



INSIGHTS FOR EDUCATION

ANNUAL REPORT

JULY 2019 – JUNE 2020

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FOREWORD

As we reflect on the inaugural year of Insights for Education, one that has seen us evolve from a concept into a start-up, I'm gratified with the strong progress made and growth accomplished despite the unprecedented challenges the COVID-19 pandemic surfaced.

This first stage in the organisation's history has resulted in important milestones and pioneering projects. We have mobilised a visionary group of co-investors who share a determination to achieve "business unusual" so that education decisions better reflect the best available evidence to unlock opportunity and unleash talent everywhere.

We have inaugurated strong partnerships with critical individuals and groups; partnerships which fuelled our first steps. With those partners, we have crafted:

... a compelling manifesto about the future of education and the imperative of enabling better decision making and implementation by more systematically consolidating, synthesising, and applying evidence, and by strengthening links across research, policy and practice,

...our first Results Framework forming a scaffold for concrete and measurable programme objectives, inspired by analogous efforts from the health sector,

...the fundamentals of our first global evidence syntheses to begin in late 2020 around learning science and foundational skills,

... a first signature programme in Kenya to strengthen capacities and capabilities for embedding evidence more deeply in policies and practices, in close collaboration with leaders from the Ministry of Education and civil society,

...and, in recent months, we have developed COVID-19 Back to School Tracking and Syntheses. Prompted by the meeting of opportunity and need, we rapidly developed tools for supporting decision-makers in considering how best to plan reopening under shifting circumstances.

At the heart of all this is a visionary co-investor collective and a young team of talented staff and contributors purposefully recruited to lead these efforts over the coming years.

As we look to the journey ahead, we will build on and deepen this work and strengthen our partnerships and networks.

We profoundly thank all who offer their trust and support and join us in taking these first steps towards a bold direction together.

*Randa Grob-Zakhary
Chief Executive Officer*

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ABOUT INSIGHTS FOR EDUCATION

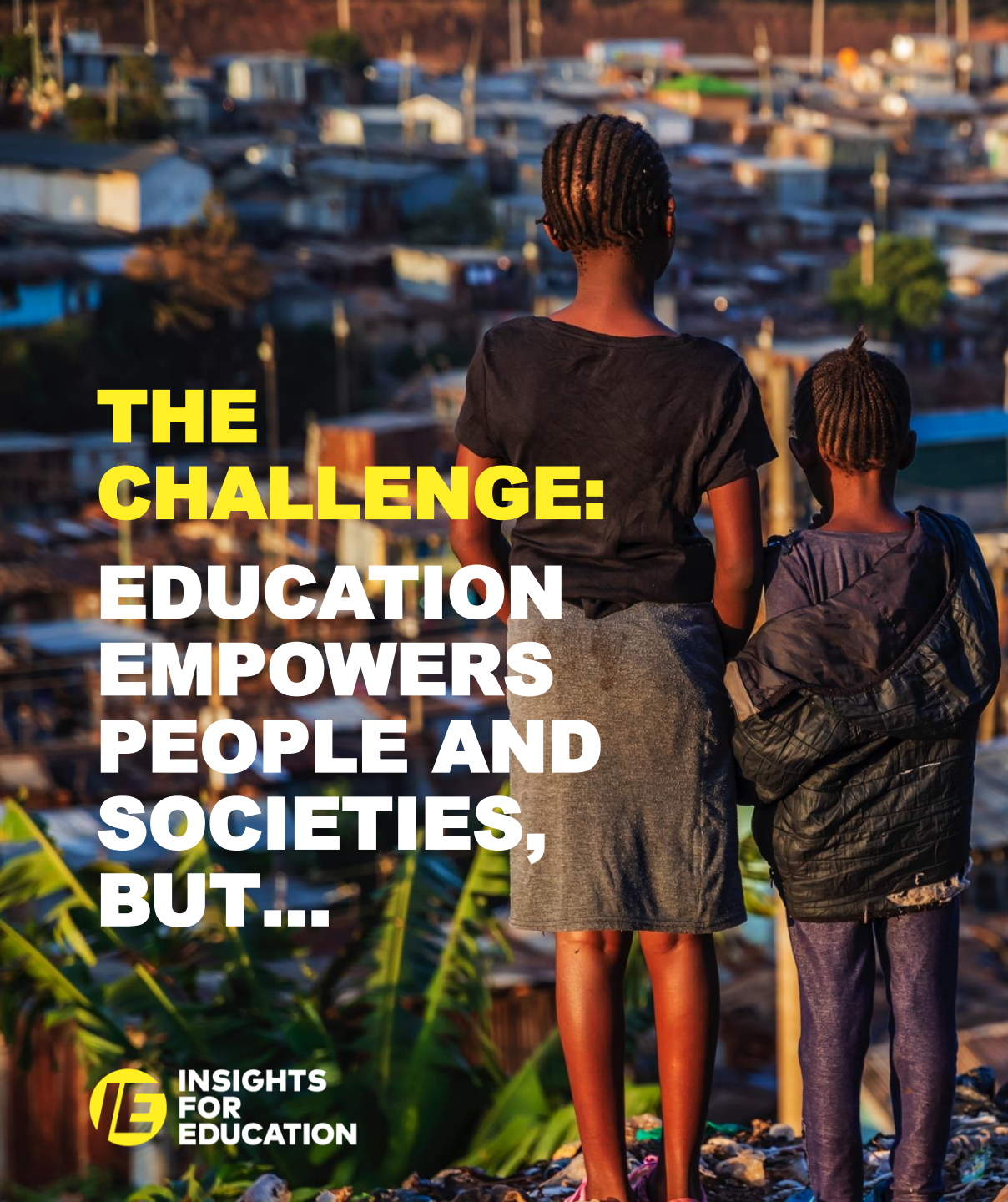
Non-profit, independent foundation established in 2019 to enable education leaders to access and use knowledge and evidence

Established by experienced education investors and practitioners

Registered in Switzerland; investors and partners in Africa, Asia, Middle East, Europe, United States

Early stage investors and partners include Jacobs Foundation, Oak Foundation, Dubai Cares, Porticus, Chan Zuckerberg Initiative





**THE
CHALLENGE:
EDUCATION
EMPOWERS
PEOPLE AND
SOCIETIES,
BUT...**

260 MILLION

children are not in
school

6 IN 10

are not achieving
basic proficiency

Education reforms are

**NOT SCALING
UP**

The world is not on
track to achieve

SDG 4

An existing and growing wealth of knowledge and
experience is

**NOT BEING UTILISED BY
POLICYMAKERS AND EDUCATORS**

OUR VISION

A world where decision making in education **reflects the best evidence to reach each learner** and improve learning outcomes for every child.

OUR MISSION

By synthesising and translating relevant evidence and experience, **help education leaders solve their toughest challenges** in strengthening equity and outcomes.

WHAT WE DO

Insights for Education enables stronger evidence-informed decision making and implementation by bridging the worlds of research, policy, and practice.

We are achieving impact through innovative thought leadership, purposeful matchmaking to bring the right content and people together, and by catalysing strategic partnerships.

Applying principles of design thinking, we seek end-user input from the beginning and throughout the process, and move beyond traditional academic literature to also bring into focus community experiences and unpublished research that offer actionable insights and solutions to policy and practice leaders.

Insights for Education envisions staged growth between 2019 – 2023 and is prototyping our approach through a first global thematic focus on the developmental and learning sciences and their influence on how children learn.

This focus has been chosen with input from national and global education and agency leaders, as more of the same will not drive sufficient progress towards global and national learning objectives.

OUR GOALS

- ✓ **Strengthen** capacity, tools, and infrastructure to connect evidence to policy and practices
- ✓ **Widen** range and quality of sources used in to solve long-standing challenges
- ✓ **Build and nurture** alliances to accelerate learning and skill development, particularly among the most marginalised learners
- ✓ **Provide** action-oriented convening and advisory support to education sector stakeholders

ADDING VALUE TO EXISTING EFFORTS

RIGHT TIME, PLACE & CHANNEL

Deep and effective engagement to facilitate knowledge transfer and application; customised, user-friendly messages tailored to different audiences, wide range of communication vehicles.

RIGHT PEOPLE

Purposeful matching of individuals and groups around specific needs, goal-oriented convening of policy and practice leaders & influencers.

RIGHT CONTENT

User-centred, action-oriented, context-specific, inclusive of wide range of sources and languages.

SECTOR FEEDBACK

“ We all have this as our interest, but none of us has it as our mandate. This initiative would be a rising tide that could lift all boats.”

BROOKINGS

“ Insights for Education is a godsend and is walking through an open door. Let us be better at using what we know for the benefit of children everywhere.”

COUNTRY PARTNER

“ This would be of tremendous value for our work; we lack a central convener of systematically developed syntheses in education.”

EDUCATION ENDOWMENT FOUNDATION

“ Expanding evidence to include grey literature means that the experience of foundations, NGOs, and many other actors can be made more visible to the world. A new way of thinking about impact!”

OPEN SOCIETY FOUNDATIONS

“ The long-term effect of this approach could transform education into a science-based industry with objective decision making.”

UNICEF

“ If we stopped all new research for the next ten years and focussed on making the best use of available data, we would make great progress and no one would suffer a bit...”

HARVARD

“ Our sector prioritises creation over curation. Our incentives won't change, and primary researchers are driven by this mind-set.”

RTI

“ A mechanism emphasising flow and use of knowledge, rather than collecting and storing, could transform education reform as we know it.”

DUBAI CARES FOUNDATION

“ We have spent billions on education around the world. Only a tiny fraction of those investments were informed by evidence.”

GLOBAL DEVELOPMENT AGENCY

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HIGHLIGHTS FROM OUR FIRST YEAR

2019

Q3

Legal Establishment

Supervisory Board

Q4

Co-Investor Collective

First Recruitments

2020

Q1

Knowledge Landscape

Kenya Programme

Q2

Global Results Framework

COVID-19 Reopening Guidance

EDUCATION KNOWLEDGE LANDSCAPE



The gap between what we know ... and what we do in education is a major factor in the global Learning Crisis.

Business as usual was never going to be enough to reach SDG4, and especially not in the face of the COVID-19 pandemic. Now is the time to take big, bold actions previously considered impossible.

System leaders have called for strong actions, but what will it take to ensure that knowledge really informs policy and practice? This report from Insights for Education draws upon a critical comparison between the education and health sectors.

The foundation for this work includes interviews with 26 education sector leaders, and a review of 80 major reports and collaborative initiatives in education. **The result is a clear call for a new Education Sector Knowledge Pathway to bridge the knowing ... doing gap.**

	Current Situation	Ambition for the Sector	Improvement Requires
KNOWING	Knowledge & Evidence <ul style="list-style-type: none"> Theoretical and/or ideological Exclusive; by and for academia Project-focused (vs. systematic) Lacking in quality & reliability High donor influence 	<ul style="list-style-type: none"> User-inspired and relevant Inclusive of frontline/community voices Addressing holistic system challenges Increasingly higher quality 	<ol style="list-style-type: none"> Shifting incentives from creation to use Greater and smarter investments in knowledge A democratisation of the culture around data and evidence, to lift frontline voices Improved synthesis and translation along the continuum An implementation revolution, that starts with user-oriented design cycles, strong implementation planning and support, and rapid-cycle feedback loops
DOING	Policy & System Management <ul style="list-style-type: none"> Not equipped for volume of raw info Unrealistic & inadequately supported Improvements disconnected from existing cycles 	<ul style="list-style-type: none"> Equipped and capable of synthesis and use Adequately reflecting context and realities Measures embedded in existing system cycles 	
	Implementation & Practice <ul style="list-style-type: none"> Implementation breakdowns Duplication of efforts Ineffective practices spread Resources squandered 	<ul style="list-style-type: none"> Effective implementation plans and feedback cycles Better use of scarce resources Improved access, outcomes, and equity 	

LEARN-KENYA

LEADING WITH EVIDENCE TO ACHIEVE REAL REFORM NOW



Learning sciences and their impact on foundational skills is in focus globally, during our first programme phase, and with Kenya as the pioneer implementing country partner.

Kenya was selected as a pioneer country because of the level of interest from its education leaders, the Ministry's capacity and successful track record of reforms, and the strength of local civil society organisations and networks.

This first programme envisions a stronger knowing-doing infrastructure for Kenya, across government and civil society, to ensure that education decision making and implementation reflect the best available evidence.

The overarching desired outcome is to improve learning outcomes and access for all learners and especially the most marginalised students. Core activities for reaching this outcome are designed to synthesise and analyse existing research, data and grey literature from diverse sources, to provide technical guidance to key national education decision-makers, and to facilitate learning of best practices and will support innovation in education delivery.



GLOBAL RESULTS FRAMEWORK



Our Results Framework visually represents our strategy to illustrate a specific objective, grounded in cause-and-effect logic. It seeks to make explicit the desired outputs, outcomes and impact. It is a pre-requisite for monitoring progress, learning about what is working, and evaluating what has been achieved, and maps a new and different way of thinking about the challenges faced by the education sector.

Knowing that traditional problem definition documents only ever get limited reading, we wanted a simple and clear way to engage our key stakeholders with these ideas. Therefore, we developed the analogy of a bridge connecting isolated communities on three islands and then worked with graphic designers to convert this concept into an **illustrated narrative** (on next page) that quickly communicates the challenge that we are addressing.

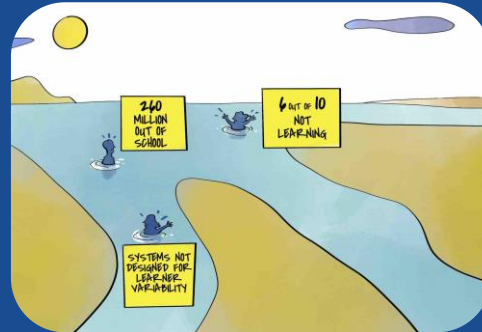


The Results Framework itself builds upon this problem description to capture the outputs, outcomes and impact that we plan for the coming years. To deliver that, there is a clear focus on the role of synthesis, plain language recommendations, and supporting improvement programmes to drive knowledge informed policy change and use. The critical role of leaders and networks in supporting this is emphasised.

THE KNOWING - DOING GAP IN EDUCATION



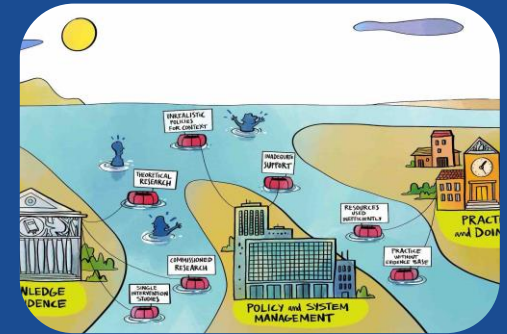
Today, many children are cast adrift in our education systems.



The problem is huge – this is an education crisis.



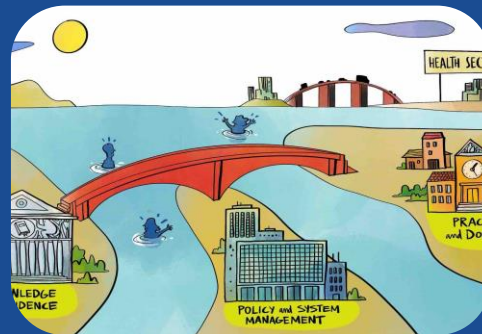
The institutions that make-up our education systems are disconnected.



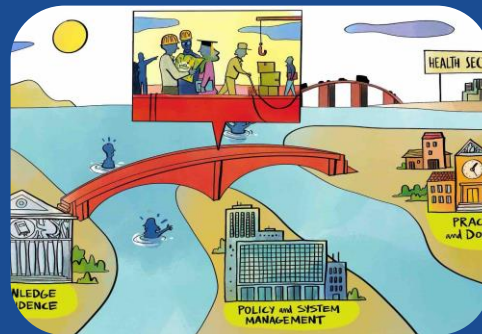
Their response to the education crisis is well intended, but uncoordinated and inadequate.



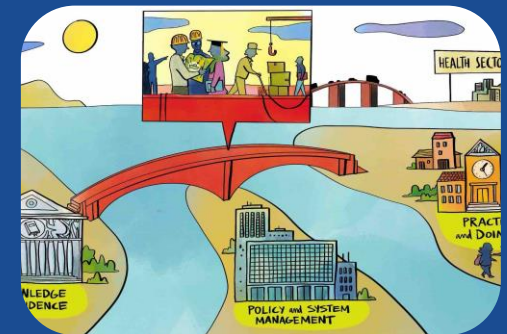
Meanwhile, the health sector is a case study in bridge building for evidence-informed practice.



INSIGHTS is building a bridge between the worlds of knowledge, policy and practice in education.



The bridge is a new operating model to close the knowing-doing gap.



Transforming the capacity and culture of education systems to routinely use knowledge to drive policy and practice will lift millions of students out of the water, into school and learning.

RESULTS FRAMEWORK



OUTPUTS

WHO
Policy and
practice leaders

Demand: Leaders who express a clear need and commitment to the process.

KNOW
Synthesis of
evidence

Synthesis: Independent, user-centred analysis of a broad range of evidence.

HOW
Evidence-
informed
decision making

Recommendations: Plain language 'so-whats' with actionable proposals.

DO
Implementation
planning

Change programme: Plans to facilitate and communicate the transformation.

WITH
Strong
alliances

Networks: New partnerships, greater synergy and more collaboration to deliver above.

OUTCOMES

Knowledge: Identified evidence-informed solutions for long-standing challenges, based on broader and deeper analyses.

Policy improvements: Knowledge-informed policies laying the foundation for improved practices in sector plans.

Use: Implemented and integrated improvements into education systems and sustainable new capacities and capabilities.

IMPACT

For children:

- **Improved learning outcomes** for all (SDG 4.1, 4.2)
- **Equity** for the most marginalised (SDG 4.5)

For the education sector:

- **Extended reach and use of evidence** to inform policy and practice.
- **Scarce resources better utilised** to address the most pressing challenges.
- **Inclusion of community** experience in the evidence pool.

COVID-19 BACK TO SCHOOL TRACKER



Country: Switzerland

Number of daily new cases (per million of population; 7 day rolling average) and school status

Status:
Current status: Open
Days fully closed: 56

Closure:
Total cases on closure: 254 per million
Days between full closure and peak: 18

Reopening trends:
Downward for 11 day(s) prior to announcement
Downward for 36 day(s) prior to initial reopening

See our [regional tracker](#) to compare other countries with Switzerland

Country information:
Income level: High income
Pupil/teacher ratio (primary): 9.9

Plans for first reopening:
Reopening strategy: Gradual
Who returned first: Primary and Kindergarten
Class changes: Double shifts or reduced sizes
Social distancing in class: 2m
Face masks required: No

Key events:
18 Mar: First national closure
3 Apr: Peak of new daily cases
16 Apr: Reopening announced
11 May: Reopening started

Country sources:

- [https://www.sbfi.admin.ch/...](https://www.sbfi.admin.ch/)
- [https://www.bag.admin.ch/...](https://www.bag.admin.ch/)
- [https://www.swissinfo.ch/...](https://www.swissinfo.ch/)
- [https://www.revsd.admin.ch/...](https://www.revsd.admin.ch/)
- [https://www.cidrap.umn.edu/...](https://www.cidrap.umn.edu/)

Back to school in Africa: Five lessons learned so far

[Read article](#)

theatricareport

SCHOOL MONITOR

Coronavirus: Back to School Tracker to monitor reopening

15 July 2020 08:34

[Read article](#)

Prompted by requests from global education leaders in the wake of the COVID-19 crisis, we developed a user-friendly tracker and accompanying synthesis of country experiences around reopening schools, highlighting what can be learned from examples globally and support decision-makers in considering how best to plan reopening under shifting circumstances. This work is being used actively by reopening committees and has been featured in media covering the school reopening theme.

Next steps for this analysis will focus on expanding and maximising the relevance of data that is captured to ensure that the initiative remains pertinent to school reopening taskforces. We will continue to monitor and adapt this initiative as the situation evolves globally over the coming months at [education.org](https://www.education.org).

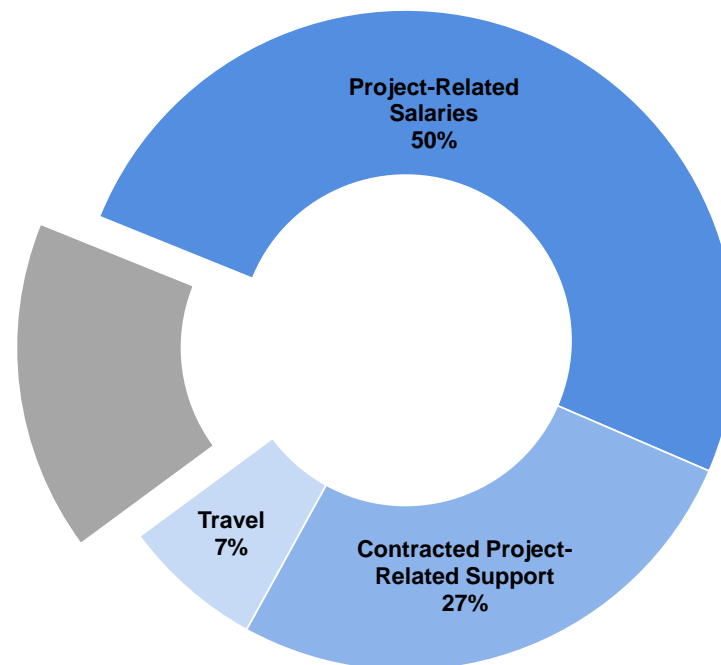
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OVERVIEW OF EXPENSES

Indirect (Operational) Costs 16%

- Initial start-up costs
- General support
- Currency loss



Direct Project Costs 84%

- LEARRN-Kenya
- LEARRN-Global
- COVID-19 School Reopening Guidance

Due to the coronavirus pandemic, our planned activities from March 2020 had to be changed, including cancelling project travel, shifting some personnel hiring to contractual support, and taking on some new activities related to COVID-19, which resulted in lower spending than expected. Of the total amount of expenses, direct expenses represented 84%. Operational expenses, including one-off start-up costs and currency losses, amounted to 16%.

BALANCE SHEET

As of 30 June 2020 (in CHF)

ASSETS	
Cash and cash equivalents	852.104
Trade receivables	1.272
Accrued income and prepaid expenses	6.319
TOTAL CURRENT ASSETS	859.695
Furniture, installations	7.500
IT, communications technology	2.200
TANGIBLE CAPITAL ASSETS	9.700
TOTAL ASSETS	869.395
LIABILITIES AND SHAREHOLDERS' EQUITY	
Trade creditors	74.652
Deferred income and accrued expenses	194.756
TOTAL SHORT-TERM LIABILITIES	269.408
EARMARKED FUND CAPITAL	97.594
Foundation Capital	50.000
Annual result	452.393
TOTAL FOUNDATION CAPITAL	502.393
TOTAL LIABILITIES, EARMARKED FUND CAPITAL AND FOUNDATION CAPITAL	869.395

INCOME STATEMENT

16 July 2019 to 30 June 2020 (in CHF)

OPERATING INCOME	
Received Grants	1.008.813
EXPENSES	
Contracted Services	147.607
Travel, Conferences and Meetings	38.319
Project-Related Salaries	280.247
TOTAL DIRECT EXPENSES	466.173
Administration-Related Salaries	23.711
Other operational expenses	30.055
TOTAL OPERATIONAL EXPENSES	53.766
Depreciation and amortisation of fixed assets	433
Finance cost and financial income	36.048
DEPRECIATION AND AMORTISATION, FINANCIAL INCOME	36.481
ANNUAL RESULT	452.393

MANAGEMENT'S STATEMENT

The Board of Directors and executive management have considered and adopted the annual report of Insights for Education for the financial year 16 July 2019 – 30 June 2020.

The annual report has been prepared in accordance with the provisions of the Swiss law. In our opinion, the financial statements give a true and fair view of the Foundation's financial position at 30 June 2020, and of the Foundation's activities and cash flows for the financial year 16 July 2019 – 30 June 2020.

We believe the management's review includes a fair review of the development in the Foundation's activities and finances, the result for the year and the financial position of the Foundation, as well as a review of the most significant risks and elements of uncertainty facing the Foundation.

AUDITOR'S REPORT



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5001 Aarau

Report of the statutory auditor on the limited statutory examination
To the Board of Foundation of

Insights for Education, Oberrieden

As statutory auditor, we have examined the financial statements (balance sheet, income statement and notes) of Insights for Education for the first business period from 16 July 2019 to 30 June 2020.

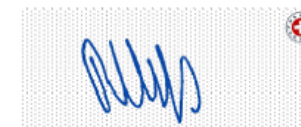
These financial statements are the responsibility of the Board of Foundation. Our responsibility is to perform a limited statutory examination on these financial statements. We confirm that we meet the licensing and independence requirements as stipulated by Swiss law. An employee of our company assisted in the bookkeeping during the reporting year. This individual was not involved in the limited statutory examination.

We conducted our examination in accordance with the Swiss Standard on the Limited Statutory Examination. This standard requires that we plan and perform a limited statutory examination to identify material misstatements in the financial statements. A limited statutory examination consists primarily of inquiries of company personnel and analytical procedures as well as detailed tests of company documents as considered necessary in the circumstances. However, the testing of operational processes and the internal control system, as well as inquiries and further testing procedures to detect fraud or other legal violations, are not within the scope of this examination.

Based on our limited statutory examination, nothing has come to our attention that causes us to believe that the financial statements do not comply with Swiss law and the foundation deed and regulations.

Aarau, 21 August 2020

BDO Ltd



Philipp Mathys



ppa. Lorenzo Papini
Auditor in Charge

NOTES

RESPONSIBILITY OF THE BOARD OF DIRECTORS AND EXECUTIVE MANAGEMENT FOR THE FINANCIAL STATEMENTS

The Board of Directors and executive management are responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in Switzerland; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Directors and executive management are responsible for assessing the Foundation's ability to continue as a going concern; disclosing, as applicable, matters related to going concern; and using the going concern basis of accounting in preparing the financial statements unless the Board of Directors and executive management either intends to liquidate the Foundation or to suspend operations, or has no realistic alternative but to do so.

LIMITED STATUTORY AUDIT

The Foundation was audited in accordance to the Swiss standard of Limited Statutory Examination, since an Ordinary Examination is to be performed if two of the three following values are exceeded on average over the year in two consecutive financial years (Art. 727 para. 1 no. 2 and 727b para. 2 of the Swiss Code of Obligations in conjunction with Art. 83b para. 3 of the Swiss Civil Code): a balance sheet total of 20 million Swiss francs; a turnover of 40 million Swiss francs; 250 full-time positions on average over the year. Furthermore, the regulatory authority may require an Ordinary Examination if it seems to be necessary for a proper assessment of the financial situation of the Foundation.

TRANSLATION OF FOREIGN CURRENCY

Transactions in foreign currencies are translated into Swiss francs using the foreign exchange rates applicable on the transaction date. Monetary assets and liabilities in foreign currencies are translated into Swiss francs using the foreign exchange rates applicable on the balance sheet date. Realised and unrealised foreign exchange gains and losses are recognised in the income statement under financial income and expenses.

NOTES

GENERAL INFORMATION

The financial statements are presented in Swiss francs. Unless otherwise stated, all values are to be understood in CHF.

The foundation was established as per 16 July 2019. The first year of business presented in these financial statements encompasses the period from 16 July 2019 to 30 June 2020.

STATUTORY BASIS

The financial statements were prepared in accordance with the provisions of Swiss law, in particular the article on commercial bookkeeping and accounting of the Swiss Code of Obligations (Art. 957 to 962).

OPERATING INCOME AND EXPENSES

Expenses and income are recorded on an accrual basis. The changes in earmarked fund capital are disclosed in the notes.

TAXES

Insights for Education is domiciled in Switzerland and exempt from direct taxation by the Swiss federal government, the canton of Zurich and the municipality of Oberrieden owing to its exclusively charitable purpose.

DETAILS ON POSITIONS OF THE BALANCE SHEET

TRADE RECEIVABLES

Amount of current account paid back on 14 August 2020.

YEARLY AVERAGE OF FULL-TIME POSITIONS

Average number of full-time employees less than 10.

LONG-TERM LEASE OBLIGATIONS

Residual amount of the liabilities from sale-like leasing transactions and other leasing obligations, unless these expire or may be terminated within twelve months after the balance sheet date: 56'000.00

SUBSTANTIAL LIABILITIES TO PERSONNEL WELFARE INSTITUTIONS

VZ Vermögenszentrum: 56'568.20

EARMARKED FUND CAPITAL

Earmarked Fund Capital as per 1 July: 0.00

Inpayments, Chan Zuckerberg Initiative: 179'712.00

Use of fund for corresponding projects: - 82'118.37

Earmarked Fund Capital as per 30 June: 97'593.63

REQUIREMENTS FROM REGULATORY AUTHORITY

Currently there are no pending requirements from the regulatory authority.

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INSTITUTION AND GOVERNANCE

FOUNDATION BOARD

Eric Grob, President of the Foundation Board
Dr. Jan Mischke, Member of the Foundation Board
Dr. Randa Grob-Zakhary, CEO (non-voting)

FOUNDATION MANAGEMENT

Dr. Randa Grob-Zakhary, CEO
Natasha Lopes Müller, Director of Operations
Domitille Harb, Global Director of Communications

CONTRIBUTORS

Dr. Aleesha Taylor, Interim Chief Technical Officer
Dr. Hassan S. Ahmed, Senior Technical Lead
Andrew Bollington, Senior Consultant
Eileen O'Malley, Independent Senior Advisor

AUDITOR

BDO AG

SUPERVISORY AUTHORITY

Swiss Federal Supervisory Board for Foundations (ESA), Federal
Department of Home Affairs

CONTACT

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8810 Horgen, Switzerland

Twitter: @insights4ed
Website: education.org

BANK

Zürcher Kantonalbank
Bahnhofstrasse 9
8001 Zurich, Switzerland
SWIFT: ZKBKCHZZ80A

Beneficiary:
Insights for Education

CHF (Swiss francs) account:
1148-2805.339
IBAN: CH28 0070 0114 8028 0533 9

USD (US Dollars) account:
1300-9166.599
IBAN: CH23 0070 0130 0091 6659 9

Company number: CHE-325.156.341
Tax Exempt Ruling: 002117611 19/10 423

Insights for Education is a recently-established global resource for evidence-informed decision-making and implementation in education. Our vision is a world where decision making in education **reflects the best evidence to reach each learner** and improve learning outcomes for **every child**. We aim to do this by synthesising and translating relevant evidence and experience, to **help education leaders solve their toughest challenges** in strengthening equity and outcomes.

education.org



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