mobilized USD 118.8 million to support national reform and established the Ghana Education Evidence and Data Lab to embed evidence-based decision-making within the Ministry of Education.

Across these initiatives, the aim is consistent: not only to increase the volume of financing, but to strengthen the systems through which decisions are made, so that evidence shapes reforms that endure and improve learning outcomes over time.

# Voices of Evidence In Motion

## Embedding evidence within schools

In Switzerland, the Jacobs Foundation is funding a scalable evidence-based self-regulated learning (SRL) intervention helping primary schools across the cantons of Lucerne, St. Gallen, and Zürich to meet student's varied learning needs. By placing student learning at the center of teaching, professional development, and school improvement, it aims to co-develop practical tools with schools and integrate evidence into everyday routines.



**Dr. Yves Karlen**

Professor of Secondary Education, University of Zürich

Yves Karlen is Professor of Secondary Education with a special focus on research on teaching and learning at the University of Zürich, Switzerland. His research centers on self-regulated learning, mindsets, and teachers' professional and diagnostic competencies. A particular focus of his work is examining how students' self-regulated learning can be effectively supported and how teachers can be empowered to foster it in authentic educational settings. Central to his work is a strong commitment to research-practice partnerships, aiming to connect robust theoretical insights with the realities of classroom practice. His research combines strong theoretical foundations with practice-oriented perspectives and is characterized by a broad range of methodological approaches.

**When evidence becomes part of everyday routines, it stops feeling like an add-on and starts shaping how teachers think, notice, and talk about learning. It is no longer something that is consulted occasionally or required externally, but something that informs everyday professional judgment. In my experience, this often happens through simple, shared practices, such as regularly reflecting on how students approached a task, not just how well they performed. One example is integrating short student reflections on strategies or difficulties into regular lessons and then using these reflections in team discussions. These insights help teachers adjust instruction and collectively reflect on how learning is being supported. In this way, SRL and evidence inform daily decisions and professional dialogue, rather than sitting outside everyday practice.**

# Voices of Evidence In Motion

## Embedding evidence inside government systems

In Ghana, the Jacobs Foundation is supporting the government to strengthen how evidence is used across the education system through the SCALE initiative. Working in close partnership with the Ministry of Education and national stakeholders, this approach focuses on embedding evidence into core government processes, from planning and budgeting to teacher support and classroom practice. By aligning policy, implementation, and learning at all levels of the system, SCALE is helping to ensure that decisions are informed by what works, with the aim of improving teaching and learning outcomes at scale.



**Dr. Clement Abas Apaak**  
Deputy Minister of Education, Ghana

Dr. Clement Abas Apaak is a respected Ghanaian academic, legislator, and public servant dedicated to advancing education and good governance. A PhD holder in Archaeology from Simon Fraser University, he brings a strong scholarly foundation to public life. With a long and distinguished career in Parliament representing Builsa South, he currently serves as Deputy Minister of Education. He is widely recognized for his articulate advocacy and unwavering commitment to education, governance, and national development.

**Ghana's experience with SCALE shows that sustainable education reform does not come from isolated initiatives, but from strengthening the systems that connect evidence, policy, and classroom practice. By embedding credible evidence into government decision-making, from planning and resource allocation to teacher support, we are building a system capable of translating knowledge into better learning outcomes for children. The long-term, trust-based partnership with the Jacobs Foundation has been central to this progress. If sustained, this approach offers an important model for how African countries can strengthen their education systems and deliver lasting improvements in learning at scale.**

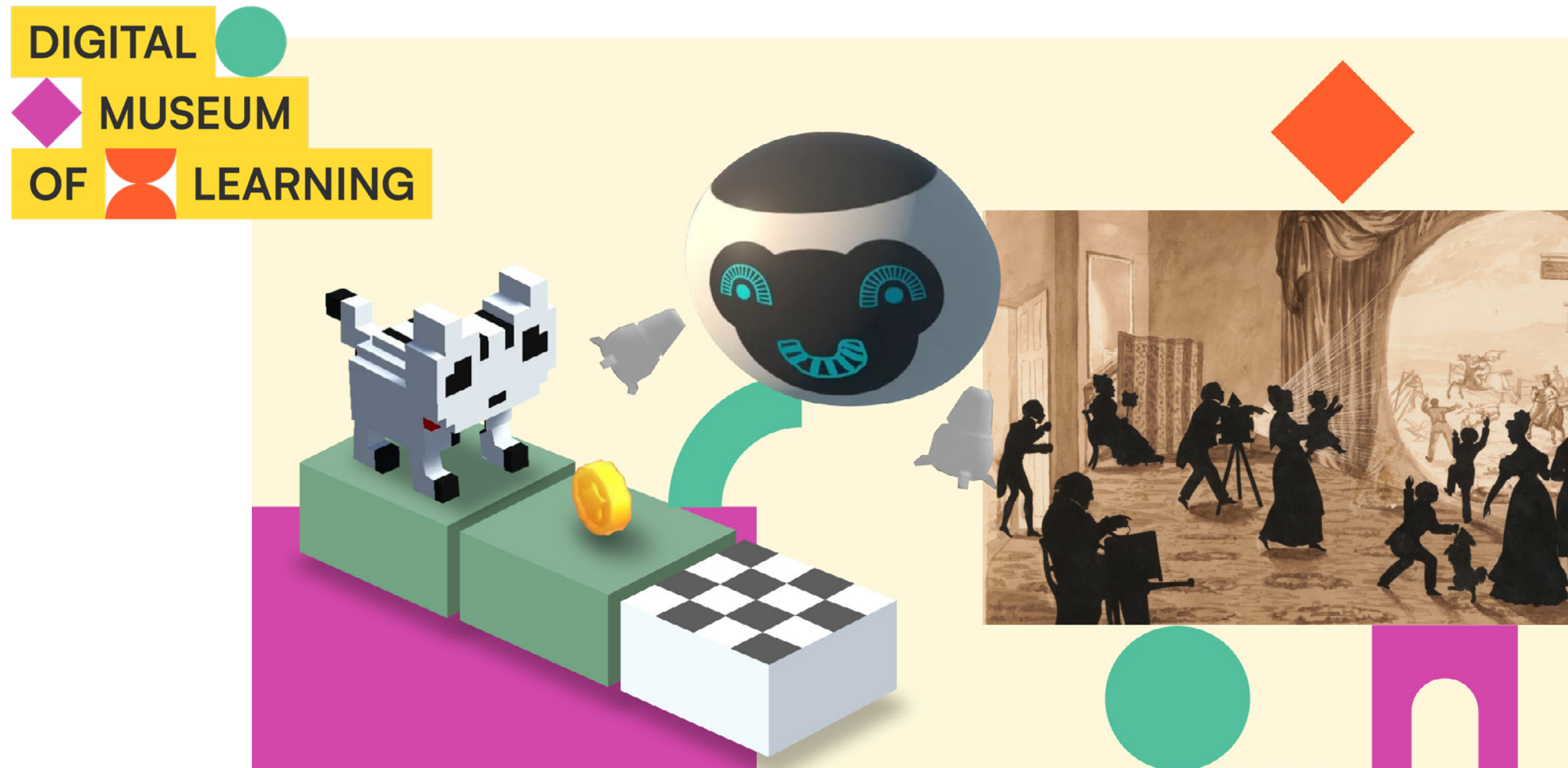
## 3.4

# Raising awareness of what works for children



In 2025, the Jacobs Foundation continued to translate learning science into formats that practitioners, caregivers, and the wider public can use, with our Learning Outreach program playing a central role in how we share what we fund and what we learn.

Through our two free digital platforms, the Digital Museum of Learning and BOLD, we make research more approachable without losing sight of its rigor, helping people connect everyday decisions to what the evidence says about how children learn and thrive. Our Learning Outreach program strengthens the Foundation's wider work by ensuring that evidence does not stay within specialist circles. The platforms support the people closest to children's learning, and reinforce a culture of curiosity, reflection, and evidence-informed choices.



Part of the Digital Museum of Learning website.

In 2025...

**2,901**

new educators signed up

**183**

countries visited the platform

**8 min 37 sec**

Average visit duration of logged-in users

**89,533**

website users



## Digital Museum of Learning

The Digital Museum of Learning is a free online museum for children aged 7-12 and the educators who support them. Its exhibitions bring the history and science of learning to life on screen and are designed to spark curiosity about how children learn. By combining scientific insights with global cultural perspectives, the Digital Museum of Learning highlights how children learn differently across contexts and empowers educators and children to explore, apply, and share effective teaching and learning practices.

In 2025, the Museum continued to grow its global community and reach, with 2,901 new educators signing up to use its customizable teaching resources. These Teacher Zone users joined from around the world, with the largest number of new sign-ups coming from Argentina, Brazil, South Africa, Switzerland, and the United Kingdom. The platform welcomed visitors from 183 countries, including 72,428 new visitors and 17,105

returning visitors, with its strongest regional growth in South America, up by 126%.

In late 2025, the Digital Museum of Learning launched its new exhibition, *Teaming up with Technology for Learning*, shifting its focus from the history of education toward the science of how children learn. The exhibition translates current research on children's learning into accessible and engaging digital learning experiences for classrooms worldwide. Throughout 2026, new stories will be added that help children understand how digital tools, such as videos, games, apps, virtual reality, and AI, can meaningfully support their learning. The exhibition encourages children to develop agency in how they learn, to explore their own learning variability, and to make informed choices about the technologies they use.



# BOLD



Illustration by Claudia Flandoli for BOLD

In 2025...

**120**

new publications



**303,000**

website users



**48**

new narrated articles



**40**

new interviewees



## BOLD

In 2025, BOLD continued to translate scientific evidence on learning and development into accessible insights for caregivers, educators, and anyone interested in children's growth. Grounded in rigorous scientific research and written for real life, it offers clear insights into what helps children learn and thrive, and why.

Over the past year, BOLD reached more than 300,000 website users with 120 publications across articles, interviews, podcasts, and videos. To make evidence more accessible, the team also produced 48 audio versions of articles, helping readers engage with the content in multiple formats. BOLD's growing community brought new voices into the conversation, with 40 interviewees and 39 new authors.

Alongside its core editorial work, BOLD developed several focused series. An inequality in education series, created with the journal *npj Science of Learning*, shared practical takeaways and personal reflections from scientists on reducing gaps in

learning outcomes. A youth mental health series, developed with the Jacobs Center for Productive Youth Development, supported master's students to translate evidence for wider audiences following a science communication workshop. And, through the new Share Your Science series with the *Mind, Brain, and Education* journal, researchers shared new findings with the public.

BOLD also expanded how audiences can learn directly from evidence. A five-week Learning to Thrive newsletter course supported adults with science-based ideas and activities to use with children. In 2025, more than 1,100 people completed the course. To help readers navigate a growing archive, the team launched Ask BOLD, an AI-powered tool that guides exploration of BOLD's evidence base and insights.

# Voices of Evidence In Motion

## Translating evidence for teachers



As part of the Jacobs Foundation's Learning Outreach program, the Digital Museum of Learning is bringing the science of how children learn to classrooms worldwide. The museum's resources support teachers to plan lessons, spark discussions, and help students reflect on how they learn, not just what they are learning. In Switzerland, Alison Spence Montillet shares how the Museum's stories have expanded her students' vocabulary and sparked their interest in the differences between their school experiences and those of other children around the world.



**Alison Spence Montillet**

English Language Educator & CLIL Practitioner

Alison Spence Montillet is an English language educator based in Switzerland, currently teaching children aged 6-12 at The English Center in Langenthal and working freelance in Biel. She recently completed a four-month substitute position at Schule Rothrist in Aargau, teaching English to classes 4-6 (ages 9-13). Alison specializes in engaging, interactive classroom approaches, including Content and Language Integrated Learning (CLIL), and is particularly interested in integrating museum collections into language learning.

**As an English as a Second Language teacher working with students aged 6 to 13 in schools in Switzerland, I use the Digital Museum of Learning to support my language-based teaching. Its stories and resources help me enhance course book material and extend vocabulary. My students love the interactive elements, the certificates, and learning about the lives of children in the past. I used the game "Can you crack the dress code?" in the Fabrics of Identity exhibition to build clothing vocabulary and expand it with adjectives. We also explored school uniforms around the world and discussed other uniforms my students wear. When creating a Learning Journey, I appreciate being able to customize the stories by hiding sections or adding resources.**

4.0

# Institution



## Board of Trustees as of April 2026

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.

Board Members also participate in at least one of four Board Working Groups – Global Program, Switzerland Program, Colombia Program, and West Africa Program.

### The Board of Trustees has three 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.
3. Investment Committee with William Egbe (Chairman), Lavinia Jacobs, Christoph Schenk, Patrick Picononi (external Member), and Christoph Bianchet (external Member).

### Christoph Schenk

Christoph Schenk was appointed to the Board in April 2026. He served as Chief Investment Officer at Zürcher Kantonalbank from 2014 to 2025 and previously held senior leadership roles at UBS and Credit Suisse.

### Emiliana Vegas (Ed.D)

Appointed to the Board in January 2021. Emiliana 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.

### Hans Ambühl

Vice Chairman

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.

### Jenny Abramson

Appointed to the Board of Trustees in 2021. Jenny 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.

### Joh. Christian Jacobs (PhD)

Honorary Chairman

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.

### Lavinia Jacobs

Chair

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

### Olaf von Maydell (PhD)

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.

### Sandro Giuliani

Former Managing Director of the Jacobs Foundation, he has been a Member of the Board since January 2020. He is Senior Advisor of the Geneva Science and Diplomacy Anticipator GESDA.

### Ulman Lindenberger (PhD)

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

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 and Africa Group.

## Team as of April 2026

### **Aline Bertoldo**

Communications Officer

### **Ana Cubillo (PhD)**

Global Lead Learning and Evidence

### **Anabel Altenburg**

Program Manager

### **Angela Holzer**

Assistant to Co-CEOs

### **Anna-Lisa Lundberg**

Program Associate, Knowledge and Communications

### **Annie Brookman-Byrne (PhD)**

Editor-in-Chief, BOLD

### **Barbara Bitzi**

Program Manager, Switzerland

### **Camilo Andrés Morales**

Country Director, Colombia

### **Daniel García**

Financial Controller, Colombia

### **Daniela Lozza**

Program Manager and Curator

### **Donika Dimovska**

Chief Knowledge Officer

### **Eliane Matti-Proenca**

Partnership Advisor

### **Fabio Segura**

Co-CEO

### **Gelgia Fetz Fernandes**

Global Lead Learning and Evidence

### **Gemma Wirz**

Learning Outreach Lead

### **George Akubia Jr.**

Financial Controller, Ghana

### **Giulia Cattaneo**

Program Manager

### **Hans Rudolf Schumacher**

Facility Manager

### **Hinah Mian**

Program Manager, Knowledge and Communications

### **Inês Charro**

Global Program Manager

### **Julian Mittmann**

Investment Manager

### **Julie Swaenen**

Investment Manager

### **Kanan Dubal**

Senior Advisor, West Africa

### **Karen Shormeh Sai**

Country Director, Ghana

### **Kartal Haskalkan**

Finance and Controlling Manager

### **Kathrin Hassler**

Finance and Operations Manager

### **Lyvia Baptista Wilhelm (PhD)**

Visual Content and Collection Specialist, Digital Museum of Learning

### **Michael Müller**

Chief Financial Officer

### **Michelle Gürber-Weber**

Office and Event Manager

### **Nataliia Markhobrod**

Associate, Administration

### **Nelson Amaya**

Global Knowledge Manager

### **Samuel Kembou PhD)**

Global Lead Learning and Evidence

### **Simon Sommer**

Co-CEO

### **Tanja Kotz**

People and Culture Manager

### **Tina Cassidy**

Country Director, Switzerland

### **Vladimir Jost**

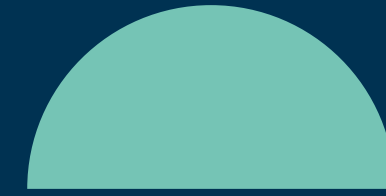
Risk and Compliance Manager

### **Yasmine Bekkouche (PhD)**

Global Program Manager

5.0

# Projects List 2025



Project	Description	Partner	Funding (CHF)	Term (Start-End)
<b>Colombia Evidencia Potencial en Educación Co-funding Mechanism</b>	Capitalizing a Co-Funding Mechanism (cFMx) that pools funds to support the establishment, sustainability, and systemic impact of “Colombia Evidencia Potencial en Educación - CEPE”).	Colombia Evidencia Potencial en Educación	34,600,000	2025-2030
<b>LEVANTE</b>	A global research network to improve our understanding of variability in learning and development through coordinated data collection, using the unique LEVANTE framework to build the first cross-cultural, multidisciplinary open dataset that captures the richness and diversity of child development and learning.	Stanford University	25,697,500	2025-2027
<b>SCALE Ghana</b>	Leveraging industry and philanthropic funds with the GPE multiplier grant to boost foundational learning in Ghana through differentiated learning, teacher training, and system strengthening.	Ministry of Education Ghana (PBMED)	19,000,000	2025-2030
<b>IFFEd: Global Financing Architecture</b>	Supporting the International Finance Facility for Education through grants for evidence and operations, project financing via MDBs, and a guarantee to seed a new philanthropy-led, evidence-based financing instrument.	International Finance Facility for Education (IFFEd)	15,000,000	2025-2030
<b>DREAMS (Digital Resource for Establishing, Analysing, and Modifying Self-Regulated Learning)</b>	Piloting a collaboration with 3 cantons to strengthen student agency, build teacher SRL capacity, and support scalable, sustainable implementation of the SRL Compass in schools and systems.	University of Zürich	3,274,884	2025-2031
<b>Jacobs CIFAR Research Fellowship</b>	Fellowship supporting excellent and innovative early- and mid-career researchers in child and youth development and learning.	Awarded to individual fellows annually - Partnership between the Jacobs Foundation and the Canadian Institute for Advanced Research (CIFAR)	3,150,000	2025-2028
<b>Global Evidence Architecture</b>	Development of a global evidence repository to consolidate fragmented research, enable country-level synthesis through EdLabs, and strengthen demand-driven, context-sensitive use of evidence in policymaking.	ViaEd (Lead), Future Evidence Foundation, What Works Hub for Global Education	2,050,000	2025

Project	Description	Partner	Funding (CHF)	Term (Start-End)
<b>Purposeful Ventures</b>	Supporting EdTech companies through innovative venture funding to build evidence of impact, demonstrate early success, and create a sustainable platform for long-term, evidence-based investment in education technology.	UBS Optimus Foundation	2,000,000	2025-2027
<b>Klaus J. Jacobs (KJJ) Award</b>	Acknowledges exceptional researchers who are making significant contributions in any scholarly discipline related to learning and development.	Awarded to Hirokazu Yoshikawa of New York University. Operations by Jacobs Foundation.	1,800,000	2025
<b>MEL, Knowledge &amp; Campaigns</b>	Implementation of a foundation-wide Monitoring, Evaluation and Learning (MEL) approach and knowledge management strategy.	Mathematica; IPA	1,400,000	2025
<b>West Africa Operations</b>	Supporting operational activities and program delivery across West Africa.	Operated by Jacobs Foundation country team	792,000	2025
<b>BOLD Digital Platform</b>	Digital platform translating complex scientific findings on child learning and development for a broader audience.	Operated by Jacobs Foundation	600,000	2025
<b>Digital Museum of Learning</b>	Championing educators and increasing the impact of their work through a digital learning platform.	Operated by Jacobs Foundation	500,000	2025
<b>Education Growth Partners (EGP) LEIF</b>	Investing in education, workforce, and learning initiatives to strengthen education systems and learning outcomes.	Education Growth Partners (EGP)	500,000	2025-2030
<b>Switzerland Operations</b>	Supporting operational activities and program delivery in Switzerland.	Operated by Jacobs Foundation country team	450,000	2025
<b>Impact Communications</b>	Strategic communications to amplify mission, enhance digital presence, and foster global engagement.	Atalanta, Athlon, other service providers	400,000	2025
<b>Los Chicos de San Ramón</b>	Improving the living conditions of families in Estancia San Ramón by providing educational activities for their children.	Los Chicos de San Ramón	150,000	2025

Project	Description	Partner	Funding (CHF)	Term (Start-End)
<b>Can't Wait To Learn Ukraine - Phase 2</b>	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	100,000	2025
<b>Schulleitungsmonitor</b>	Establishing a national monitoring instrument to provide large-scale insights into school leaders' work, inform school improvement and social justice, and facilitate exchange on effective leadership across cantonal and national levels.	FHNW	48,600	2025-2028
<b>Accademia Musicale di Brera</b>	Supporting music education and artistic development.	Fondazione Italia	18,698	2025
<b>Cartoneros y sus Chicos</b>	Providing educational support for children of the cartoneros in Buenos Aires.	Cartoneros y sus Chicos	11,000	2025

# The Jacobs Foundation in Figures

**CHF  
1.1bn**

Cumulative Grants

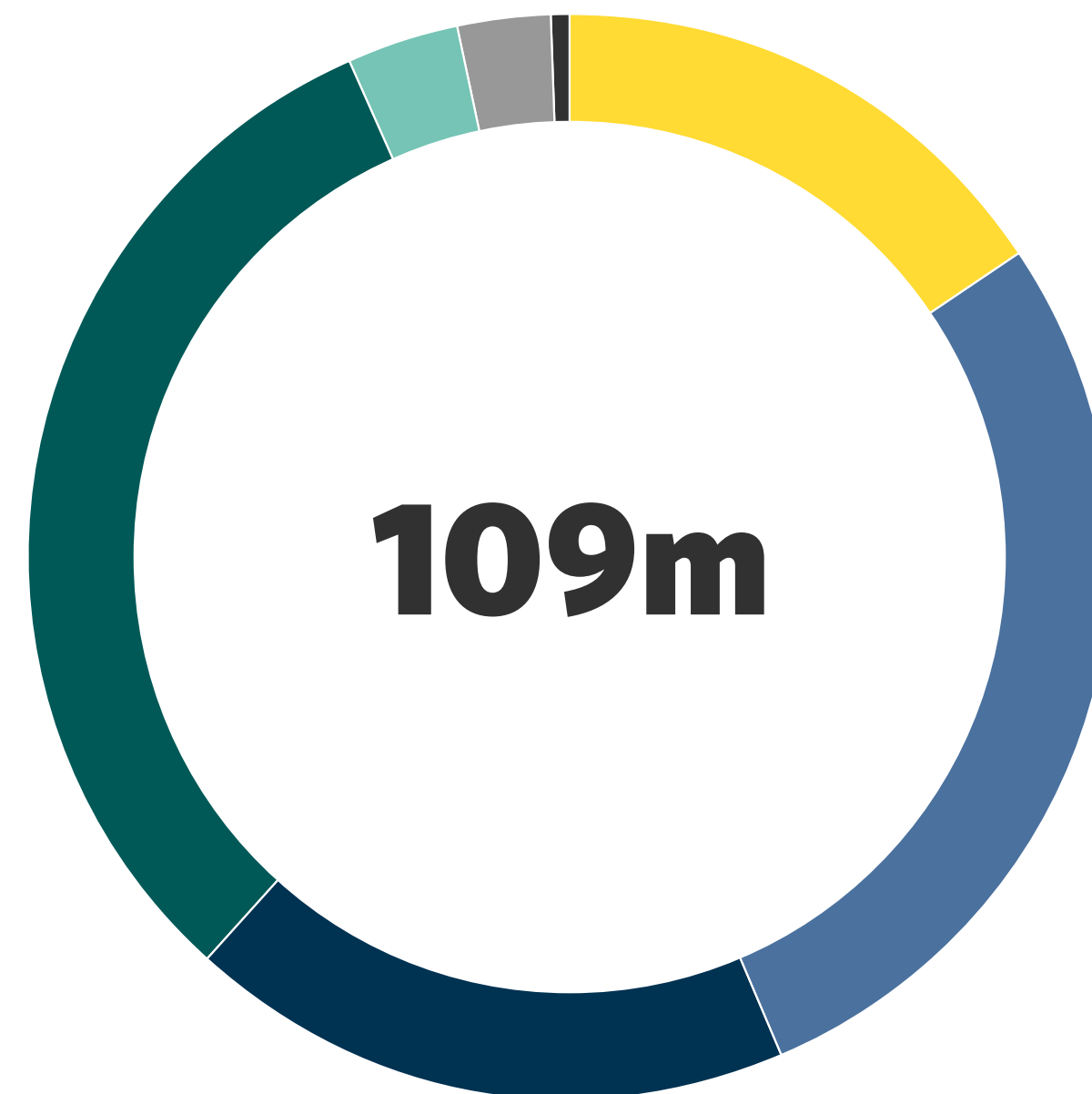
**CHF  
109m**

Projects approved in 2025

**CHF  
28m**

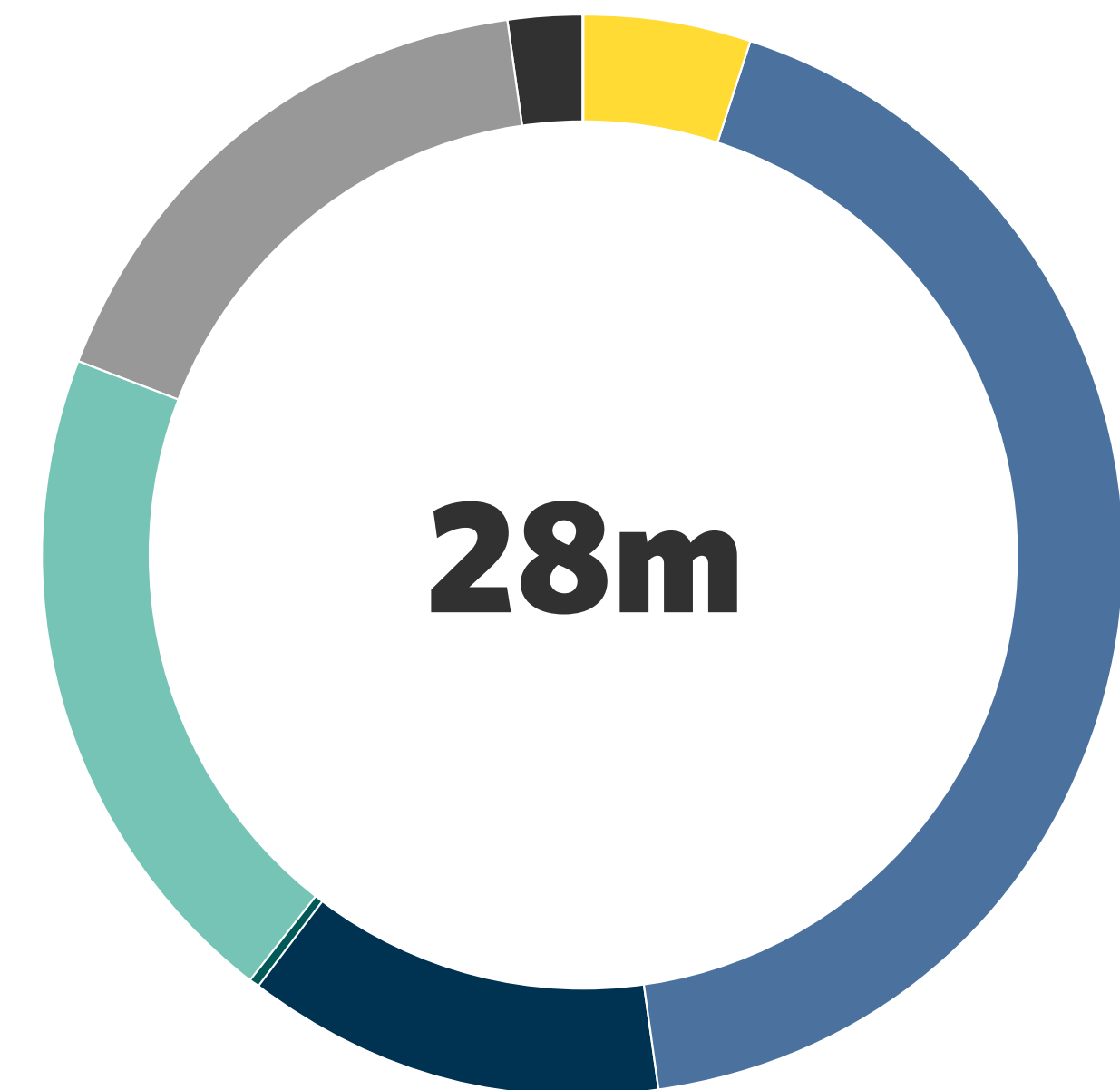
Payments to projects in 2025

**Projects Approved in 2025 by Portfolio**



- **17** Global Evidence Architecture
- **31** Global Research Programs
- **20** West Africa
- **34** Colombia
- **3.8** Switzerland
- **3.0** Learning Outreach
- **0.5** Charitable Activities

**Payments for Projects in 2025 by Portfolio**



- **1.4** Global Evidence Architecture
- **12** Global Research Programs
- **3.5** West Africa
- **0.1** Colombia
- **5.5** Switzerland
- **4.7** Learning Outreach
- **0.6** Charitable Activities

All numbers are rounded to the nearest million.

**Jacobs Foundation**

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