

Insights for Education Annual Report

JULY 2021 – JUNE 2022



FOREWORD

Reflecting back on our third year here at Insights for Education, we focussed sharply around transitioning from education system reopening to learning recovery, enabling us to elevate the mission we initiated just weeks before the pandemic began.

We are extremely proud of the progress we have made but even more so, excited for what is to come in the upcoming year.

We are continuing to forge strong partnerships with integral individuals and groups who are helping to support and uplift our work.

Alongside our partners we have:

... released a White Paper “Calling for an Education Knowledge Bridge”, which stands as our manifesto to reshape education and enable better decision making and implementation by more systematically consolidating, synthesising, and applying evidence, and by strengthening links across research, policy and practice;

... designed a blueprint for evidence synthesis, which serves as the platform through which documented research outcomes in education (the “evidence”) can be identified, sourced, screened, catalogued, distilled, synthesized and ultimately surfaced for the purpose of better decision making. donors and others;

... released our first synthesis prototype with a focus on Accelerated Learning Programmes. Incorporating a wide range of sources, this synthesis is a first of its kind for policy leader and education decision makers, offering key lessons gleaned from experiences with learning recovery from education in emergencies;

And, strengthened partnerships with Ministries of Education to improve accelerated education policies and guidelines to help coordinate implementing partners and align accelerated education programs to the formal education system, while also strengthening infrastructure for greater evidence use.

It is with deep gratitude that we acknowledge and appreciate the support of our Co-Investor Collective, our Board of Directors and Advisors, and our talented team of dedicated professionals. It is with their trust and determination that we are able to advance in fulfilling our mission, advancing evidence for every learner.

Dr Randa Grob-Zakhary, Chief Executive Officer and Founder



ANNUAL REPORT JULY 2021 – JUNE 2022



FOUNDATION OVERVIEW

PAGE 04



FINANCIAL REPORT

PAGE 19



KEY ACCOMPLISHMENTS

PAGE 13



INSTITUTION AND GOVERNANCE

PAGE 25



FOUNDATION OVERVIEW



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*** by 2030

A wealth of evidence and experience is **NOT BEING USED** by policymakers and practitioners

The number of crisis impacted school-aged **CHILDREN** has grown from 75 million to **222 MILLION**

* United Nations Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

ABOUT EDUCATION.ORG

We are an initiative of Insights for Education, a young foundation created to advance evidence and improve education for every learner.

Team of diverse experienced education professionals with education at our heart.

We create global public goods & work at country-level with education leaders.

Registered in Switzerland & operational since 2020; investors & partners in Africa, Asia, Middle East, Europe, and North America.

We are supported by a visionary co-investor collective committed to equity and quality in education & are growing partnerships across governments, agencies, NGOs, universities, businesses and foundations around the world.



OUR VISION

A world where the best evidence
**guides education leaders
to improve education for every learner.**

OUR MISSION

Our mission is to advance evidence & improve education for every learner.
We do this by **making existing evidence easier for education leaders to
access & use in plans, policies and guidelines.**

OUR VALUES


Independence

Transparency

Inclusion







Collaboration

Impact



**WE AIM TO BE A
BENEVOLENT
DISRUPTOR AND
AN EAGER
BRIDGE-BUILDER
ACROSS THE
EDUCATION
ECOSYSTEM**

OUR CORE PRINCIPLES

-  Maximise use of existing evidence, as opposed to creating new evidence
-  Focus on concerns of decision-makers across government and society
-  Combine evidence with practical experience & purposeful coalitions among current networks
-  Broaden the range of evidence used: translate global evidence into local contexts & elevate local evidence/experiences
-  Enable implementation of evidence into sector plans, policies & practices that address barriers to learning
-  Build on successful transformation from the health sector

**WE ARE
EAGER TO
MAKE A
UNIQUE
CONTRIBUTION
TO ACCELERATE
PROGRESS
IN EDUCATION**

ADDING VALUE TO EXISTING INITIATIVES

RIGHT TIME, PLACE & CHANNEL

Tailored engagement and communications to facilitate transfer of evidence into policies and practices.

RIGHT PEOPLE

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

RIGHT CONTENT

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

OUR GOALS



GREATER USE OF EVIDENCE FROM WIDE RANGE OF COMMUNITY FRONTLINE EXPERIENCES IN EDUCATION



STRONGER CAPACITY, CULTURE, SUPPORT & NETWORKS FOR EVIDENCE-LED POLICY AND PRACTICE WORK FOR BETTER USE OF SCARCE RESOURCES



POLICY AND PRACTICE IMPROVEMENTS FOR LONG-STANDING PROBLEMS

QUALITY

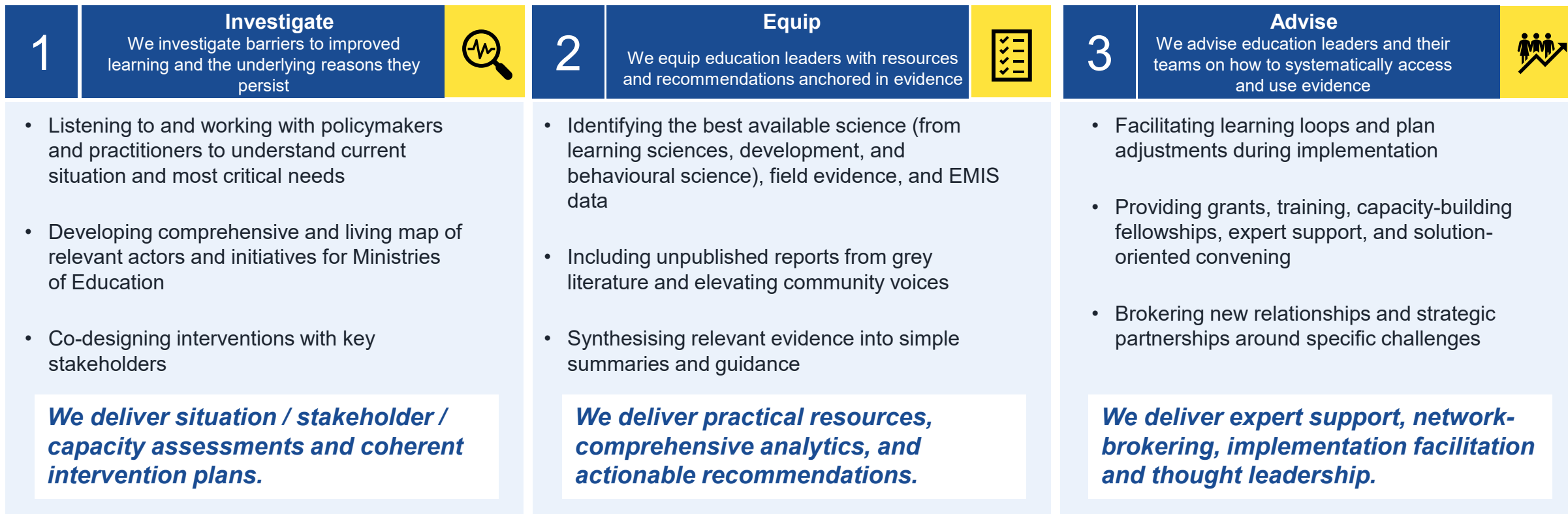
IMPROVED LEARNING OUTCOMES (SDG 4.1, 4.2)

EQUITY

REACHING ALL LEARNERS, ESPECIALLY THE MOST MARGINALISED (SDG 4.5)

HOW WE ADD VALUE

We seek to enable and ease the use of evidence to improve education, for every learner.



We differ from existing initiatives by focusing on the **USE**, and not the creation of evidence.



KEY ACCOMPLISHMENTS

MILESTONES

The next pages provide more detail on selected milestones



An **Education Knowledge Bridge** White Paper:

Significant increase in **sector dialogue and investment** around evidence use and making better use of existing resources

2021

"It is rare to put country needs first when donor-commissioned studies are being formed, despite good intentions. Even rarer are efforts to identify and acknowledge national and local research and experiences. It would be most welcome if our sector were to re-prosecute what we mean by "evidence", and to strengthen our mechanisms for routinely listening to and elevating the voices of communities."

— **Sara Ruto, Chief Executive Officer, PAL Network and Chairperson, Kenyan Institute of Curriculum Design**



New **Country Partnerships**:

Meaningful ministerial **engagement** with emerging new capacities for evidence use and strengthened partnerships with investors and collaborators

"It is quite common for people to make policies based on gut feeling or history or their perception ... We want to use evidence to inform our policy. Evidence can come from other countries and from local experience. We actively test innovations and their potential to scale. Also, citizen engagement in building and testing innovations is a principle we care about."

— **Dr David Moinina Sengeh, Minister of Basic and Senior Secondary Education in Sierra Leone.**



A **Novel Design Blueprint** for **Synthesis of Frontline Evidence**:

Permanent infrastructure for **education evidence synthesis** with greater inclusivity of participants and democratisation of evidence

"There is a massive amount of (country level) data not being used, mainly due to a lack of time and resources. The work of Insights for Education is highly needed and most welcome."

— **LeAnna Marr, Acting Deputy Assistant Administrator, USAID**

"The extra step of synthesis is needed for the institutionalisation of evidence."
— **Howard White, Chief Executive Officer, Campbell Collaboration**



A **Prototype Synthesis** for **post-COVID Learning Recovery**:

Validated value **proposition**, with Accelerated Learning Synthesis influencing national policies

"This synthesis and the team's technical expertise will help us to accelerate policies and related improvements for out school children in Kenya. We are fast-tracking some of the key recommendations advised in this work, and we would like to share our experiences with others, too."

— **Harun Mohamed Yussuf, CEO of the Government of Kenya's National Council for Nomadic Education.**

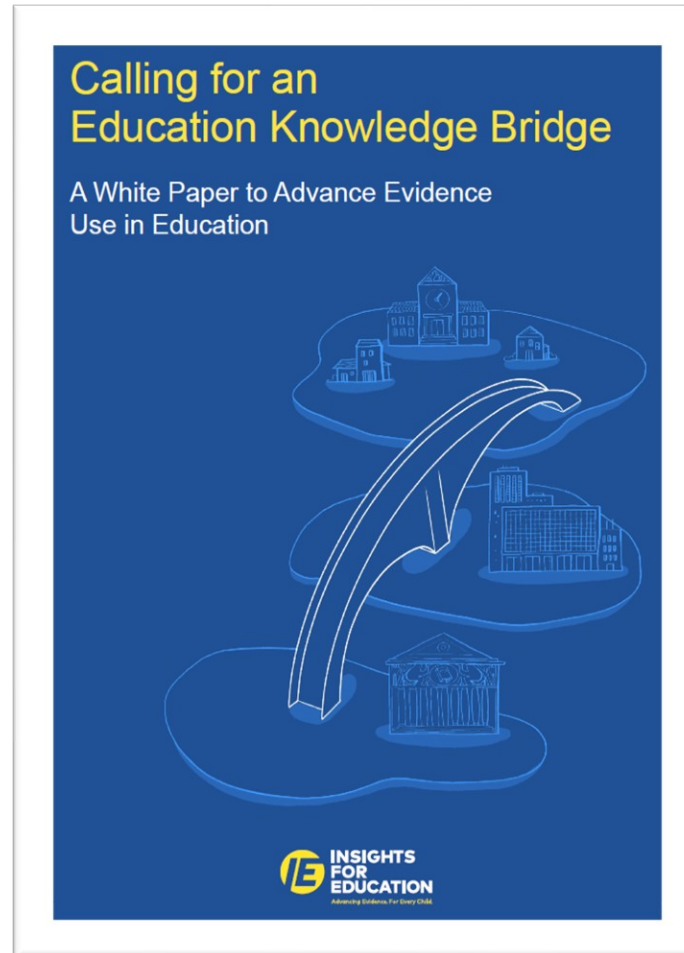
WHITE PAPER

The gap between what we know ... and what we do in education lies at the heart of a global learning crisis.

The learning crisis demands dramatic system improvement urgently. Despite huge progress and many important initiatives, the communities of research, policy and practice are often independent islands of activity making worthy, but uncoordinated attempts to bridge the gaps.

This White Paper, created for anyone interested in improving education outcomes, responds to discussions with policymakers, practitioners and researchers. It reflects interviews with 80 education sector leaders, analysis of more than 45 organisations and a review of 80 major reports and 8 collaborative initiatives in education. It highlights that **it is not the lack of new research that is the greatest obstacle to progress, but the failure to use what we already know.**

The result is a call for collective action across education actors to span the knowing-doing gap by building an “Education Knowledge Bridge”.

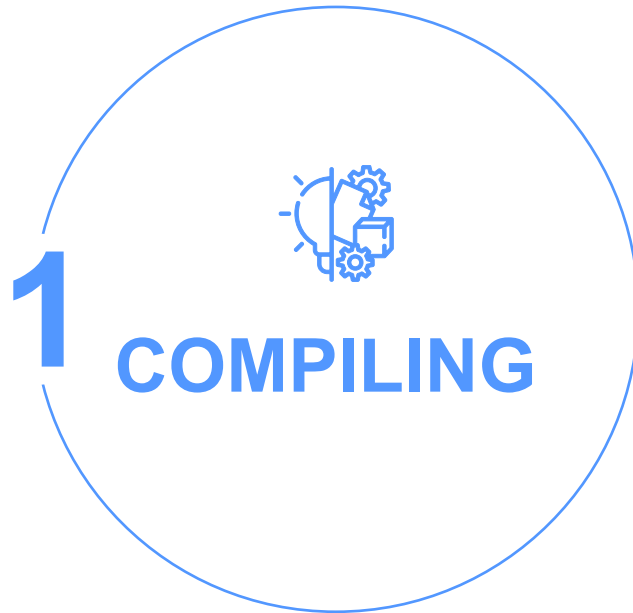


“

There is a tremendous amount of data and research that is not accessible and heavily under-utilised. We would all benefit from efforts to routinely surface this information and to make it more accessible and useful for leaders influencing education decisions. ”

Andreas Schleicher, Director for the Directorate of Education and Skills, OECD

SYNTHESIS DESIGN BLUEPRINT



Our **Synthesis Design Blueprint** puts into practice the call to action and commitments we made in our White Paper: Calling for an Education Knowledge Bridge and is a significant step to mirror knowledge gathering in other sectors such as Health.

Utilising **design thinking**, Insights for Education has created a process that offers:

- ✓ A **fundamental pillar of our operating model** to support our unique value for the education evidence ecosystem, for any thematic topics
- ✓ A **basis for implementation plans** with scale, technology and cost considerations
- ✓ A **platform for prototyping** a first synthesis product about Accelerated Learning

ACCELERATED LEARNING SYNTHESIS

WHAT

Applying our **novel approach to including traditionally excluded** grey literature from frontline actors, our global synthesis provides **new and distinctive guidance for policy leaders** facing challenges related to accelerated and catch-up learning. Five essential leadership lessons for policy leaders and their technical leadership teams offer frameworks for decision makers to inform choices, take policy actions, and develop national guidance.

WHY

In the wake of COVID-19, there is significant concern as marginalised **children that were already disadvantaged have been left even further behind** and calls for catch-up have not been met by evidence-informed guidance. Insights for Education's synthesis focused on Accelerated Education Programmes (AEPs) and their role in post-COVID-19 recovery using the best available evidence to focus on concerns of decision-makers across government and society.



“ *The guidance, as well as the synthesis, should be interpreted in that wider context and be seen, rightly, as evidence for addressing the global learning crisis and accelerating the progress towards achieving SDG 4. This is a useful tools for developing policies and programmes that will address both crises.* ”

Deng Deng Hoc Yai,
Former Minister of Education
South Sudan; and Co-Chair,
Education.org Global Council



COUNTRY IMPACT

Building on our three-year programme Leading with Evidence to Achieve Real Reform Now (LEARRN), Insights for Education is contributing to strengthening access and improving outcomes for Kenyan learners through strengthening and embedding evidence use in policy.

Insights for Education is working closely with Kenya's Ministry of Education and its partners to strengthen guidelines for accelerated learning with good examples and effective practices identified from our accelerated education evidence synthesis. Furthermore, this work is being used as an example to more broadly strengthen evidence-informed policy work across ministerial priorities.

Further engagement has been requested from additional Sub-Saharan African Ministries who want to utilise accessible and actionable evidence to improve availability and quality for all learners. Partnerships with these countries is in development

“ *It was indeed great working towards getting solutions for equitable quality education for all.* ”

Truphena Kirongo, Deputy Director of Education – Kenya

*speaking about a recent Accelerated Education Workshop in collaboration with Education.org

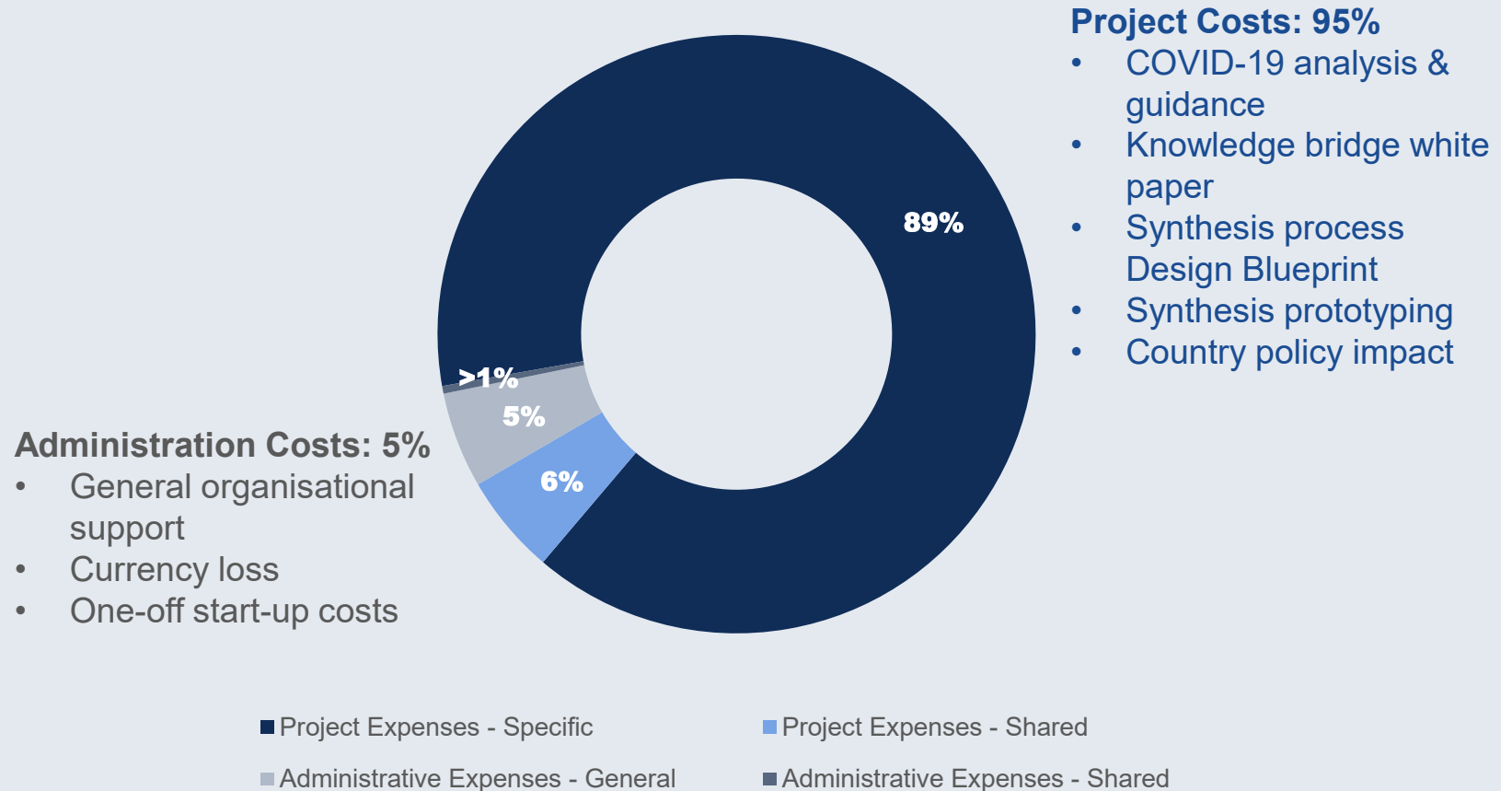


FINANCIAL REPORT

OVERVIEW OF EXPENSES

YEAR OF POST- PANDEMIC TRANSITION & GROWTH

Insights for Education accelerated project activities, transitioning from reopening analysis to its core mission of high-quality synthesis and use. This transition was fueled by strong investor support and new critical partnerships and team development.



100% = CHF 1,667,963 FY 21-22
(vs. CHF 1,213,099 FY 20-21)

BALANCE SHEET

As of 30 June 2022 (in CHF)

ASSETS	FY 20-21	FY 21-22
Cash and cash equivalents	1'205'374	959'360
Trade receivables	0	3'347
Accrued income and prepaid expenses	6'395	6'724
TOTAL CURRENT ASSETS	1'211'769	969'431
Furniture, installations	6'800	7'900
IT, communications technology	2'000	4'400
TANGIBLE CAPITAL ASSETS	8'800	12'300
TOTAL ASSETS	1'220'569	981'731
LIABILITIES AND SHAREHOLDERS' EQUITY		
Trade creditors	24'396	34'486
Deferred income and accrued expenses	293'720	392'653
TOTAL SHORT-TERM LIABILITIES	318'116	427'139
EARMARKED FUND CAPITAL	29'140	29'140
Available earnings	452'393	823'314
Foundation Capital	50'000	50'000
Annual result	370'920	-347'862
TOTAL FOUNDATION CAPITAL	873'313	525'452
TOTAL LIABILITIES, EARMARKED FUND CAPITAL AND FOUNDATION CAPITAL	1'220'569	981'731

INCOME STATEMENT

01 July 2021 to 30 June 2022 (in CHF)

OPERATING INCOME	FY 20-21	FY 21-22
Received Grants	1'584'019	1'320'101
PROJECT EXPENSES		
Project-Related Salaries and Benefits	514'087	817'663
Contracted Services	483'457	644'654
Travel, Conferences and Meetings	68	21'936
Project-Related Grants	28'727	0
Project Shared Costs	57'988	90'365
TOTAL PROJECT EXPENSES	1'084'326	1'574'617
ADMINISTRATION EXPENSES		
General Administration Staff Costs	67'671	58'600
Other General Administration Costs	25'795	46'876
Finance Cost	30'975	-18'976
Total General Administration Costs	124'442	86'500
Administration Shared Costs	920	1'401
Depreciation and amortisation of fixed assets	3'411	5'444
Total Shared Administration Costs	4'331	6'846
TOTAL ADMINISTRATION EXPENSES	128'773	93'346
TOTAL EXPENSES	1'213'099	1'667'963
ANNUAL RESULT	370'920	-347'862

Note: Project Specific Costs are those costs that are required to meet objectives of specific projects, such as staff salaries, project travel, project training, external technical support or services, research, communications, and materials. These costs would not be incurred if the projects did not exist. **Project Shared Costs** are the portion of Shared Costs allocated to projects. Examples of such costs include occupancy and facilities, utilities, telephone/internet access, etc. **General Administration Costs** are costs for activities or services that support the organisation as a whole rather than any particular project. These are not costs associated with the delivery of projects; nonetheless, they are essential costs of maintaining and managing the organisation through which project objectives are achieved. Examples: fees for personnel relating to general administration and fundraising, finance and accounting support, human resources, bank fees, and board meetings. **Administration Shared Costs** are the portion of Shared Costs allocated to administration. Examples of such costs include occupancy and facilities, utilities, telephone/internet access, etc.

MANAGEMENT'S STATEMENT

The Board of Directors and executive management of Insights for Education have considered and adopted the annual report of Insights for Education for the financial year 01 July 2021 – 30 June 2022.

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 on 30 June 2022, and of the Foundation's activities and cash flows for the financial year 01 July 2021 – 30 June 2022.

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



Phone +41 62 834 91 91
Fax +41 62 834 91 00
www.bdo.ch

BDO Ltd
Entfelderstrasse 1
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 business period from 1 July 2021 to 30 June 2022.

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, 22 August 2022

BDO Ltd



Pascal Zünd

Licensed Audit Expert



p.p. Yves Hüsey

Auditor in Charge
Licensed Auditor

NOTES – 1/2

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 – 2/2

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 year of business presented in these financial statements encompasses the period from 01 July 2021 to 30 June 2022.

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

YEARLY AVERAGE OF FULL-TIME POSITIONS

Average number of full-time employees: less than 10.

LONG-TERM LEASE OBLIGATIONS

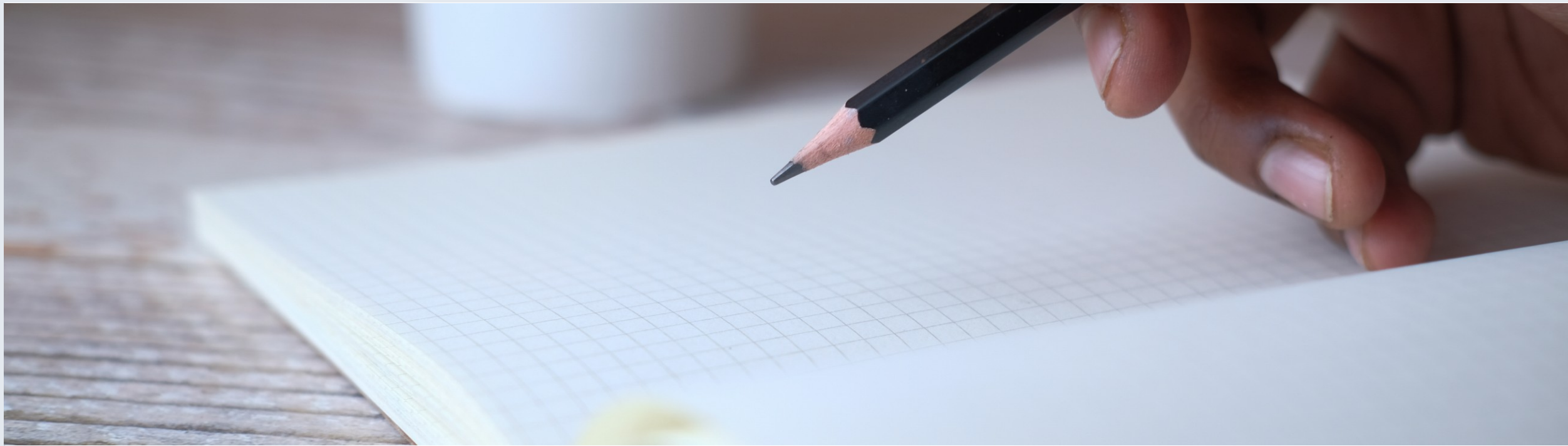
Residual amount of the liabilities from sale-like leasing transactions and other leasing obligations, unless these expire or may be terminated within twelve months after the balance sheet date: 17'600.00

EARMARKED FUND CAPITAL

Earmarked Fund Capital as per 1 July:	29'140
Inpayments, Chan Zuckerberg Initiative:	0
Use of fund for corresponding projects:	0
Earmarked Fund Capital as per 30 June 2022:	29'140

REQUIREMENTS FROM REGULATORY AUTHORITY

Currently there are no pending requirements from the regulatory authority.



INSTITUTION AND GOVERNANCE

TEAM & BOARD

TEAM

- ▶ Dr Randa Grob-Zakhary, CEO
- ▶ Graham Marshall, Chief Product Officer
- ▶ Dr Suzanne Grant Lewis, Chair of Education Science & Policy
- ▶ Dr Evangeline N. Nderu, Programme Director
- ▶ Rina Hernandez-Sae Ma, Communications Officer
- ▶ Carmen Crenshaw-Hovey, Executive Assistant

BOARD

- ▶ Dr Jan Mischke, Partner, McKinsey Global Institute (Director)
- ▶ Eric Grob, CFO and Co-Founder, Greenreb (Director)
- ▶ Eunice Zehnder-Lai, Vice Chair, Geberit Group (Director)
- ▶ Sandro Giuliani, Executive Director, Impact Fund/Forum, Geneva Science and Diplomacy Anticipator (Advisor)
- ▶ Hendrina Doroba, Manager - Education Human Capital and Employment Division, the African Development Bank (Advisor)
- ▶ Larry Cooley, Founder and President Emeritus of Management Systems International (Advisor)
- ▶ Mark Wilson, Independent Advisor, former CEO, Cochrane Collaboration (Advisor)
- ▶ Deng Deng Hoc Yai, Co-Chair of Education.org Global Council (Advisor)

INSTITUTION AND GOVERNANCE

AUDITOR

BDO AG

SUPERVISORY AUTHORITY

Swiss Federal Supervisory Board for Foundations (ESA)

CONTACT

Insights for Education
Seestrasse 156
8810 Horgen, Switzerland
Website: [Education.org](https://www.education.org)
info@education.org

PHOTO CREDITS [Shutterstock.com](https://www.shutterstock.com)

COPYRIGHT © INSIGHTS FOR EDUCATION 2022. ALL RIGHTS RESERVED.

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 in Switzerland: 002117611 19/10 423

For U.S. based funders:
U.S. public charity equivalence determination certificate can be requested from NGOsource.

Education.org is an initiative of Insights for Education, a young foundation created to advance evidence and improve education for every learner. Our sole purpose is to make existing evidence easier for education leaders to access and use in plans, policies and guidelines. Operational since 2020, Education.org is supported by a visionary co-investor collective and are growing partnerships across governments, agencies, NGOs, universities, businesses, and foundations around the world.

EDUCATION.ORG