



Annual Report 2011

JACOBS
FOUNDATION

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Investments in education as driving force for an innovative society

DR JOH. CHRISTIAN JACOBS CHAIRMAN OF THE BOARD OF TRUSTEES OF THE JACOBS FOUNDATION

Children and youth have tremendous potential. They can also have a good future if they are able to make the most of this potential. However, children still have no representatives acting on their behalf. This is where we see our role as a foundation: we want to offer children and youth opportunities that they can use for their own positive development, allowing them to participate in shaping their future and grow into active, involved and politically interested members of society.

Our budget amounts to some CHF 35 million annually. We know that we can achieve sustainable effects with this volume of funding if the aim of our programs is to accomplish something new that can also be measured and verified. It is helpful in this regard to be able to recognize where the productive capacity of an organization ends and where it is advisable to cooperate with other players from the political, business and social sectors, for example, to achieve its goals.

The aim cannot be, for instance, to replace state-run programs. Even the largest private foundations cannot match the resources of a federally funded budget and the wealth of specialists available in a government education administration. Nevertheless, charitable foundations are capable of blazing new trails. We are at liberty to make decisions that might entail more risk and are thus better suited to foster innovation. This almost entrepreneurial type of freedom is something we enjoy and value. We are able to discern the vital issues and needs of society as a result of our activities and try to initiate innovative and practical solutions that are also scientifically verifiable. In this sense, foundations are in the best case the state's innovative engine.

But why the focus on children and youth? Aren't there far more important problems in the world such as overpopulation, the unbridled depletion of resources, climate change, human rights and how to help society remain innovative, productive and competitive in the face of a rapidly aging population? The Jacobs Foundation decided that these globally relevant issues can only be successfully addressed when as many people as possible have access to education and training. We believe, as Václav Havel wrote in one of his last publications, *The Value Of Freedom*, that we need to go further: *The contradiction between the advancing globalization and automation of our world and the large percentage of people who either will not or can not keep pace with it is a clear challenge for our present civilization, which will only survive if it is able to define itself as multicultural and multipolar. When looked at in this way, we should be ready to accept a basic code of mutual coexistence, a type of minimal consensus, which will enable us to continue to live side by side. However, even such a code would not be viable if the unwilling were forced to comply with it. It must rather be the expression of an authentic common desire, springing from truly altruistic motives, hidden beneath the surface of our shared, global civilization.*



Against this background, the Jacobs Foundation has described its strategy in the medium-term plan 2011–2015. Our focus lies on four thematic priorities: in German-speaking countries we support programs and projects in the context of *Early Education* and *Educational Biographies*, here, it is about research and practical testing of most efficient educational environments possible in a multicultural and multipolar society; within the thematic priority *Livelihoods* we concentrate on developing and testing of most efficient educational environments of communities in West Africa; and in Latin America, with *Life Skills for Employability* we support bridging the gap between education and employment.

A handwritten signature in black ink, appearing to read 'Joh. Christian Jacobs', written in a cursive style.

Dr Joh. Christian Jacobs
Chairman of the Board of Trustees



Our mission – our goals

As an internationally active organization, the Jacobs Foundation wants to contribute to improving the development of current and future generations of young people to enable them to become socially responsible members of society. We are committed to recognizing and strengthening the individual potential of children and youth and to developing and expanding their vocational skills.

The goals of the Jacobs Foundation are to promote innovation in research and practice and to combine scientific findings with practical applications. In this regard, it is important to us that programs are evidence-based and achieve sustainable results. The foundation also wants to foster public dialogue and create networks to bring about social changes in the area of child and youth development.

Successful foundation work achieves social relevance

DR BERND EBERSOLD CEO OF THE JACOBS FOUNDATION

The world around us has become complex and turbulent. With a growing world population, global migration, increased depletion of natural resources, climate change, the rise and fall of world's economic centers of gravity, the threatening collapse of financial markets and real economies – including subsequent regulation with ever more diverse-appearing governmental control systems – and, last but not least, political and security instability with powder kegs ready and waiting to blow up in every corner of the world, we are facing challenges on a planetary scale that confound our political understanding of the world. The future is harder to forecast than ever before and it is more difficult to gauge how our communities and the well-being of the people living in them, with their extremely diverse cultures and backgrounds, will develop – not to mention who is even in a position to influence this future in a specific and effective manner.

No foundation can turn a blind eye to these changes and challenges if it wants to accomplish more than just traditional charitable work directed at an individual destiny and instead aims its activities primarily at social change and the systematic elimination of social injustices. This applies even more so to a foundation such as the Jacobs Foundation, with its financial independence, its significant annual disbursements of funding, and its international focus. Above all, however, this applies to the Jacobs Foundation because with its mission directed at facilitating child and youth development, the Foundation considers the very essence of its existence to lie in ensuring that its activities make relevant contributions to the improvement of the living conditions of coming generations and thus secure the sustainability of society.

However, the question is, what added value can a social player such as a foundation create compared to the central role of the state in following the *pursuit of happiness*, which, according to John Locke, is so inherent to humans? Yet, one might also ask if this question is really necessary when placed in the light of the immense gravity of the challenges described beforehand. Does the current situation not rather highlight the extreme need for the combined strengths and willpower of all the sectors and players within society to meet these challenges and the resulting demands for positive child and youth development? In any case, the insistence on a *contract social* that simply passes on these needs to families or state-run educational institutions and does not make use instead of society with all its components, interests and capabilities, holding it accountable and giving it a higher degree of quality, will jeopardize a society's vital future opportunities.

Strengthening the consciousness of a society to be able to recognize that investments in younger generations are an indispensable investment in future success that can only be accomplished as a *joint task* for society as a whole, is therefore a central goal that the Jacobs Foundation has set for

itself. We want to bring this topic and the need for better support for children and youth into the public eye, encourage dialogue in politics, business and society, and illustrate the types of environments and influences that can have constructive effects on improving the living and development conditions of children and youth.

To this end, the Jacobs Foundation goes beyond the boundaries of a traditional grant-making foundation as it identifies forward-looking issues and cooperates, preferably with experienced international partners, to implement its projects and programs. This method embodies the entrepreneurial approach and vision of the founder of the Foundation, Swiss entrepreneur Klaus J. Jacobs. He was not satisfied simply with being a role model in his business activities. Instead, he never shied away from the calculated risks of searching out alternative paths and being the first to enter new territory.

In this regard, the Jacobs Foundation bases its activities on the demand for high quality and the dynamism of an entrepreneurial approach. It sets priorities, makes focused investments with clear objectives as to what it wants to achieve, selects projects according to strict quality criteria and places high demands on measurability and sustainability potential. For foundations, the danger of dividing and fragmenting their activities is just as likely as the failure of a prejudiced or



too narrow concentration on just a few topics and programs – the pursuit of which often results in a loss of long-term development potential and a decreased willingness to embrace future support opportunities. Successful foundation work thus constantly resembles a balancing act between the Scylla of completely arbitrary and disconnected individual support programs and the Charybdis of a pre-established master plan of interrelated projects whose mandated sense of purpose usually dissipates all too quickly during the course of the activities being supported. Foundations must find their own solutions to the innate complexity of the development and implementation of social innovations if they choose to move beyond the realm of a purely charitable foundation vision.

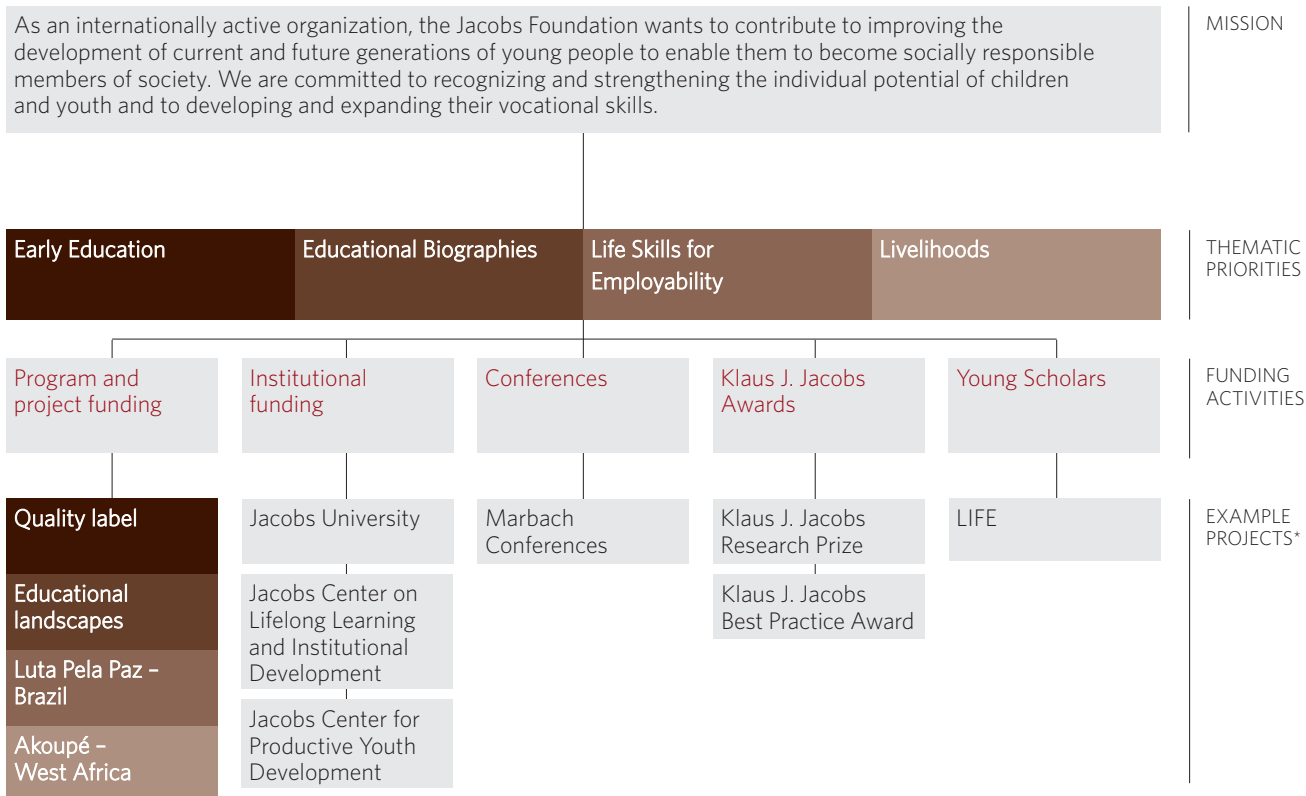
The Jacobs Foundation is one of the few foundations to have created and published a *Medium-Term Plan* to show the general public the instruments and key activity areas it has chosen to carry out its foundation mission from now until 2015. In this context, the Foundation developed an action matrix that combines a multi-formed methodical and instrumental funding spectrum with problem-oriented and regionally focused thematic priorities, without completely excluding the possibility of becoming involved in new, as-of-yet unforeseen needs and impulses in other areas. The Foundation is currently concentrating its thematically focused program and project funding on the four priorities of *Early Education* and *Educational Biographies* in Europe, *Life Skills for Employability* in Latin America and *Livelihoods* in West Africa.

With its interactive approach combining instruments, thematic priorities and regional focus areas, the Foundation is undertaking the development of a successful chain of various measures aimed at yielding positive effects for the living conditions of children and youth precisely where they are being applied. This approach also opens up the potential for extending its utilization to other locations.

The internationally focused activities of the Jacobs Foundation strive toward one ultimate goal: the improvement of living conditions of children and youth worldwide. The Foundation is concerned with making the most efficient and effective contribution it can within the framework of its own capacities and in cooperation with the scientists and project partners it supports. A contribution: nothing more – but also nothing less. The following reports on the work carried out in the program areas during the past year will provide an insight into how this goal is being achieved and how very fulfilling this mission can be for all those involved.



Dr Bernd Ebersold
CEO



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Worldwide programs and projects

The program and project support provided by the Jacobs Foundation has an international focus. In the context of its 2011–2015 medium-term plan, the Foundation is concentrating on four thematic priorities in different regions: “Early Education” and “Educational Biographies” in Germany and Switzerland, “Life Skills for Employability” in Argentina, Brazil and Colombia, and “Livelihoods” in Burkina Faso, Ivory Coast, Mali and Senegal.



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QUALITY LABEL**

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AKOUPÉ**

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Our practice-oriented funding

SANDRO GIULIANI PROGRAM OFFICER INTERVENTION

As an internationally oriented organization, the Jacobs Foundation works together with various civic and governmental partners to operatively implement the funded programs and projects. The Foundation sees its role in this regard as more than just a financial grant maker; it also strives to be an independent player. In order to meet the demands of this role, better understand the complex challenges facing today's children and youth, and thus increase the effectiveness of its programs, the Foundation has concentrated increasingly on certain thematic priorities in selected focus regions in recent years.

The four thematic priorities of *Educational Biographies*, *Early Education*, *Life Skills for Employability* and *Livelihoods* in Europe, Latin America and West Africa that are described below all have one thing in common: education. The Foundation consciously adheres to a broad understanding of what constitutes education, both as it applies to learning environments (formal education, non-formal education and informal education) and to the levels within educational systems (early childhood education, basic education and vocational education).

In German-speaking Europe, the Foundation concentrates on *early education* as well as on networking the various formal and non-formal educational players in local *educational landscapes*. Cooperation with the public institutions responsible for the thematic priorities plays a crucial role in all of our projects.

THEMATIC PRIORITY

EDUCATIONAL BIOGRAPHIES

In order to be successful both professionally and socially, children and youth need to acquire not only a solid basic education but also social and emotional competences. New scientific findings show that these non-cognitive skills have a direct impact on cognitive learning success. In addition to schools, non-formal educational players such as families, sport clubs, youth associations or peers have a central role to play in transmitting these skills. In light of these challenges, the question arises of how the formal and non-formal players can best cooperate today and foster children's learning together. The Jacobs Foundation devoted itself to this thematic priority in 2011 with the funding of five projects and an annual budget of some CHF 850,000.



“The networking of formal and non-formal players in local educational landscapes requires sufficient resources, especially within the school administration. Such investments are worthwhile, however, because as a result children and youth will receive more stimulation and be able to grow up in an environment conducive to learning.”

BEAT W. ZEMP CENTRAL PRESIDENT OF THE ORGANIZATION OF SWISS TEACHERS (LCH)
AND MEMBER OF THE STEERING COMMITTEE EDUCATIONAL LANDSCAPES

Educational landscapes

The Jacobs Foundation has been intensively involved in creating child-focused educational landscapes in Germany for many years, and has thus been able to gather a great deal of valuable experience over time. As a Swiss foundation with headquarters in Zurich, however, it would like to move its focus in this thematic priority to Switzerland in the next few years, where the formation of local educational landscapes is still relatively new and thus offers enormous development potential. With this goal in mind, the Jacobs Foundation launched the *Educational Landscapes* national program in 2011.

In addition to the concrete support for building local educational landscapes in selected communities, the program also wants to make a contribution to the sustainable establishment and expansion of the educational landscape approach in cantonal and national child, youth and education policy. To achieve this goal, the support of numerous specialists and key organizations is needed. For this reason, the Jacobs Foundation has formed a national steering committee to assist in the strategic steering and broad-based establishment of the program. Members of this steering committee include top representatives from among the conferences of cantonal education and social directors, the federal administration and national teacher and youth associations.

In terms of implementing the program the plan is to have cooperation agreements concluded with three pre-selected cantons by the end of 2011, which will provide a basis for launching a call for proposals within the cantons at the beginning of 2012. Interested communities will be able to apply to participate in the program by submitting drafts of their project ideas. The goal is to have definitively selected three communities per canton by the end of May 2012, giving the participating players at the community level enough time to complete detailed plans for their own educational landscape projects by the end of 2012. The focus of the projects should be on horizontal cooperation between schools and non-formal partners, the transition from pre-school to primary school and/or from secondary school to continued higher education, and increased cooperation with parents. The operational implementation of the local educational landscape projects is scheduled from the beginning of 2013 to the end of 2016. If this approach proves viable, up to five additional cantons and a further dozen communities will be accepted into the program in 2014.

A specific website for the *Educational Landscapes* program has been set up to provide more detailed information – www.bildungslandschaften.ch.

THEMATIC PRIORITY**EARLY EDUCATION**

Research on this topic is unanimous in declaring that the first few years of life are particularly significant for future academic success, because children can learn very easily during this period. However, it is still unclear from a scientific perspective if and how early intervention programs actually work, because they display positive effects most notably when – and this is key to the discussion – the quality of the facility’s educators is very high and parents are intensively involved in the educational and caregiving processes. In 2011, the Jacobs Foundation funded five practice-oriented projects in the thematic priority of *Early Education* with an annual budget of approximately CHF 700,000.

Center-based childcare in Switzerland has experienced a significant expansion in the past years in terms of numbers. Because a large backlog demand was – and to some degree still is – present, the quantitative aspects took precedence. Most cantons have guidelines for

the construction and operation of childcare facilities, which, however, often outline only “minimum” structural standards. There is still a great need for action regarding the quality of education provided. At the same time, some communities in Switzerland are successfully testing a new financing method for center-based childcare with vouchers being given directly to parents. This switch from object-oriented to subject-oriented financing creates, among other things, higher demands for transparency and access to information.

Quality label for Swiss childcare facilities

Knowing the importance of the quality of education in early childhood and the specific situation in Switzerland, the Jacobs Foundation plans to cooperate closely with the national association of childcare centers (KiTaS) to develop a comprehensive quality label for childcare facilities. To this end, the Centre for Early Childhood Education at the University Fribourg (ZeFF), which was co-initiated by the Jacobs Foundation, has been tasked with developing suitable quality standards and indicators in close cooperation with a broad-based expert commission by the end of 2012. The goal is to be able to award interested childcare facilities with a label indicating different levels of quality based on a standardized certification process.

“When more and more children at ever younger ages are spending increasing amounts of time in childcare facilities before starting school, two issues need to be looked at: are there enough facilities available to choose from and, equally important, how are these facilities created. The main criteria are the quality, establishment, development and safety of the facility.”

PROFESSOR DR M. STAMM

FOUNDING DIRECTOR OF THE CENTRE FOR EARLY CHILDHOOD EDUCATION
AT THE UNIVERSITY FRIBOURG (ZEFF)

CONSTANZE LULLIES

PROGRAM OFFICER INTERVENTION

The Jacobs Foundation's international programs concentrate on Latin America and West Africa. In Latin America, the Foundation focuses on Argentina, Brazil and Colombia, where it uses its "Life Skills for Employability" programs to promote projects that aim at integrating children and youth from barrios and favelas affected by violence into the job market and society. With its "Livelihoods" programs in West Africa, the Foundation works together with partners to implement integrated projects in the areas of education, child protection and income generation in close cooperation with the local population.

**THEMATIC PRIORITY****LIFE SKILLS FOR EMPLOYABILITY – ARGENTINA, BRAZIL, COLOMBIA**

Youth unemployment presents a great challenge in many countries around the world. The number of unemployed youth is usually higher than the number of unemployed in the overall population and it has already reached 40 percent in some industrialized countries. In developing and transition countries, these figures are sometimes even higher. The main reasons for this development include the current economic situation of a country, the percentage of youth among the country's population and regulations within the job market. Another significant factor is access to high-quality education for all members of society.

Because there is a large number of youth in Latin America who do not finish secondary school and receive no vocational training, in the past years the Jacobs Foundation has focused its work there on programs that inte-

grate youth from disadvantaged and high-risk communities into the job market and society. Our own experiences and initial research findings indicate that there are already numerous effective programs run by civil society organizations that support youth from high-risk communities in acquiring the necessary social and professional skills to enable them to find a proper job or complete a solid vocational training course. The best programs work with integrated approaches that combine various measures, such as *second chances* (opportunity to complete basic education), *life skills training* (acquisition of social skills), mentoring and intensive cooperation with employers. In 2011, the Jacobs Foundation supported five projects in this thematic priority with around 2,500 participants and an annual budget of some CHF 850,000.

CASE STUDY LUTA PELA PAZ

Young people growing up in the favela community of Complexo do Mare in Rio de Janeiro face a number of difficulties which can make involvement in crime and drug trafficking appear like their only option. Fight for Peace (FFP) works to confront these problems and offers practical alternatives by means of formal education, classes in boxing and martial arts, mentoring and the promotion of youth leadership. The Construindo Novos Caminhos project directly engages 340 most hard-to-reach and socio-economically marginalized youth over three years (2009–2012). Participants receive formal education, life skills and personal development classes, IT and job skills training, mentoring and career advice. At the end of the course, young people are assisted in securing work experience, internships and interviews for formal employment.



New program in Latin America

In 2012, a new program called *The Jacobs Initiative from Employability to Employment* will be launched. In addition to building vocational and social skills, the Foundation wants to use this program to make an even greater contribution to the integration of youth into the job market and the reduction of violence in communities, as well as the professionalization of civil society partners and the improvement of programs.

THEMATIC PRIORITY

LIVELIHOODS – WEST AFRICA

Three-quarters of all people who live in poverty (defined as surviving on less than USD 1 per day) are dependent on agriculture for their income. The reasons for the high level of poverty in rural areas are varied and usually consist of a combination of different factors. Besides political and economic factors, there is also the lack of access to vital services and infrastructure such as education, healthcare, income-generating work, balanced nutrition, transportation routes, public transport and means of communication.

No access to education

Besides a lack of access to high-quality and affordable education, the main challenges in these regions from the viewpoint of child and youth development are topics such as child protection (the central questions raised here relate to the necessity, usefulness, and risks of child labor and mobility), a lack of educational opportunities and the barely-profitable work options for youth and their families in the local job market. This is why our *Livelihoods* programs focus on using integrated approaches and cooperating closely with partner organizations and the local community to implement them and improve living conditions for children and youth in selected rural communities. In 2011, four projects in this area were implemented and each placed a high priority on both self-initiative and community involvement. An example is the *Development of the local economy* project by Swiss Contact, which focuses on improving the employment chances of youth in particular. The *Children on the Move* project by Save the Children makes strengthening child protection the central priority. With these projects, the Foundation reached around 2,700 children, youth, and their families in 2011 and had an annual budget of CHF 850,000.



Two new programs in West Africa

Two new programs have been initiated in 2011. In the first program, *Integrated Participatory Approaches to Child and Youth Development*, at least two partner organizations with complementary areas of expertise implement integrated projects in close cooperation with the local rural community. The content of the integrated approaches concentrates on improved access to high-quality education and practical training, introducing measures for child protection, and income-generating concepts for youth and their families. Additional goals include optimized cooperation between partner organizations and the representatives of the local communities and the formation of sustainable competencies and structures.

SUSTAINEO – three founders, one vision

The second program is the Initiative SUSTAINEO, which was created by Dr Joh. Christian Jacobs, Chairman of the Board of the Jacobs Foundation, together with Dr Michael Otto, founder of the Aid by Trade Foundation, and Michael Neumann, founder of the Neumann Foundation. It is an alliance for encouraging more sustainability and partnerships in development cooperation. SUSTAINEO also aims to ensure that the living conditions of small producers of cocoa, coffee and cotton and their families are improved in the long

term and that the economic and social situation in developing countries stabilizes. These three partners are combining their experience as entrepreneurs and the expertise gained from the project work of their foundations to achieve this goal in cooperation with other key players. SUSTAINEO would like to create an awareness of the needs of small farmers among consumers, decision makers from the political world and development cooperation, and representatives from the private sector to alert them to the need for integrated approaches and – most importantly – cooperation between the private sector and “traditional” players in the area of development cooperation. In this program, concrete projects to improve the living conditions of small farmers and their families will be implemented on-site and various information campaigns to create public awareness will be carried out in Germany.

CASE STUDY AKOUPÉ

The project, which is implemented by the World Cocoa Foundation and the International Cocoa Initiative in cooperation with their local partners WINROCK, IFESH and *Fraternité sans Limites*, aims to promote improved opportunities for the youth of the Adzopé region in Ivory Coast. The project builds on the ECHOES Programme and was developed in coordination with Barry Callebaut who financed the construction of the secondary school building. Over the course of three years (2009–2011) a well-conceived multi-functional educational facility was established. 600 youth enrolled in secondary education and 30 families benefited from support scholarships. An effective school management unit which supports both quality formal education and effective training provision was created. Non-formal agricultural and livelihood courses providing graduates with useable skills that increase their opportunities were developed. Furthermore, 22 communities participated in the development action plans for the reduction of hazardous forms of child labor.

How can science contribute to the successful development of children and youth?

SIMON SOMMER PROGRAM OFFICER RESEARCH

In order to be able to effectively and sustainably support young people, we must know and understand how children and youth develop and which influences have a positive or negative effect on them. This understanding is important because the experiences of children and young people have a life-long effect on them – both positively and negatively – and they are even passed on to future generations.

How experiences are stored and passed on biologically is the subject of one of today's most exciting research fields: epigenetics. What are known as epigenetic markers are not genes at all, but rather chemical mechanisms that use a methylation process to turn genes "on and off" and thus can introduce a chemical alteration to the building blocks of a cell's genetic material. This means that they directly influence a person's development. Over the past few years, research has been able to prove that these mechanisms are just as important as the genetic code itself in terms of the development of a healthy organism. It has also been clearly shown that external influences particularly at a young age can alter the epigenome much more easily and more quickly than the genes. However, the greatest surprise is that epigenetic signals are passed down from parents

to children and even to further generations. Nutrition, behavior, experiences and environmental conditions of those living today have an immense influence on our offspring, their development and health.

By striving to create positive conditions for children and youth right now, we are helping not only today's generation but also the generations to come! Therefore, generating evidence in all areas of child and youth development is the cornerstone of our strategy and the guiding philosophy for the day-to-day work of the Foundation. It must, however, never be limited to monodisciplinary viewpoints. We are interested in the psychological, cognitive, emotional, intellectual, social, vocational, academic, economic and physical development of young people. We explicitly rely on all scien-

tific disciplines that contribute to the research of this broad topic, which is why the spectrum of our activities this year included disciplines like psychology, educational sciences, economics, sociology, media and political sciences, linguistics, neurosciences and medicine.

The research projects that the Jacobs Foundation chose to fund in 2011 – in addition to its institutional support and assistance for junior researchers – are just as diverse. Three projects are mentioned here as examples:

- › Professor Brian K. Barber from the Center for the Study of Youth and Political Conflict at the University of Tennessee and Professor James Youniss from the Catholic University of America together with a group of Egyptian scientists will during the coming years accompany a cohort of youth who were active participants in the Arab Spring. What are their experiences and their hopes? How will they look back in a few years on the revolution in Cairo's Tahrir Square? What influence will the experience of a revolution have on their development? Never before have scientists had such close access to a group of youth involved in the overthrow of a political leader or system – and the Jacobs Foundation is making it possible.
- › Professors Silvia Helena Koller from the Universidade Federal do Rio Grande do Sul (Brazil) and Marcela Raffaelli from the University of Illinois at Urbana-Champaign (USA) are working with children and youth in the favelas of Porto Alegre in their project *Understanding Street Children in Brazil to Improve Intervention*. The objective of this long-term study is to gain more detailed knowledge about the situation and development of street children and youth in Latin America. New approaches for intervention and training methods will be the medium-term output of this project and will also assist the Jacobs Foundation directly in optimizing its own support programs in Latin America.

- › Lastly, a group of experts supported by the Foundation will occupy themselves with the topic of Genetic Moderation and Mediation of Intervention Effects. Why is it that some individuals profit from interventions and some do not, even though they all live in seemingly similar conditions? What biological or genetic factors could play a role in this? How can we better understand and experimentally explore the complex, still disputed gene x environment interaction? What are the possible political implications and ethical consequences of finding out that certain competences may be genetically conditioned? Scientists are in uncharted territory here – and the Jacobs Foundation is lending them its support. Initial findings have already been published in *Nature Reviews Genetics* 12, and the Jacobs Foundation is also devoting the 2013 annual research conference to this topic.

How can science contribute to the successful development of children and youth? By continually asking new questions and by combining a demand for evidence and excellence, and investment in junior researchers, with freedom for scientific thought and work, curiosity, flexibility and open-mindedness. These are the core principles that have also characterized the scientific funding carried out by the Jacobs Foundation in 2011. We hope that this report will provide a tangible picture of the enthusiasm with which our project partners and we ourselves have dedicated to the development and better understanding of children and youth!

Closing an educational gap

SIMON SOMMER PROGRAM OFFICER RESEARCH

On 31 March 2011, the first University Centre for Early Childhood Education (ZeFF) in Switzerland was opened in Fribourg. The ZeFF offers an advantage for the Swiss educational system because the bilingual University of Fribourg/Freiburg provides a key interface between its German- and French-speaking cultural regions.

“Compared on an international basis, Switzerland is at best average. It has a great deal of catching up to do in the area of early childhood education.” The Swiss UNESCO Commission aroused much consternation with this statement in February 2009. It was the conclusion of an extensive review that was carried out by the University of Fribourg at the request of the UNESCO Commission. The baseline survey “Early Childhood Education in Switzerland”, jointly financed by the Jacobs Foundation, analyzed Switzerland’s strengths and weaknesses in this area. It showed that further education opportunities for caregivers were and are extremely fragmented, statistical data on the education and care of pre-school-age children is recorded very sporadically, and a uniform system of measuring the quality of individual educational programs is lacking.

The founding of the University Centre of Early Childhood Education (ZeFF) at the University of Fribourg is aimed at improving the scientific basis for addressing these issues in Switzerland. Because the Jacobs Foundation is very interested in ensuring that research and further education in this area continue to be professionalized and expanded, it supported the establishment of the ZeFF at the Department of Educational Sciences with start-up funding totalling CHF 350,000. Professor Dr Margrit Stamm, an educational scientist, is responsible for directing the University Centre.

“We can’t apply the research results from other countries directly to Switzerland because national school systems and pre-school care differ too greatly,” Margrit Stamm explains. “A two-year parental leave when a baby is born in Scandinavia or a child starting kindergarten at three years old would be hard to imagine in our culture and society.” Nevertheless, it is still important to take a closer look at the stimulation and education of pre-school-age children in Switzerland. “Today, not just specialists but political committees and families must also become more involved in assessing early childhood education,” Stamm says. “We need further education about this topic at all levels.” She feels that in this discussion, it is important not to simply equate early childhood education with the accelerated introduction of academic learning. Children also have to learn to deal with frustration, for example, or how to have patience. “It is often little things that help a young child to develop further,” Stamm declares. “The more parents, grandparents and professional caregivers know about this area, the more they will have to share with children.”

In the coming years, the ZeFF will expand its scientific research into these issues, strengthen the transfer of knowledge to politics and practice and offer training and further education.

Jacobs University as a model for the university of the 21st century

DR URS V. ARNOLD PROGRAM OFFICER RESEARCH

The scientific system has undergone a fundamental change since the beginning of the 21st century. The driving force of this transformation is undoubtedly globalization. The world is growing closer together – politically, economically and culturally. All of the significant social challenges of the 21st century – whether it be climate change, security, energy supplies, access to water, health or demographic change – have a global dimension. Furthermore, they can no longer be solved by applying scientific knowledge from a single discipline alone. At the same time, new findings are being generated in ever-shorter time periods. As a result, this global transformation has far-reaching consequences for universities because they must equip upcoming generations with new skills that will be able to meet these challenges.

To achieve this, it is indispensable that the content of the curriculum for the 21st century contains a consistent global perspective whenever this is possible and logical. In order to encourage students to think outside the box of their own discipline and always be aware of larger contexts when developing new solutions, the 21st-century university should also focus on an interdisciplinary, practical, solution-oriented combination of research and teaching.





As the only private German university in existence, Jacobs University with its wide spectrum of subjects covering engineering, natural sciences, humanities, social sciences and economics offers more than 40 different academic programs in English (21 undergraduate programs, 20 graduate programs, 5 additional programs in cooperation with the Bremen International Graduate School of Social Sciences) awarding international Bachelor, Master and PhD degrees. These are the ideal criteria for implementing a consistent interdisciplinary, globally oriented 21st-century curriculum. The focus remains fixed on socially relevant topics of our time ranging from energy, resources, water, nutrition and health over information, communication, education to peace and conflict management.

10th Anniversary Celebrations

During the last ten years, Jacobs University has delivered answers to the central challenges facing university education in the 21st century in Germany and around the world. It has always considered itself as a model and “test lab for the future” in Germany and Europe. With this background shaping its future, Jacobs University Bremen celebrated its ten-year anniversary on 17 September 2011 with some 1,500 international guests, including numerous representatives from the world of politics, business and science, as well as 250 alumni of Jacobs University. Ten years ago in September 2001, Jacobs University officially welcomed its

first 133 students from 43 nations to its campus. Known then as the “International University Bremen”, the English-language private university with a strong Anglo-American influence was given an investment of 200 million euros in 2006 from the Jacobs Foundation and became Jacobs University Bremen – and thus the most significant regulatory experiment in German higher education. Currently there are 1,300 students from 110 nations – only a quarter of whom are German – studying at Jacobs University. The student body has multiplied by ten since the university was founded and the number of academic programs now offered has tripled to 40.

Jacobs University prepares its graduates to be world citizens and the “leaders of tomorrow” by ensuring that they are optimally suited for leadership roles in a globalized job market, thus meeting and overcoming, more than any other German university, the academic challenges posed by the 21st century.

A signal to the world

INTERVIEW WITH DR JOH. CHRISTIAN JACOBS CHAIRMAN OF THE JACOBS FOUNDATION AND MEMBER OF THE BOARD OF GOVERNORS OF JACOBS UNIVERSITY BREMEN

With its historic 200-million-euro donation, the Jacobs Foundation has set a new standard for supporting private universities in Germany. However, you didn't simply write a cheque. What do you see as your actual commitment to education?

DR JOH. CHRISTIAN JACOBS: Jacobs University wants to attract the brightest minds in the world to Bremen. To do this, you naturally need a suitable scholarship system, because the best students are not always the ones who can manage to afford the full tuition fees. In the autumn of 2006, we worked with the university board to create and implement a new financial and development concept. We wouldn't have done this if we were not totally convinced of the university's great potential and long-term success. The fieldwork and the many awards that Jacobs University researchers have received since then prove that over time, others have begun to think as we do!

What is your vision for Jacobs University at the science hub Bremen?

DR JOH. CHRISTIAN JACOBS: As a private institution, Jacobs University adds a very distinct color to the palette of Bremen universities. Our university contributes flexibility and an international flavor. The excellent way in which this has been working has surprised even us. Perhaps our most treasured success until now has been the "Bremen International Graduate School of Social Sciences" (BIGSSS) project in cooperation with the University of Bremen, which is being supported within the

framework of the Excellence Initiative and has developed extremely well. Bremen has been declared Germany's first "City of Science". This would not have happened if a general spirit of cooperation did not exist among all Bremen universities.

What is your wish for the future of Jacobs University?

DR JOH. CHRISTIAN JACOBS: The University is on the right path. During the next ten years, we will definitely reap some of the fruits we have sown. We want and need to maintain the high quality of our research and teaching. Of course, we also want to ensure that companies recognize the uniqueness of the education we provide and focus primarily on undergraduates who have received a bachelor's degree. Our final goal is for the university to be self-sustaining by 2017 – if only to show that it is possible for privately organized education to function in the long term! This is a daunting task. However, with an annual budget of 50 to 60 million euros a large share of self-financing is a major success already today. The fact that such an institution is managing with just one-quarter of external financing is tremendous – just like so many things about this university.

This interview was conducted by Angelika Hillmer for the Hamburger Abendblatt.

Edited by: Meike Bruhns.

The Jacobs Center on Lifelong Learning and Institutional Development

DR URS V. ARNOLD PROGRAM OFFICER RESEARCH

Since 2003, the Jacobs Center on Lifelong Learning and Institutional Development (Jacobs Center or JCLL) at Jacobs University Bremen has been devoting itself to the subject of development potential in adulthood and advanced years.

The main focus is on the dangerous fact that many educational and vocational processes are not paying enough attention to the looming demographic changes. The JCLL researches not only the effects of these far-reaching transformations but also explicitly pursues their optimization with its “Productive Adult Development” approach.

The Jacobs Center is directed by Professor Dr Ursula M. Staudinger, who founded the Center in 2003. Professor Staudinger is also vice-president of Jacobs University Bremen, vice-president of the National Academy of Sciences Leopoldina and president of the German Society of Psychology (2008–2010).

The distinctiveness of the Jacobs Center lies in its transdisciplinary structure, which is unique worldwide within its academic field. The phenomenon of ageing is researched empirically and theoretically from the perspectives of the disciplines of psychology, business economics, neurosciences, movement sciences, organization theory, health sciences, sociology and political sciences. The practical application and communication of the research results with regard to productive

adult development is a central focus for the JCLL team of experts, which offers professional corporate consulting in addition to research and teaching.

At present, twelve research projects working on joint study questions are underway at the Jacobs Center. All projects are financed by third-party funds.

Jacobs Center for Productive Youth Development at the University of Zurich

DR URS V. ARNOLD PROGRAM OFFICER RESEARCH

The Jacobs Center for Productive Youth Development is an interdisciplinary research center at the University of Zurich focused on skills development in connection with life-course transitions in adolescence and young adulthood.

Financing

As a joint venture between the Jacobs Foundation and the University of Zurich, the Center is an associated institute of the university. Its annual budget is jointly financed by the Jacobs Foundation and the university. To facilitate this, the Jacobs Foundation has established the “Jacobs Center for Productive Youth Development Foundation” with an endowment of CHF 10 million. The Jacobs Center is directed by sociologist Professor Dr Marlis Buchmann.

Research

The COCON Survey of Children and Youth, a long-term longitudinal study of early life-course transitions and skills development, is being successfully continued. Thanks to the approval of the funding application submitted to the Swiss National Science Foundation (CHF 624,000), additional studies of COCON children and youth can now be carried out in 2012 and 2013. This will provide the Jacobs Center with an extraordinary wealth of child and youth development data and will further strengthen the research profile of the Jacobs Center. The scientific focus concentrates on the development of social skills and feelings of self-worth and well-being among children and youth.

Professor Dr Sonja Perren continues to direct the study on cyberbullying (under the title netTEEN) sponsored by the Swiss National Science Foundation. Results show that only 2 percent of youth are victims of cyberbullying at least once a week; however, 20 percent of youth admit to being occasional victims of negative online behavior. Nevertheless, a comparison with the prevalence of traditional bullying reveals that cyberbullying is significantly rarer. Traditional bullying behavior, deviant behavioral patterns and frequent use of online communication methods are the strongest longitudinal risk factors for cyber perpetrators.

netTEEN was introduced at a conference at Cambridge University on “Evidence-Based Prevention of Bullying and Youth Violence – European Innovations and Experiences”. The results will be published shortly in the European Journal of Developmental Psychology.

The Jacobs Foundation Conferences at Marbach Castle

SIMON SOMMER PROGRAM OFFICER RESEARCH

The Jacobs Foundation is convinced that the promotion of successful child and youth development is only possible with a solid scientific basis. Strengthening and deepening this basis is the goal of the international scientific conferences held by the Jacobs Foundation annually at Marbach Castle on Lake Constance since 1991.

The Jacobs Foundation conferences have become recognized around the world as forums for discussing issues of child and youth development. They are synonymous with scientific exchange at the highest level and dynamic interdisciplinarity, and bring together leading international scientists and junior researchers from the area of child and youth development. A wide scientific spectrum is thus always represented. This is vital because a variety of disciplines contributes to a better understanding of successful child and youth development,

including psychology, pedagogics, economics, sociology, media sciences, political sciences, linguistics and neurosciences.

With these conferences, the Jacobs Foundation continues to strengthen its dialogue with experts, build platforms and create networks. The Foundation also ensures that the results from the conferences are incorporated in its intervention projects so that they always reflect the latest research findings.

The difficult years are the wonderful years!

Youth, adolescence and puberty are difficult years made turbulent by an excess of barely controllable energy. Not only the body but also the brain change at a rapid pace during this time. Cognitive skills are sharpened and the desire for risk-taking and adventure is awakened. These are also wonderful years in which youth discover their interests and passions. However, in no other phase of life are people in western societies so vulnerable to self-inflicted damage (drug and alcohol consumption, car accidents, unprotected sex), antisocial behavior (violence, criminality) and mental disorders (suicide, depression) as in the period between childhood

“Poor self-control during adolescence increases the probability of having poor health as an adult. An active and successful approach to the difficulties of adolescence produces an immunizing effect, similar to how a vaccination protects from disease in the future. Something seems to take place here that changes the body and its reactions.”

SIR MICHAEL RUTTER INSTITUTE OF PSYCHIATRY, KING'S COLLEGE, LONDON

and adulthood. During this phase of exploration, risk-taking and increasing capacities, society intervenes with strict rules to govern the behavior of youth. But what is actually going on in the brains of young people? What can help them to overcome their great desire for risk-taking and their lack of impulse control without having to endure negative consequences? Instead of putting increasingly stricter regulations on youth, should we not rather help them reach the point where they can regulate themselves? Is that even possible? These were the questions to which the Jacobs Foundation devoted the international Jacobs Foundation Conference 2011.

Exploration and self-regulation of the unknown

“Adolescence – Exploration and Self-Regulation of the Unknown” was the topic of the three-day event that Gabriele Oettingen and Peter M. Gollwitzer, psychology professors at New York University, organized and hosted together with the Jacobs Foundation at its “Marbach Castle” conference location on Lake Constance. Thirty worldwide-renowned researchers and twelve junior researchers attended from the USA, Great Britain, Germany, Finland, Italy and Switzerland.

Self-regulation refers to the mental processes which humans use to control their attention, emotions, impulses and actions. It includes a wide spectrum of skills such as the ability to set long-term goals and plans, reflect on one’s own behavior and consider the possible consequences thereof. The extraordinary complexity of the process of self-regulation was illustrated most impressively in the diverse presentations by specialists from the fields of neurobiology, psychology, anthropology and social research. According to conference organizers Gabriele Oettingen and Peter M. Gollwitzer, the goal must be to combine new research on self-regulation with that on the psychology of youth.

“Positive dreams about the future can suggest that the desired goals have already been achieved and thus decrease efforts and the degree of the actual success achieved. However, if ideas about the future are contrasted with the obstacles posed by reality, intelligent ambition takes over. People follow the most promising goals and set aside the others.”

GABRIELE OETTINGEN NEW YORK UNIVERSITY, NEW YORK

In the closing discussion, the panel of experts unanimously agreed that because admonitions directed at youth to engage in self-regulating behaviour have so little effect, it is indispensable to design truly effective measures. One researcher offered a succinct comment that serves very well to sum up the conference: Adolescence is a rollercoaster – we have to ensure that youth strap themselves in before it starts moving.

“I don’t have any worries that kids don’t understand our questions.”

INTERVIEW WITH LAURENCE STEINBERG PROFESSOR OF PSYCHOLOGY AT TEMPLE UNIVERSITY IN PHILADELPHIA, USA, AND RECIPIENT OF THE 2009 KLAUS J. JACOBS RESEARCH PRIZE

Laurence Steinberg is one of the world’s leading experts on adolescent behavior and adolescent brain development. His neurobiological studies on brain development in adolescents were crucial in the 2005 decision of the US Supreme Court to abolish the death penalty for juveniles.



Jacobs Foundation: Professor Steinberg, after many years of research on adolescent behavior in the US you are now going on to compare adolescents in ten different countries of the world. Why is this important?

LAURENCE STEINBERG: We have done a large study in the US of people between the ages of 10 and 30. As children row into adolescents and adolescents into young adults we looked at changes in decision-making and judgment, in risk taking and sensation seeking. We found that adolescents were more impulsive than adults, more likely to engage in sensation seeking, and less able to control themselves. But people would always say: well, this is just what American adolescents are like. I therefore realized that it would be important to look at adolescents and young adults in other parts of the world to inform the longstanding discussion on how much of adolescent behavior is biological or cultural.

On what basis did you choose, apart from the US, the other countries China, Colombia, Cyprus, India, Italy, Jordan, Kenya, the Philippines, Sweden and Thailand?

LAURENCE STEINBERG: I did not choose these countries myself. Instead I was incredibly lucky. My colleague Ken Dodge, at Duke University, is codirecting a study in ten countries on the relationship between parenting and child development. Since he did not have the instruments to measure things like decision-making and risk taking, he invited me to collaborate and incorporate my measures into his existing study. And since I had just won the Klaus J. Jacobs Award, I even had the money to do it!

How did you organize your research across all those countries?

LAURENCE STEINBERG: Ken Dodge had already done it. His interest in various aspects and effects of discipline had led him to choose this particular set of countries: spanking for instance is illegal in Sweden, whereas it is a widely accepted form of discipline in Thailand and Kenya. The researchers had started collecting data when the children were eight and these children were now just turning ten – which is the perfect age for my research to start. It couldn't have been better. All we had to do was to have our test-battery translated and then provide the researchers in all the countries with the laptops with their country's version. All our tests and tasks are done on laptops.

You have identified sensation seeking as a typical adolescent behavior – driving fast for instance.

Could there be cultures, where young people do not have much opportunity for this kind of behavior?

LAURENCE STEINBERG: Our questions relating to sensation seeking are rather general. For example: I enjoy doing new and exciting things. I often take chances because it might be fun. I like very active parties. We think, these are questions that would be understood everywhere.

Even in societies where girls are not allowed to go to parties?

LAURENCE STEINBERG: I don't think there is any place where there are no parties. There may be no parties with boys, but then they have parties with girls. But most of all I think that in our age of globalization all these kids are watching TV. No, I don't have any worries they don't understand our questions. After all, the things that we are measuring are basic to human existence.

For instance?

LAURENCE STEINBERG: Impulsivity is an aspect of human functioning that exists everywhere as well as reward seeking. With one exception: on a list of risky behavior we ask kids to mark how often they have done these behaviors. Here I expect a lot of differences in the answers. Riding in a car driven by someone who has been drinking would obviously be something going on in Sweden, but not in Jordan.

What results would be of special interest to you?

LAURENCE STEINBERG: The most important constructs we are measuring are sensation seeking on one hand and cognitive control on the other: How much are you driven to seek rewards and how able are you to regulate your behavior. So here I have a hypothesis: concerning reward seeking we expect to find very similar age-patterns around the world, because this behavior is very much affected by puberty and puberty goes on everywhere. But concerning cognitive control, I expect the behavior to vary a lot in different cultures, because I think that the ability to control one's behavior is less affected by biology and more affected by culture. In Asian countries for example, there might not be much age-differences when it comes to control, because Asian people show high control at all ages. As opposed to the US, where kids start out being low in control and then get higher as they get older. So I think the most interesting part of the study will be to see if our hypotheses are confirmed.

Are there cultural differences to be expected regarding the age at which a person is considered an adult?

LAURENCE STEINBERG: The age, at which a person is legally considered to be an adult is not picked because of what we know of development, it is picked for practical reasons. In most European countries it is 18 for all legal purposes, whereas in the US young people can drive at 16, see movies with sex at 17, vote at 18, purchase alcohol at 21 – all these age boundaries have their own histories.

Considering development: at what age would a person developmentally be an adult?

LAURENCE STEINBERG: It depends on what aspects of development you are talking about. For example, take memory: it turns out around age 15 or so, memory stops getting better. So in terms of having an adult ability of memory, a person becomes an adult at age 15. But if we take impulse control: not until 25 do people reach adult levels of impulse control. So it really depends.

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Interview was conducted by the Jacobs Foundation.

Klaus J. Jacobs Awards 2011

GELGIA FETZ PROGRAM OFFICER RESEARCH

In honor of its founder, who passed away in 2008, the Jacobs Foundation has been awarding two annual prizes since 2009. Endowed with a total of CHF 1.2 million, they recognize exceptional achievements in research and practice in the field of child and youth development.



The Klaus J. Jacobs Research Prize acknowledges scientific work of high social relevance to the development of children and youth and is endowed with CHF 1 million. The Klaus J. Jacobs Best Practice Award recognizes exceptional contributions of institutions or individuals who put innovative solutions in the field of child and youth development into practice. The Best Practice Award is endowed with CHF 200,000. These two prizes aid in ensuring that excellent research and practical endeavors in the area of child and youth development are acknowledged and given the recognition they deserve based on their significance for the future of every society. They also play a role

in creating a platform for social discourse on the core issues and challenges facing child and youth development. The Research Prize 2011 has been awarded to developmental psychologist Professor Michael Tomasello, director of the Max Planck Institute for Evolutionary Anthropology in Leipzig, for his ground-breaking research on the development of young children and their capacity for cooperation as a significant human characteristic. The Best Practice Award 2011 was given to Christiane Daepp, the founder of the “Ideenbüro”, a Swiss program in which school children work together to solve problems for their fellow pupils.

Scientific symposium and award ceremony at the University of Zurich

As a precursor to this year's award ceremony, the Jacobs Foundation hosted a scientific symposium in honor of the recipient of the Research Prize on the topic of Research Frontiers in Human Development: Born and Bred to Cooperate. This was the second time that this top-calibre event was organized by Professor Alexandra M. Freund from the Department of Psychology at the University of Zurich. At the award ceremony in the auditorium of the University of Zurich, Dr Joh. Christian Jacobs, Chairman of the Jacobs Foundation, greeted

the numerous guests from research, politics and business, and reminded them of the life philosophy of his father, Klaus J. Jacobs, which maintained that all children and youth have the potential for positive development if only they are given the proper conditions and opportunities. The outstanding work by Michael Tomasello and Christiane Daepf would clearly and beautifully embody the vision of the Foundation's founder as the achievements of both award recipients focus on the potential and capacities of children and youth.



**Michael Tomasello –
recipient of the Research Prize 2011**

Professor Michael Tomasello used comparative empirical studies to show that humans are born to cooperate and that this is the primary factor that distinguishes them from great apes. Tomasello's original focus was on developmental psychology, in particular on the different social and cultural contexts of young children's learning processes. His early research on children's language acquisition examined the conditions that facilitate their learning. At the end of the 1980s, Michael Tomasello began to observe chimpanzees. His primary interest was their form of communication using gestures. He was fascinated by both their similarities and differences to humans. Using cognitive tasks, Tomasello was able to show that very early in their development of social-cognitive skills, young children display certain advantages compared to great apes. Although they do not perceive space, amounts or logical correlations

any better than great apes do, two-year-old children score better in the area of social skills. Individually higher mental performances are not responsible for this advantage but, according to Tomasello, it is rather due to the human ability to learn from others and cooperate with them while carrying out joint activities. The central factor here is the phenomenon of shared intentionality. Unlike great apes, young children are capable of trusting one another and pursuing joint goals. They form a sense of unity, which in turn leads to rights and obligations that do not appear among apes. Human cognition differs from that of great apes most clearly in that it functions while embedded within cultural groups. Children are equipped with species-specific capacities for cooperation, communication and cultural learning, which, according to Michael Tomasello, is a direct expression of biological adaptation that makes children capable of participating into the culture in which they are born.





**Christiane Daepf –
recipient of the Best Practice Award 2011**

Christiane Daepf is a passionate pedagogue and began her career 38 years ago as a primary school teacher in Bern. In 2002, she founded the first “Ideenbüro” as a contact point at school for problems of all kinds. Children offering help and advice to other children lies at the heart of the “Ideenbüro” concept. There are no adult teaching staff working at the “Ideenbüro”. It is school children who listen to the concerns of their fellow pupils and work together with the child involved to find solutions. Thus, younger children turn to a committee of older children, known as the “Ideenbüro” team. Every issue, whether it be bullying, arguments or special academic challenges, is dealt with in a structured problem-solving process and results in concrete ideas for solutions.

Christiane Daepf has successfully imple-

mented “Ideenbüros” in over 40 Swiss schools so far. As important vehicles for communication in schools, “Ideenbüros” offer a wealth of opportunities for learning and gaining experience and thus have a motivating and meaningful effect. Schools that have started an “Ideenbüro” report a general improvement in their social and academic atmosphere. Teachers are relieved of certain stresses because the children themselves become active participants in finding solutions to conflicts. Additionally, “Ideenbüros” fulfil the desire for children’s participation in an exemplary manner and also help them to learn to assume responsibility in society. Therein lies the true value and potential of this concept.

The generation of scientists of tomorrow

GELGIA FETZ PROGRAM OFFICER RESEARCH

Fostering the next generation of scientists who represent future scientific excellence in child and youth research is of utmost importance to the Jacobs Foundation. One of our top priorities is to create research capacities worldwide for child and youth development. To this end, the Jacobs Foundation Board of trustees decided in April 2011 that the Foundation would make CHF 1.5 million available annually until 2015 for the funding of young researchers.

Together with our partner organizations – which include well-established universities and scientific associations such as the International Society for the Study of Behavioural Development and the European Association for Research on Adolescence – we support post-doctoral and doctoral programs, summer schools, methodology workshops, and scholarship programs that enable junior researchers to attend conferences.

With the support of the Jacobs Foundation, for example, the University of Zurich has been participating since 2008 in the International Max Planck Research School LIFE, an excellence network in which leading international scientists from the area of lifespan research come together to take part in an international, interdisciplinary doctoral program. The LIFE doctoral program is the only one of its kind to date. LIFE doctoral researchers also participate in “academies”, which are intensive weeks of academic learning hosted twice a year on a rotational basis in Zurich, Berlin, Charlottesville (Virginia, USA), and Ann Arbor (Michigan, USA). During these academies, both professors from the participating universities and doctoral candidates give lectures. It is an excellent opportunity for junior academics to

gain exposure within the research community and to receive first-hand feedback. Of almost greater importance to the doctoral researchers, however, is the opportunity they receive thanks to their membership in LIFE to build a network of contacts with other peers. Academic exchange among peers is especially vital for doctoral candidates preparing for a future professorship.



The Jacobs Foundation is currently supporting three LIFE doctoral candidates. In the following articles, Reinhard Drobetz, Miriam K. Depping and Florentina Mattli introduce their doctoral theses.

HOW DOES THE ABILITY TO DELAY GRATIFICATION CHANGE OVER ONE'S LIFESPAN?

— *by Reinhard Drobetz*

If you had the choice between receiving one piece of chocolate right now or two pieces in three hours, which option would you choose? This question is based on the idea of delayed gratification, which is the concept of delaying immediate, smaller pleasures (e.g. one piece of chocolate) in order to receive something better (e.g. two pieces of chocolate) at a later time. Practical examples of this phenomenon include saving money instead of buying something nice immediately, or quitting smoking to avoid long-term health risks. Delayed gratification plays an integral role in greater academic and professional success as well as improved social behavior. During a study, I found that children with higher verbal intelligence and a higher level of agreeability were also better at delaying gratification.

Furthermore, I examined the possibilities of studying delayed gratification, which is usually measured in children with a test similar to the chocolate example mentioned above, in adults, and whether delayed gratification still has positive effects in later years. To accomplish this, I developed an experiment that enables delayed gratification to be tested among older people. Using imaging procedures, I was able to reveal changes in the brain's reward system between people with a greater and lesser ability

to delay gratification. Differences were also visible between the two groups when it came to behavior and experiences. A greater ability to delay gratification was accompanied among older people by a lower tendency to depression, higher cognitive skills and increased feelings of well-being. In contrast, I found that older adults with cognitive impairment experienced greater difficulty in delaying gratification when it involved something edible.

In general, my studies show that delayed gratification is important for cognitive performance and ensuring a sense of well-being right from childhood through to advanced adulthood. Future studies could continue this research by examining if and how delayed gratification might be learned and practiced.

HOW DOES OUR DECISION-MAKING CHANGE OVER THE COURSE OF OUR LIVES?

— *by Miriam K. Depping*

Every day we make numerous small or far-reaching decisions (for example, which shoes to buy or with whom we will spend our lives). These decisions can have positive and negative consequences (shoes may be pretty but uncomfortable; a partner may be faithful but boring). In the context of my thesis, I examined whether youth as well as young and older adults differ in how they weigh up the positive or negative consequences of a decision. Because more and more deficits appear with increasing age, the avoidance of negative consequences for decisions should grow in importance.

In a study involving youth and young and older adults, I tested this hypothesis with a newly developed decision-making task, a lottery game, in which subjects could gain or lose time for solving various puzzles. Simultaneously, heart rate and skin resistance were measured to gauge autonomous, emotional reactions.

In another study, I examined whether young and older adults differed by whether positive or negative information was more important for them when it came to choosing a possible holiday destination. Because positive information can be remembered more easily, I measured memory capacity. As expected, older adults remembered more negative information than the young adults did. These age-related changes must be taken into consideration when presenting information about important decisions (e.g. about preventive medical examinations or potentially risky activities) so that individuals can make the decision best suited to them.

HOW CAN I REMEMBER WHAT I HAVE PLANNED TO DO?

— *by Florentina Mattli*

Many people have probably done it: You tie a knot in your handkerchief to remember to make an important telephone call later on. Planning to do something, remembering it later and performing it is known in psychology as “prospective memory”. In my thesis, I examined the various aspects of the development of prospective memory.

How does the capacity of prospective memory develop over the lifespan? Children aged eight to nine experience great difficulty performing tasks they have planned to do, while eleven-year-olds are already as proficient at it as 20- to 50-year-olds. Between the ages of 50 and 80, this capacity begins to decrease significantly.

In order to research the fundamental processes of these changes, I measured brain waves using electroencephalography (EEG). In the various age groups, different processes led to a breakdown of prospective memory. Adults had trouble recognizing reminders, comparable with the knot in the handkerchief, to perform the planned task. Children, on the other hand, found it difficult to switch their attention from the action they were currently involved in and focus on performing the planned task. They remained to some degree stuck on the activity they were doing at the moment.

In the next study, I will assess whether the performance of planned tasks by young and older adults can be practiced so that it can be carried out more easily and efficiently – in other words, almost automatically. This could provide important information about how prospective memory capacity among older people in particular can be made more efficient by means of specific training exercises.

Our programs and projects

PROGRAM AND PROJECT FUNDING

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Bildungslandschaften.ch	To establish educational networks in 25 communities in eight different cantons in Switzerland.	Jacobs Foundation, cantons and communities	2011-2016	4,067,000
Treib.stoff	Training for young volunteers and research on the effects of early voluntary engagement.	Pädagogische Hochschule Zug, Free University Berlin	2007-2012 (60 months)	2,500,000
Lebenswelt Schule	To create communities of responsibility in four regions which mobilize a variety of players in charge of education (kindergartens, schools, NGOs, companies, churches, clubs, elderly people, etc.) in order to concentrate and use local resources more effectively.	German Children and Youth Foundation (DKJS)	2007-2011 (51 months)	1,773,074
A Jacobs Initiative for Latin America: Aprender para la Vida	To promote the socio-economic integration of disadvantaged youth by increasing their employability profile and life skills through extracurricular activities and out-of-school programs.	Luta pela Paz, Brazil; Fútbol con Corazón, Colombia	2008-2011 (46 months)	1,611,017
Zukunft mit Kindern - Fertilität und gesellschaftliche Entwicklung	To understand the causes for decreasing birth rates and socio-political as well as individual options to impact the development of fertility.	Berlin-Brandenburg Academy of Sciences and Humanities and the German Academy of Sciences-Leopoldina	2009-2011 (26 months)	1,520,125
A Jacobs Initiative for Africa	To reduce the vulnerability of and the risks for mobile children and youth in West Africa.	Terre des Hommes, Save the Children, Swisscontact	2008-2012 (60 months)	1,478,000
HOPE - Having opportunities for Peace and Employment	To enable young people from marginalized backgrounds in El Salvador to escape the vicious circle of unemployment, poverty, marginalization and violence by means of combining the components of vocational guidance, skill training and culture of peace.	Pestalozzi Children's Foundation	2007-2012 (60 months)	1,133,600
Primano	To give socially disadvantaged children better chances of achieving an uninterrupted school career and of receiving an education which exploits their potential to the maximum.	Health service of the city of Bern	2007-2012 (60 months)	1,020,000
Z-PROSO, Phase III	To contribute to the understanding of pathways of externalizing problem behavior and aggression amongst children and youth. In depth longitudinal research on intervention programs aiming to prevent these antisocial behaviors.	Swiss Federal Institute of Technology Zurich, University of Cambridge	2010-2013 (36 months)	861,200
Boosting Hidden Potential in Science Education	Longitudinal study on the efficiency and the long-term effects of cognitively activating science education in physics and chemistry.	Swiss Federal Institute of Technology Zurich	2010-2015 (60 months)	780,000
NUBBEK Consortium	Analysis of the quality of education and childcare in different Early childhood education and care settings in Germany.	State Institute of Early Childhood Research (IFP); FVM, Kandersteg; NUBBEK working group University Bochum; PädQUIS - FU Berlin; SOEP/DIW Berlin	2009-2011 (20 months)	608,050

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Evaluating the Impact of the Infant Toddler Centers and Preschools on Children: The Reggio Approach	To evaluate for the first time the impact of long-term, high-quality early childcare on a community level.	University of Chicago	2011-2014 (42 months)	595,889
Schritt:weise im ländlichen Raum	Conception and testing of new implementation models of the home visit program schritt:weise for rural areas, that reduce the staff costs per participant significantly without noticeably impacting on the quality of the program.	A:primo	2011-2016	500,000
Zeppelin	Professional implementation of the home-based and center-based program "PAT - Parents as teachers" in the framework of a scientifically based intervention study.	Interkantonale Hochschule für Heilpädagogik	2011-2014	500,000
Akoupé Multi-Function Education Model	To promote improved opportunities for the youth of the Akoupé region by creating an integrated model catering to their formal and vocational education needs.	World Cocoa Foundation/International Cocoa Initiative	2008-2011 (36 months)	500,000
Call Them Emotions	To utilize the educational system more effectively to build social and emotional skills in young people. This creates a more positive, caring society and reduces aggression and disruption, which will have the effect of increasing attention and learning.	Scuola Universitaria Professionale della Svizzera Italiana	2010-2014 (48 months)	500,000
The Aieo Tu Early Childhood Study - Phase II	A randomized control study in Columbia, evaluating the effectiveness of a nationwide implemented early childcare program.	Rutgers University	2011-2013	463,656
Peer-Education zur Förderung von Medienkompetenzen	To promote media literacy of children and young people as key competence in order to foster the competent use of electronic and interactive media at home, in school, at work and in leisure time.	Bundesamt für Sozialversicherung BSV	2012-2015	450,000
Cooperation "Improving the knowledge base to support effective youth employment programmes through linking research to practice"	To increase awareness of the importance of evidence based programming worldwide in order to achieve positive results in youth employment, disseminate these results and increase the evidence of what works by means for training in and carrying out of rigorous evaluations of existing programs.	YEN - Youth Employment Network	2010-2013 (36 months)	450,000
Kampagne "Stark durch Beziehung"	All parents of infants and toddlers (up to three years) in Switzerland receive up-to-date knowledge and practical tips on how to build up enduring and "attaching" relations with their children.	Parent Education Switzerland	2009-2012 (32 months)	394,636
Education That Pays For Itself: The La Bastilla Financially Self-Sufficient School for Rural Entrepreneurs	To offer Nicaraguan youth from low-income families a high-quality skills and business focused education, empowering them to become productive members of society.	Teach a Man To Fish	2009-2013 (60 months)	392,400
Adolescent transitions in the context of social and geographical mobility	To establish a research-intervention initiative with adolescent girls in domestic service residing in two locations in Burkina Faso by applying a "safe spaces" approach that aims to reduce vulnerability and expand opportunities through building skills and assets to manage transition into adulthood.	Poverty, Gender and Youth Population Council	2010-2013 (48 months)	392,400
From Rally to Revolution: Analyzing the Transformations of Youth during the 2011 Egyptian Revolution	To analyze the role of youth during the 2011 Egyptian Revolution and the influence these events have on the development, their values, and their behavior.	University of Tennessee	2011-2013	392,400

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Muslim Youth Groups and Engendering Civic Social Capital in Swiss Society	Analyzing the role Muslim youth groups have in the formation of social capital and the integration of young Muslims in the Swiss society.	Universität Luzern	2011-2012 (24 months)	385,000
Education through Football at Football for Hope Centres in Africa	To collect best practice "education through football" experiences and know-how in various areas and to transfer and apply the gathered lessons to local organizations working in the field of development through football in Africa.	Streetfootballworld	2009-2010 (24 months)	383,748
Transition from School to Work: Preventing Burnout and Promoting Engagement	Longitudinal study to examine the diversity and changing nature of school-to-work transition and its impact on psychosocial adjustment and well-being among young people.	University of Jyväskylä	2008-2011 (36 months)	361,182
Higher Education without Family Support – An International Pilot Scheme on Educational Disadvantage Among Care Leavers	To develop and pilot test an intervention to reduce educational disadvantage among care leavers.	Universität Hildesheim	2012-2013 (24 months)	355,101
Starting School Successfully: A Program to Improve the Language Competences of Immigrant Children in Kindergarten	Focus on the integration of immigrant children by means of evaluating a language-promotion program for children in kindergarten whose first language is not German/Swiss German.	University of Zurich	2010-2014 (48 months)	351,312
ZEFF	Creation of the first university research center dedicated on early childhood development and education in Switzerland.	University of Fribourg	2010-2013 (36 months)	350,000
The Aieo Tu Early Childhood Study – Phase I	A randomized control study in Columbia, evaluating the effectiveness of a nationwide implemented early childcare program.	National Institute for Early Education Research, USA	2009-2011 (30 months)	348,800
Promoting Learning and Resilience in Early Childhood Settings	To contribute towards promoting, professionalizing and improving the quality of early childhood learning in Switzerland.	Marie Meierhofer Institut für das Kind, Zürich	2010-2012 (26 months)	345,000
Universal and culture-specific antecedents of civic engagement – who wants to be a volunteer?	Identification of characteristics of volunteers that can make future searches of volunteers more efficient and less time-consuming, and can facilitate the allocation of resources.	Tilburg University	2010-2013 (36 months)	321,253
Parenting and Co-parenting in infants and toddlers	To explore the shared patterns of parents and home-based care providers and to ask whether parenting of parents who do and do not share the care differs, how parenting and co-parenting is combined, and how infants and toddlers develop and cope with shared environments.	University of Vienna	2010-2012 (24 months)	304,025
The French Version of "Parenting Our Children to Excellence" – PACE	To develop and test a French version of a research-based parenting program to help parents of young children address practical childrearing issues and promote child coping-competences.	University of Geneva	2009-2011 (24 months)	300,000
Edelweiss	To support the social integration of 20 young refugees with occupational activities and cultural learning in the national park Hohe Tauern.	Verein der Freunde des Nationalparks Hohe Tauern	2011	290,277
Developmental Trajectories of Brazilian Street Youth	To better understand the development of Brazilian street youth and to inform targeted interventions for this group.	Federal University of Rio Grande do Sul	2011-2014 (36 months)	286,329
AQIS – life and financial education/Impact Assessment & Quality Assurance for the organization and network	To develop and implement an impact assessment and quality assurance instrument for the Aflatoun organization and network.	Aflatoun	2008-2011 (33 months)	255,888
International Congress of Psychology 2012	Enrichment program for the globally most important congress in psychology, with a particular focus on supporting young scholars. 2012 in Cape Town, South Africa.	International Union of Psychological Science (IUPsyS)	2012	255,381
ElternWissen-Schulerfolg	To enable parents to effectively support their children in school.	Parent Education Switzerland	2010-2013 (39 months)	250,000
Lerngelegenheiten	Identify the most important learning experiences in the first four years of a child's life, in order to make parents and educators of the day-care-centers aware of the versatile everyday situations that offer excellent opportunities for learning.	Bildungsdirektion des Kantons Zürich	2011-2015	250,000

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
West Africa Programme 2012-2016	To create lasting competencies and structures that will improve the living conditions of children and youth in agriculturally based communities in West Africa by implementing an integrated and participatory approach to Children and Youth Development.	Jacobs Foundation	2011-2012 (12 months)	250,000
BIKE	The aim of the longitudinal research based intervention study is to develop, implement and evaluate a comprehensive intervention curriculum for children aged 0 to 7 from families at risk.	University of Kiel (IPN), University of Bremen (ZKPR)	2010-2012 (24 months)	239,412
Second Language Prekindergarten Language, Intervention and Developmental Outcomes	Research of the political project of the canton Basle-Stadt which aims at narrowing immigrant children's academic disadvantage by an early language intervention through an obligatory preschool program with built-in language support.	University of Basel	2010-2013 (36 months)	200,000
The function of emotion regulation in self-regulated learning: how different emotion regulation strategies affect components of self-regulated learning	To better understand how different emotion regulation strategies affect components of self-regulated learning.	Technische Universität Darmstadt	2010-2013 (36 months)	195,510
Impact Study of Youth Entrepreneurship Education in Uganda	To provide evidence of the impact of an entrepreneurship intervention which seeks to contribute to the growth of an entrepreneurship culture among Ugandan Youth through the development and testing of a new, revised entrepreneurship education curriculum and program that will prepare them for the school to work transition in a labor market where formal employment opportunities are scarce.	Innovations for Poverty Action	2012-2013	191,840
Partnership in Training of Hotel Managers (Pithom)-Phase I + II	To develop an internationally recognized and accredited training program for hotel management in Bhutan.	HWZ - Hochschule für Wirtschaft Zürich	2008-2012 (60 months)	176,300
Unterstützung der im Kanton Bern von häuslicher Gewalt mitbetroffenen Kinder	Pilot program to support children who are victims of marital/ domestic violence.	Polizei- und Militärdirektion des Kantons Bern Berner Interventionsstelle gegen häusliche Gewalt - Big	2011-2013 (36 months)	146,389
Jugendliche in zivilgesellschaftlichen Organisationen	Research on the engagement of young people in civil society organizations and in voluntary activities away from established organizations.	The Social Science Research Center Berlin (WZB)	2011-2012 (24 months)	133,220
Bildungsbündnisse für Chancengerechtigkeit	To promote educational justice by supporting and offering technical support to interested communities to effectively implement the newly decided "educational package" in Germany.	German Children and Youth Foundation (DKJS)	2011-2012	121,610
Stifterallianz Sustaineo	To promote the cooperation between the private and the public sector in order to lastingly improve the living conditions of children, youth and their families in agricultural communities in agricultural commodity producing countries (cocoa, coffee, cotton) and raise awareness amongst decision makers and consumers.	Jacobs Foundation	2011-2013 (36 months)	121,610
Teacher Education Textbooks and Tools Development Initiative for Sub-Saharan Africa - TETDISSA	To develop learning material to support both pre- and in-service teacher education within the framework of the ongoing training and professional development programs in various African countries.	Human Development Resource Centre (HDRC)	2009-2010 (12 months)	121,610
La Bastilla Primary School Project - Phase II	To improve educational outcomes at the La Bastilla Primary School, Nicaragua, by addressing deficiencies identified in the quality of education currently offered, as well as in the participation in and engagement of parents and the community with the school, and in the capacity of the school administration to effectively administer the institution.	Teach a Man to Fish	2009-2013 (48 months)	112,795
ChagALL	To support gifted children with migration background to pursue their matura and to go to university.	Gymnasium Unterstrass, Zurich	2009-2014 (60 months)	101,950
Aufbau von Forschungskapazitäten in der Schweiz im Bereich "Evidence-based Educational Policy"	Develop knowledge about evidence-based education to be used by policy makers, policy implementers, and by parents and pupils.	University of Zurich	2010-2011 (16 months)	100,000

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Latin America Programs: From Employability to Employment	To build the capacity of civil society partners to ensure the quality and the sustainability of their programs, to professionalize their organizations, and enable youth from high-risk communities to integrate into the labor market.	Jacobs Foundation	2011-2016 (67 months)	89,518
International Academic Conference on "Children and Youth in Crisis"	Joint project with the World Bank to better understand the effects of financial shocks on the development of children and youth.	World Bank, Human Development Network, Children and Youth Unit	2011	87,200
Empfänge bei den "Ganztagsschulen-Kongressen" 2010/2011	Receptions at the "all day school congresses" 2010/2011.	German Children and Youth Foundation (DKJS)	2010/2011	85,127
Por Una Mañana (PUM)	To provide opportunities so that teenagers and young people can rebuild a way of life that may offer them dignified conditions for the future, setting priority on employability in a decent job, including education that broadens personal and social horizons and inclusion into society as protagonists of their own actions.	Fundación Gente Nueva	2009-2011 (24 months)	70,000
Youth in Transition	To investigate approaches and success factors in the design of effective programs for school leavers with problems in the transition from obligatory school to vocational education and training.	University of St. Gallen	2010-2011 (9 months)	63,000
Dossier: Zukunft Bildung	Web-based information portal on educational issues in Germany.	Wissenschaftszentrum Berlin und Bundeszentrale für politische Bildung	2011-2012 (12 months)	62,702
Nobelpreisträgertagung Wirtschaft 2011	To support a unique platform of interaction and dialogue between Nobel Laureates in economics and the best young economists worldwide.	Stiftung Lindauer Nobelpreisträgertreffen	2011	60,805
Peer-Education zur Förderung von Medienkompetenzen	To promote media literacy of children and young people as key competence in order to foster the competent use of electronic and interactive media at home, in school, at work and in leisure time.	BSV (Federal Insurance Office)	2011	50,000
Qualitätslabel	To develop and establish a nationally accepted quality label for child care centers in Switzerland in order to further develop, assure and visualize the pedagogic quality.	KiTAS (Swiss Association of Child Care Centers)	2011	50,000
Stifterallianz Sustaineo - Projekt in Uganda	To promote integrated approaches in development cooperation, linking partners from the private sector and from the "traditional development cooperation sector", such as government agencies and NGOs, with a view to improving the living conditions of small holder farmers and their families in the sectors of coffee, cocoa and cotton.	Jacobs Foundation	2011-2012	50,000
FIP - Formation et Insertion Professionnelle	Support local governments (municipalities) to develop and initiate vocational education opportunities for the youth that have had no or partial schooling in order to offer the latter new economic opportunities and possibility to settle into working life.	HELVETAS/ Swiss Intercooperation	2011-2012	50,000
Project Management - From Employability to Employment	To strengthen excellent civil society organizations in order to improve and ensure quality of their employability programs for high risk youth with an explicit focus on integration into the labor market, continuation of formal vocational training or tertiary education, as well as engagement with the community.	Fundación SES	2011-2012	50,000
Enterprize 2012	Award for entrepreneurship in vocational education.	Stiftung für Unternehmergeist in Wirtschaft und Gesellschaft	2011-2012	50,000
Expertise IZB: Education in Agricultural Settings (Stifterallianz Sustaineo)	To provide an overview of existing approaches, selection criteria and potential partners in the field of integrated approaches to agricultural/farmer development and CYD in Africa.	Institute for International Cooperation in Education (IZB)	2011-2012 (12 months)	48,000
KiDZ	Longitudinal evaluation of an innovative Kindergarten model, piloted in Bavaria, Germany.	Otto-Friedrich Universität Bamberg	2011 (12 months)	44,996
Beratung "Integrierte Frühförderkonzepte"	Study on the current development of integrated early education approaches in small to medium-size cities in Switzerland.	INFRAS	2011-2012	40,000

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Master study program on "Democratic school development and social competences"	Provision of startup funding and scholarships for the promotion of the newly established master study program.	Free University of Berlin	2010-2012 (24 months)	36,483
Tagung re:connaissances	Open space workshop on the recognition of competences that can be gained through voluntary engagement.	SAJV (Swiss Association of youth Organizations)	2011	30,000
Machbarkeitsstudie für den Aufbau von kantonalen Jugendnetzwerken	To establish cantonal networks of youth organizations in order to foster their role as key extracurricular stakeholder in cantonal child and youth policy.	SAJV (Swiss Association of youth Organizations)	2011-2012	25,000
Expertengruppe GxE Intervention	Discuss and advance the field in the area of potential genetic mediation and moderation of intervention effects.	Jacobs Foundation	2011-2012	25,000
Encuentro de Especialistas en la temática profundización, impact, sostenibilidad y escala en Proyectos de inclusión laboral de jóvenes en la región latinoamericana	To develop a better understanding of mechanisms that promote sustainability and replication and to identify good practices in this domain.	Fundación SES	2011-2012	21,282
Sommerakademie 2011 „Zukunftsmodelle für das Miteinander zwischen Jung und Alt“	Creation of a forum for encounters between practitioners, authorities, and research to support working together and generating innovations in the area of child and youth development.	infoklick.ch – Kinder und Jugendförderung Schweiz	2011	20,000
Workshop on Evidence-Based Development Prevention of Violence and Bullying and the Promotion of Social Competencies	Presentation and discussion of Europe-wide best practices in prevention of violence and bullying and the promotion of social competencies in children and youth.	University of Cambridge	2011-2012 (12 months)	18,242
Filmproduktion "Frühe sprachliche Förderung"	Video documentation of the project "Second Language", a project to foster early education in the Canton of Basle.	Forum Bildung Schweiz	2010-2011 (12 months)	15,000
JF_DEZA_RECICI Event June 2011	To gain a better understanding of effective investments in education in Africa and to promote a constructive dialogue between public (SDC, NGOs) and private actors (Foundations, CSR departments) on this topic.	Jacobs Foundation	2011	11,500
Nationaler Moderatoren-Workshop von FemmesTische 2011	National FemmesTische facilitator workshop on the topic early education.	FemmesTische	2011	7,900
Tagung "Altersgerechte schulische Tagesbetreuung - Herausforderung und Chancen" November 2011	Yearly symposium on the subject of all day learning.	Schweizerischer Verband für schulische Tagesbetreuung	2011	2,000

INSTITUTIONAL FUNDING

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Jacobs University Bremen	Sustainable capacity building and the creation of strategic partnerships with and within science by investing in renowned institutions.	Jacobs University Bremen	2006-2017	243,220,000
The Impact of Political Conflict on Youth: Assessing Long-Term Well-Being via an Event History - Resource Model	To understand the impact of political conflict on the long-term well-being of youth so that policy and practice for conflict youth can be more effective and efficient.	Center for the Study of Youth and Political Violence, University of Tennessee	2010-2013 (38 months)	872,000
Jacobs-ISSBD Young Scholarships Programme	Structured and mentored doctoral fellowship program for PhD-students from developing countries.	International Society for the Study of Behavioural Development/ISSBD	2011-2014 (36 months)	741,200
Nord-Süd Kooperation (Universität Zürich - Uganda - Ruanda)	Partnership to conduct joint research projects, establish PhD fellowships, support teaching staff, offer writing grants and to conduct joint summer schools.	University of Zurich	2007-2014 (84 months)	700,000
Deutsche Akademie der Technikwissenschaften - acatech	Support of policy makers and society with technically qualified evaluations and far-sighted recommendations.	acatech - the German Academy of Science and Engineering	2011	72,966
Förderung Medizin-Tagung 2011	To support a unique platform of interaction and dialogue between Nobel Laureates in chemistry, physics and medicine and the best talents worldwide.	Stiftung Lindauer Nobelpreisträgertreffen	2011	60,805
Deutsche Akademie der Naturforscher Leopoldina	To support Leopoldina in advising government, science and the public about socially relevant scientific issues.	Deutsche Akademie der Naturforscher Leopoldina	2011	60,000
Jacobs Center for Productive Youth Development	Creating impact by cooperating with the Jacobs Center at the University of Zurich.	Jacobs Center for Productive Youth Development Foundation		
Jacobs Center on Lifelong Learning and Institutional Development	Creating impact by cooperating with the Jacobs Center at the Jacobs University in Bremen.	Jacobs University Bremen		

CONFERENCES

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Jacobs Foundation Marbach Conference	Research Conference with the most important international researchers and the most talented young scholars on the topic of "Adolescence: Exploration and Self-Regulation".	Jacobs Foundation	2011	250,000
Conference "African Youth from Within - Youth At Work in Sub-Saharan Africa"	Development of a comprehensive research proposal to better understand the role of work for African children and youth.	Jacobs Foundation	2011	23,836

KLAUS J. JACOBS AWARDS

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
Klaus J. Jacobs Research Prize	Honoring groundbreaking achievements in child and youth development.	Jacobs Foundation	annually recurrent	1,000,000
Klaus J. Jacobs Best Practice Award	Honoring groundbreaking achievements in child and youth development.	Jacobs Foundation	annually recurrent	200,000

YOUNG SCHOLARS

NAME	OVERALL OBJECTIVE	PARTNER	TERM	GRANT AMOUNT (CHF)*
PATHWAYS	Capacity building and advancing the frontiers of internationally comparative research on productive youth development, to promote the next generation of researchers and to provide an innovative and stimulating learning and research environment.	Universities of London, Helsinki, Jena, Stockholm, Tübingen, Michigan and Michigan State University	2008-2012 (48 months)	1,406,500
College for Interdisciplinary Education Research	To promote the autonomy of excellent young post-doctoral students and to advance and foster interdisciplinary education research.	Wissenschaftszentrum Berlin für Sozialforschung (WZB)	2012-2016	1,021,992
LIFE - Phase II	To offer a unique opportunity for an excellent training of young scientists in the area of human development. LIFE is an interdisciplinary network of internationally acclaimed scientists from the area of lifespan development.	Zurich University	2012-2014	603,000
LIFE	To offer a unique opportunity for an excellent training of young scientists in the area of human development. LIFE is an interdisciplinary network of internationally acclaimed scientists from the area of lifespan development.	Zurich University	2009-2011 (36 months)	600,000
Young Scholars Research Grant Programme FY 2011	Call for proposals from young scholars who participated in the 2011 JF Conference on Self-Regulation in Adolescence.	Jacobs Foundation managed	2011 (12 months)	400,000
EARA/SRA Summer Schools 2012-2015	International Summer Schools with senior faculty and selected young researchers on key topics in child and youth development, alternately in the US and in Europe.	European Association for Research on Adolescence Society for research on Adolescence	2012-2015 (48 months)	291,864
ESDP Cooperation Young Scholars 2012-2015	Support of the participation of young scholars in the biennial Conferences of ESDP, international summer schools in the off-years.	European Society for Developmental Psychology ESDP	2012-2015 (48 months)	194,576
Summer Schools of EARA and SRA "Developing a Stable Structure for Young Researchers in Europe and North America"	Two EARA/SRA summer schools, to be held in 2010 and 2011. There will be approx. 13 European doctoral students, 13 US students, and ten senior researchers attending.	European Association for Research on Adolescence (EARA)	2009-2011 (24 months)	104,949
SRCD/SRA Young Scholars Travel Grant - annually recurrent	Support of the participation of young scholars in international Conferences.	Jacobs Foundation	2011	80,000
EARA-Methods Workshop for Young Researchers of Adolescence in Latin America 2011	Methods Workshop for Young Researchers of Adolescence from Latin America 2011.	European Association for Research on Adolescence/EARA	2011	72,966
International Scholarship at the 2011 Biennial Meeting of the Society for Research in Child Development	Support for young international scholars in the 2011 Biennial Meeting of the Society for Research in Child Development.	Society for Research in Child Development	2010-2011 (12 months)	47,960
Young Researchers Travel Grants for the 15th Conference on Developmental Psychology	Support of the participation of young scholars in 15th Conference on Developmental Psychology, Bergen.	European Society for Developmental Psychology	2011 (12 months)	47,306
Winter School on Evidence-Based Parent Education Programs and Best Practices to Promote Positive Parenting	Exchange of information regarding theoretical and methodological aspects of application-oriented research on parenting programs between academics, practitioners, political decision-makers and young academics.	European Society for Developmental Psychology c/o Universidad de La Laguna	2010-2011 (12 months)	36,361
Young International Scholars: Promoting Collaborative Relations and Participation in the 2010 Society for Research on Adolescence Biennial Meeting	Support of young international scholars to promote collaborative relations and participation in the 2010 Society for Research on Adolescence Biennial Meeting.	Society for Research on Adolescence (SRA)	2009-2010 (12 months)	30,084
Interdisciplinary Conferences on Self-Regulation, Autonomy and Learning	Support for young scholars from outside the US to participate at the 2010 and 2011 meetings of the Jean Piaget Society, a platform for dialogue and international exchange of research findings in developmental psychology and education.	Jean Piaget Society, University of Minnesota	2010-2011 (18 months)	8,720

* Amounts in CHF rounded - exchange rate per November 2011



Katienmuseum





INSTITUTION

56 Board and Management

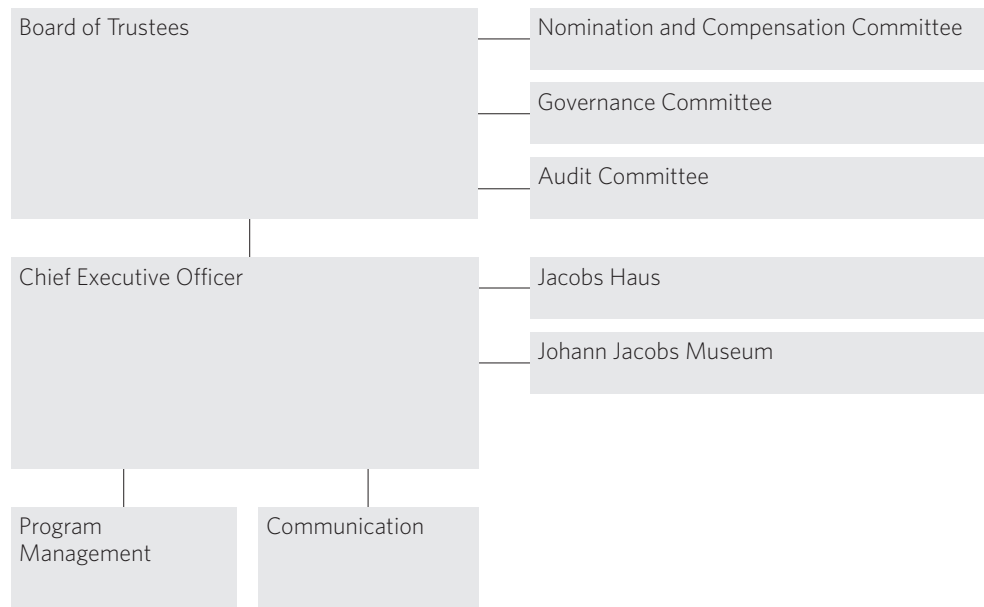
58 New focus for the *Jacobs Haus*

Board and Management

The Jacobs Foundation has a two-tiered governance structure which comprises the Board of Trustees and the Management.

The Board of Trustees is the supreme decision-making body of the Foundation. It appoints new members by cooption and elects its own chair in accordance with the Jacobs family council. The joint experience and expertise of the Board members must cover the Foundation's entire sphere of activities and all members must be experienced in international projects. The Board of Trustees has three permanent committees: *Audit Committee* with Ernst Buschor (Chair) and Pascal Couchepin; *Governance Committee* with Lavinia Jacobs (Chair) and Eduardo Missoni; *Nomination and Compensation Committee* with Marta Tienda (Chair) and Jürgen Baumert. The Chairman of the Board of Trustees, Joh. Christian Jacobs, is a non-voting member of all three committees.

On behalf of the Board of Trustees, the Chief Executive Officer (CEO) leads all activities supported by the units of the Program Management and Communication.



Board of Trustees



From left to right: Joh. Christian Jacobs (Chair), Lavinia Jacobs, Eduardo Missoni, Auma Obama, Pascal Couchepin, Jürgen Baumert, Ernst Buschor, Marta Tienda

The Management



*From left to right – rear row: Alexandra Güntzer, Simon Sommer, Philine Zimmerli
Middle row: Sandro Giuliani, Susanne Hertling, Bernd Ebersold (CEO), Constanze Lullies
Front row: Sylvana Volkmann, Urs Arnold, Fabienne Vocat, Gelgia Fetz*

New focus for the *Jacobs Haus*

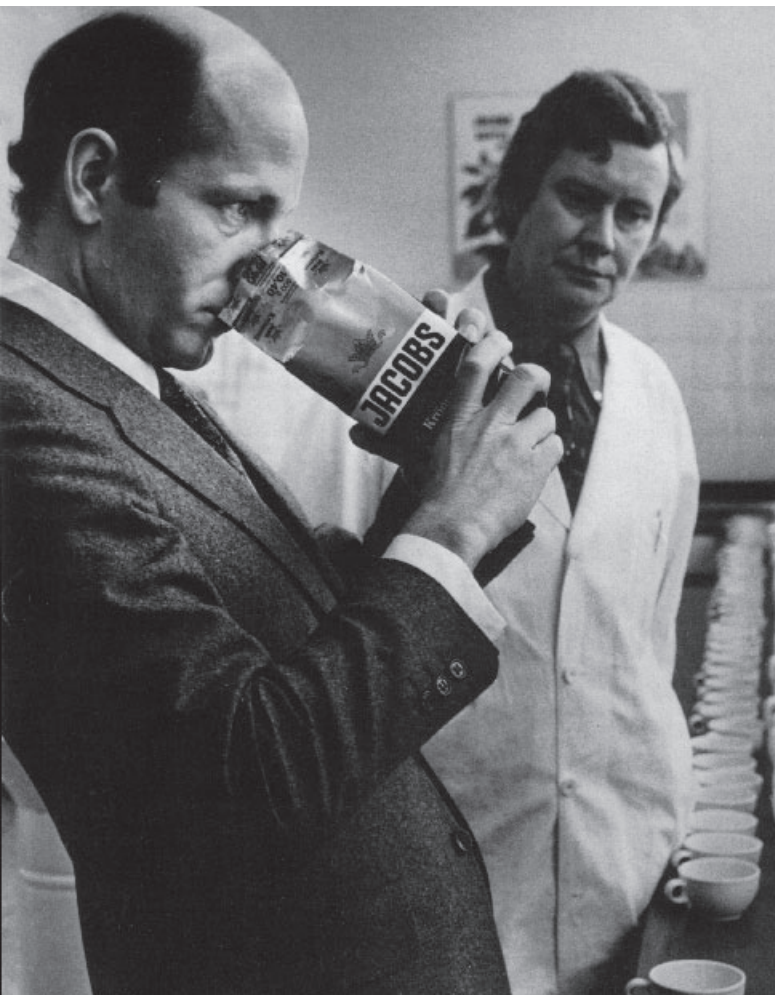
ROGER M. BUERGEL CURATOR

The Jacobs Haus at Seefeldquai is becoming a lively center for creative learning. The Johann Jacobs Museum will be taking a new direction in terms of content following renovations to the Jacobs Haus at Seefeldquai.

The history of global trade will be the main focus of future exhibitions and visitor programs. It will be displayed and explained using the examples of coffee and cocoa as well as related trade commodities such as oil, rubber, diamonds, cotton and tobacco, which are basic components of the modern.

With this new focus, the Johann Jacobs Museum is entering uncharted conceptual territory. There are certainly plenty of museums specializing in trade, ethnology, colonial history and European and non-European art, but none (yet) that is completely devoted to the dramatic interweaving of our globalized circumstances.

In the spirit of this interweaving, the Johann Jacobs Museum will develop its formats in close cooperation with museums in Asia, Africa, South America and Europe while cultivating its own academic networks for fundamental research and – also part of the method – assigning specific experimental projects to artists.





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FINANCIALS

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Facts & Figures

GRANTS IN 2011

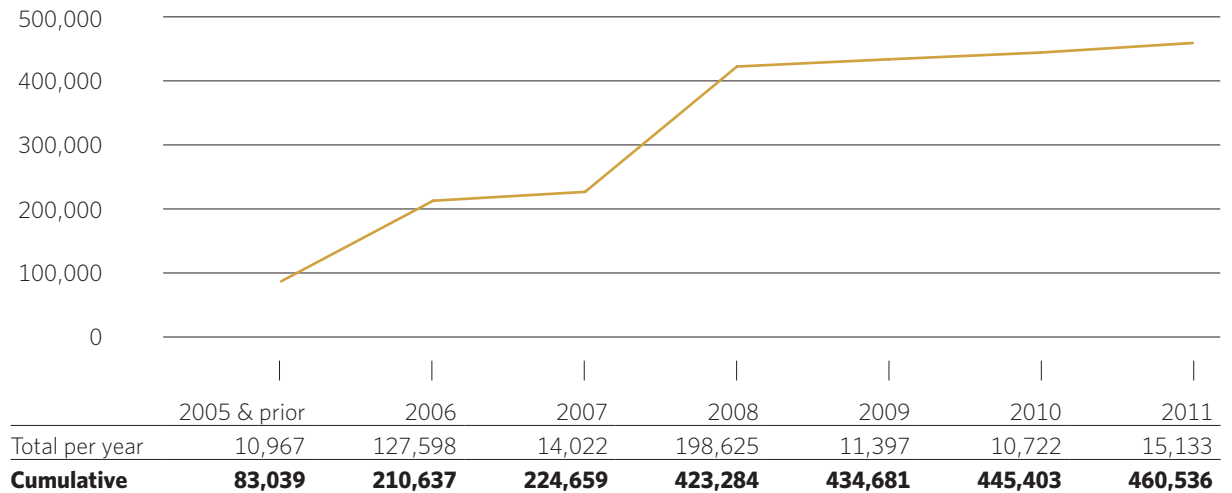
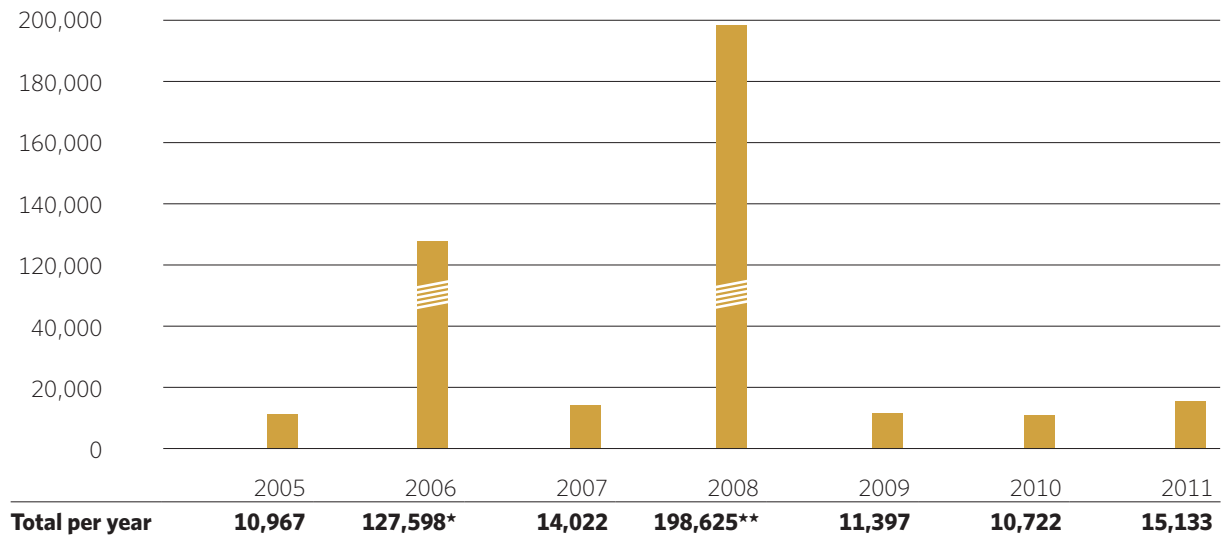
CHF 15,133,000

CUMULATIVE GRANTS

CHF 460,536,000

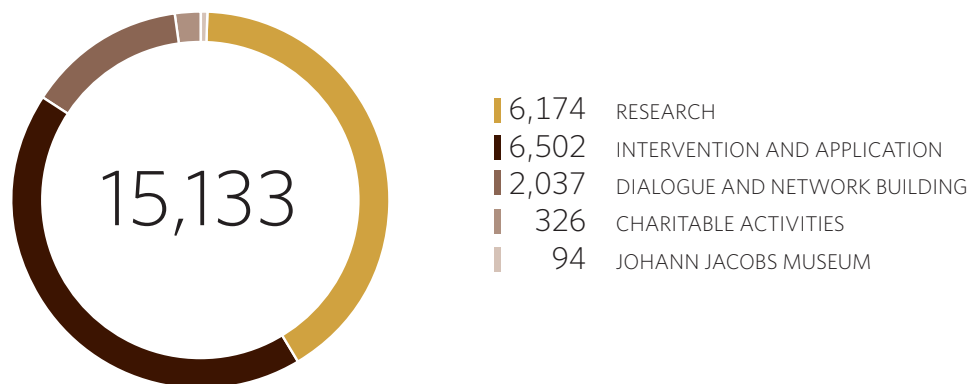
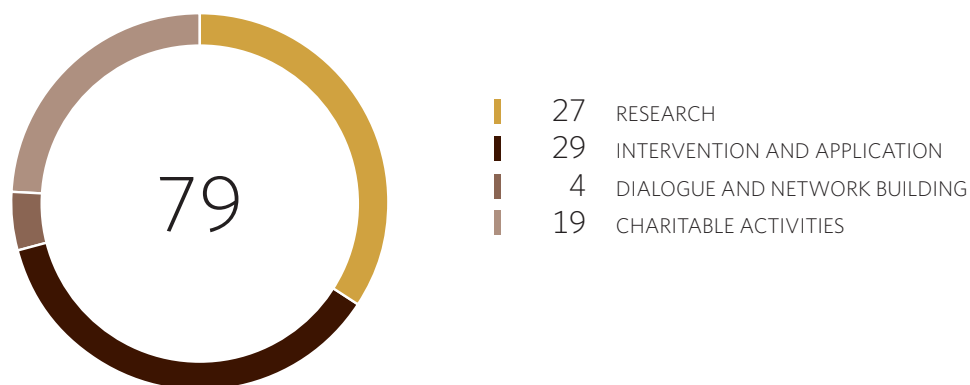
FOUNDATION ASSETS AS OF 31 DECEMBER 2011

CHF 3,276,000,000

CUMULATIVE GRANTS IN THOUSANDS OF CHF**GRANTS PER YEAR** IN THOUSANDS OF CHF

* Includes funding to the International University Bremen (today Jacobs University Bremen) over TCHF 120,668

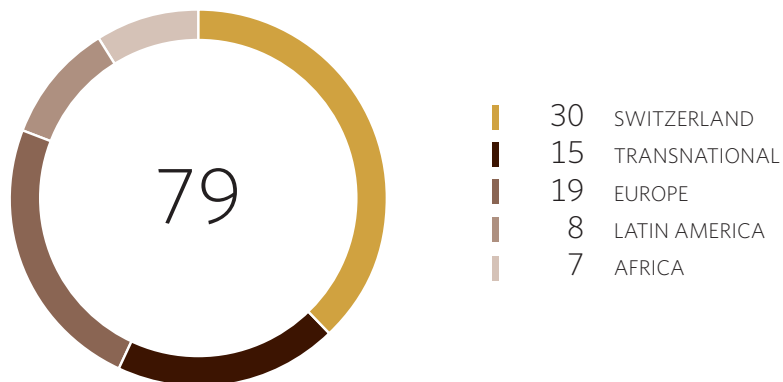
** Includes funding to the Jacobs University Bremen over TCHF 186,413

GRANTS BY KEY ACTIVITY AREA 2011 IN THOUSANDS OF CHF**NUMBER OF PROGRAMS AND PROJECTS BY KEY ACTIVITY AREA 2011**

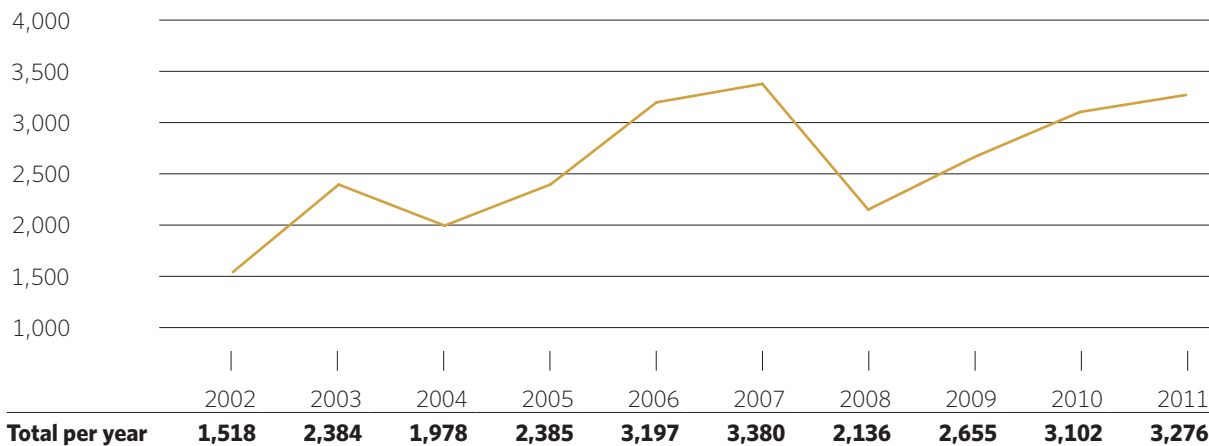
KEY ACTIVITY AREA	NUMBER OF PROGRAMS AND PROJECTS	MINIMUM APPROPRIATION	MAXIMUM APPROPRIATION	TOTAL TCHF
Research	27	1	1,022	6,174
Intervention and Application	29	1	4,088	6,502
Dialogue and Network Building	4	36	1,900	2,037
Charitable Activities	19	1	74	326
Johann Jacobs Museum*	–	–	–	94
Total	79			15,133

* The museum was closed for construction and redesign during the course of 2010. The total costs (including personnel) for the Johann Jacobs Museum amounted to TCHF 234 (see notes 3.8)

NUMBER OF PROGRAMS AND PROJECTS IN 2011 BY REGION



DEVELOPMENT OF FOUNDATION ASSETS AT MARKET VALUE IN MILLIONS OF CHF



Foundation assets at market values at donation in October 2001: TCHF 1,433,000

Quoted investments of Jacobs Holding AG at market values as of 31 December in each case, other assets at book values.

To the board of trustees of
Jacobs Foundation, Zurich

Zurich, 1 March 2012

Report of the statutory auditor on the financial statements

As statutory auditor, we have audited the financial statements of Jacobs Foundation, which comprise the balance sheet, the statement of income and expenses and notes (pages 68 to 80) for the year ended 31 December 2011.

Board of trustees' responsibility

The board of trustees of the foundation is responsible for the preparation of the financial statements in accordance with the requirements of Swiss law as well as with the deed of foundation. This responsibility includes designing, implementing and maintaining an internal control system relevant to the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The senior administrative body of the foundation is further responsible for selecting and applying appropriate accounting policies and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Swiss law and Swiss Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control system relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control system.

An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements for the year ended 31 December 2011 comply with Swiss law as well as with the deed of foundation.

Report on other legal requirements

We confirm that we meet the legal requirements on licensing according to the Auditor Oversight Act (AOA) and independence (article 83b paragraph 3 Swiss Civil Code (CC) in relation to article 728 CO) and that there are no circumstances incompatible with our independence.

In accordance with article 83b paragraph 3 CC in relation to article 728a paragraph 1 item 3 CO and Swiss Auditing Standard 890, we confirm that an internal control system exists, which has been designed for the preparation of financial statements according to the instructions of the board of trustees of the foundation.

We recommend that the financial statements submitted to you be approved.

Ernst & Young Ltd

A handwritten signature in black ink, appearing to read 'Stefan Weuste'.

Stefan Weuste
Licensed audit expert
(Auditor in charge)

A handwritten signature in black ink, appearing to read 'Thomas Stenz'.

Thomas Stenz
Licensed audit expert

Jacobs Foundation – Financial Statements

Balance Sheet

IN THOUSANDS OF CHF	NOTES	31.12.11	31.12.10
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	3.0	53,665	39,471
Accounts receivable	3.1	3,520	3,511
Prepaid expenses	3.2	52	72
Total current assets		57,237	43,054
NON-CURRENT ASSETS			
Financial assets	3.3	57,436	69,399
Participations	3.4	420,035	420,035
Real estate and fixed assets	3.5	39,722	40,518
Total non-current assets		517,193	529,952
TOTAL ASSETS		574,430	573,006
LIABILITIES AND FOUNDATION CAPITAL			
LIABILITIES			
Accounts payable		606	559
Accrued liabilities	3.6	571	490
Appropriations for foundation activities	3.7	151,802	171,925
Total liabilities		152,979	172,974
FOUNDATION CAPITAL			
Foundation capital at beginning of year		400,032	356,370
Profit		21,419	43,662
Foundation capital at end of year		421,451	400,032
TOTAL LIABILITIES AND FOUNDATION CAPITAL		574,430	573,006
Foundation assets at market values*:		3,276,000	3,102,000
Foundation assets at market values at donation in October 2001: TCHF 1,433,000			

*Quoted investments of Jacobs Holding AG at market values, other assets at book values

Statement of Income and Expenses

IN THOUSANDS OF CHF	NOTES	2011	2010
INCOME			
Interest and dividend income	4.1	36,752	36,824
Capital income	4.2	4,753	7,419
Appropriations from third parties		8	–
Income from real estate	4.5	1,939	2,036
Income from Johann Jacobs Museum	3.8	–	17
Other income	4.6	828	1,003
Impact foreign currencies	4.3	249	13,713
./. Bank charges and transaction costs	4.4	–25	–58
Total net income		44,504	60,954
EXPENSES			
Appropriations for foundation activities	3.7	15,133	10,722
Personnel expenses	4.7	3,390	3,278
Expenses on real estate	4.5	1,979	1,096
Administration and other expenses	4.8	1,642	1,316
Taxes	5.0	126	72
Depreciation	3.5	815	808
Total expenses		23,085	17,292
PROFIT		21,419	43,662

Purpose and Activities of the Foundation

1.0 Name and Registered Office

In 1989 the foundation was established by Klaus J. Jacobs and registered in the Commercial Register as Jacobs Stiftung. Because of its international approach, the foundation uses the term Jacobs Foundation in its public relations activities. The foundation is based at Seefeldquai 17, 8008 Zurich.

1.1 Purpose and Activities of the Foundation

The purpose of the Jacobs Foundation is to create conducive conditions for positive human development in a world characterised by social change, primarily by facilitating timely research and combating the negative influences that threaten to hinder productive youth development.

The Jacobs Foundation also runs the Johann Jacobs Museum, which houses a collection of works of art (paintings, silver, porcelain, books, prints, etc.).

1.2 Assets

To fulfil the mission of the foundation and the obligations assumed by it, the Jacobs Foundation holds the following assets:

PARTICIPATION JACOBS HOLDING AG

Klaus J. Jacobs donated his shares in Jacobs Holding AG to the Jacobs Foundation in October, 2001. The Jacobs Foundation holds all economic rights of the entire share capital and 10.1% of the voting rights in Jacobs Holding AG, Zurich.

Jacobs Holding AG has its headquarters at Seefeldquai 17, Zurich, and is a professional investment company that acquires, holds, manages and finances investments of all types. Its major holdings as of December 31, 2011 are 50.1% of Barry Callebaut AG as well as 18.7% in Adecco SA together with members of the Jacobs family.

Jacobs Holding AG has stated that its mid- to long-term intention was to achieve annual growth determined by the formula Risk Free Rate in CHF +6%. Jacobs Holding AG will adjust its planning accordingly. The actual performance CAGR (Compound Annual Growth Rate) in the period from 30 September 2001 to 30 September 2011 amounted to 6.6%. Since the average risk free rate during this period was 2.0%, this corresponds to a risk premium of 4.6%.

CASH, SECURITIES AND FINANCIAL ASSETS

The Jacobs Foundation holds cash, securities and financial assets that are used in order to carry out the Foundation's activities.

REAL ESTATE

The Jacobs Foundation owns the properties Seefeldquai 17 and Mainaustrasse 2, Zurich, and Marbach Castle, Oehningen, Germany.

Significant Accounting Policies

2.0 Basis of Presentation

The financial statements are prepared in accordance with applicable accounting standards under Swiss law.

The main accounting policies are laid out below:

2.1 Currency Translation

The following exchange rates were used for currency translation:

	31.12.11	31.12.10
EUR	1.2166	1.2483
USD	0.9387	0.9339
GBP	1.4559	1.4560

2.2 Cash and Cash Equivalents

These items include cash on hand, bank account balances and time deposits with a maturity of less than twelve months at Credit Suisse, Deutsche Bank (Schweiz) AG, UBS AG and Zürcher Kantonalbank. All items are recorded at nominal value.

2.3 Securities

Current asset securities are recorded at market value at the balance sheet date.

2.4 Accounts Receivable and Prepaid Expenses

Accounts receivable and prepaid expenses are recorded at nominal value less necessary adjustments.

2.5 Financial Assets

These items include capital protected products, shares held for long-term investment purposes and time deposits with a maturity of more than twelve months at Credit Suisse, Deutsche Bank (Schweiz) AG, UBS AG and Zürcher Kantonalbank. All items are recorded at historical costs or at their market value at the time of appropriation.

2.6 Participations

The participations are recorded at nominal value.

2.7 Fixed Assets

Fixed assets are reported at cost and are generally depreciated on a straight-line basis over their estimated useful lives. The threshold for capitalisation of movable goods is 1,000 Swiss francs. Costs related to restoration, improvement and conversion of real estate are capitalised if they result in an increase in value or additional possibilities for use. However, only costs of over 10,000 Swiss francs are capitalised. Real estate and works of art are not depreciated.

The estimated useful lives of the fixed assets are:

ASSET/DESCRIPTION	ANNUAL DEPRECIATION ON A STRAIGHT-LINE BASIS IN %	DEPRECIABLE LIFE IN YEARS
Plant and equipment	20.0%	5
Office furniture and fixtures	15.0%	6.66
Office equipment	20.0%	5
Vehicles	20.0%	5
Hardware (previous years 25%)	33.3%	3
Software	33.3%	3
Building	2.0%	50
Real estate/land	0.0%	-
Works of art	0.0%	-

2.8 Liabilities

Liabilities are recorded at nominal value.

2.9 Provisions

Appropriations for foundation purposes are recorded as provisions at the time of their approval by the Board of Trustees. The provisions are reduced accordingly when the funds are transferred.

Notes to the Balance Sheet and to the Statement of Income and Expenses

IN THOUSANDS OF CHF	31.12.11	31.12.10
3.0 Cash and Cash Equivalents		
Bank accounts	38,124	32,798
Time deposits - CHF	11,018	-
Time deposits - EUR	1,940	5,167
Time deposits - USD	2,583	1,506
TOTAL CASH AND CASH EQUIVALENTS	53,665	39,471
3.1 Accounts Receivable		
Withholding taxes	3,110	3,201
Other accounts receivable	410	310
TOTAL ACCOUNTS RECEIVABLE	3,520	3,511
3.2 Prepaid Expenses		
Accrued interest	14	13
Various prepaid expenses	38	59
TOTAL PREPAID EXPENSES	52	72
3.3 Financial Assets		
Capital protected products - EUR	-	4,993
Shares Adecco SA	57,436	64,406
TOTAL FINANCIAL ASSETS	57,436	69,399

The shares Adecco SA were donated by the community of heirs of Klaus J. Jacobs in April 2009.

IN THOUSANDS OF CHF	NOTES	31.12.11	31.12.10
3.4 Participations			
Participation Jacobs Holding AG	3.4.1	420,000	420,000
Other participations	3.4.2	35	35
TOTAL PARTICIPATIONS		420,035	420,035

3.4.1 Participation Jacobs Holding AG

Klaus J. Jacobs' donation to the Jacobs Foundation is recorded at nominal value.

Composition of the participation in Jacobs Holding AG:

NUMBER	TYPE OF SECURITY	NOMINAL VALUE PER UNIT		
9,000	Voting Shares (10.1%)	10,000	90,000	90,000
330,000	Participation certificates	1,000	330,000	330,000
TOTAL PARTICIPATION JACOBS HOLDING AG			420,000	420,000

The market value at the date of the donation October 26, 2001 was TCHF 1,433,000.

The market value at the balance sheet date is (in TCHF):

3,276,000 3,102,000

3.4.2 Other Participations

As part of its activities, the Jacobs Foundation holds participations in the following charitable institutions:

- Jacobs University Bremen gGmbH
- German Children and Youth Foundation (GCYF)

3.5 Real Estate and Fixed Assets IN THOUSANDS OF CHF

COST VALUES	01.01.11	ADDITIONS	DISPOSALS	31.12.11
Works of art Museum Zurich	9,487	–	–	9,487
Non-real estate Zurich	612	19	–261	370
Real estate Zurich	4,973	–	–	4,973
Non-real estate Marbach Castle, Germany	652	–	–	652
Real estate Marbach Castle, Germany	37,397	–	–	37,397
Total cost values	53,121	19	–261	52,879
ACCUMULATED DEPRECIATION	01.01.11	DEPRECIATION CURRENT BUSINESS YEAR	DEPRECIATION ON DISPOSALS	31.12.11
Works of art Museum Zurich	–	–	–	–
Non-real estate Zurich	530	49	–261	318
Real estate Zurich	1,219	100	–	1,319
Non-real estate Marbach Castle, Germany	633	14	–	647
Real estate Marbach Castle, Germany	10,221	652	–	10,873
Total accumulated depreciation	12,603	815	–261	13,157
NET BOOK VALUE	40,518	–796	–	39,722

The insurance value of all real estate amounts to TCHF 48,155 (2010: TCHF 48,189). The insurance value of the other fixed assets (non-real estate) including works of art amounts to TCHF 11,978 (2010: TCHF 12,187).

IN THOUSANDS OF CHF	31.12.11	31.12.10
3.6 Accrued Liabilities		
Provisions for social security costs/source taxes	180	131
Provisions for taxes	18	19
Provisions for auditing	26	26
Provisions for Annual Report	113	123
Various provisions	234	191
TOTAL ACCRUED LIABILITIES	571	490

3.7 Appropriations for Foundation Activities

The total of liabilities in terms of appropriations for foundation activities amounts to TCHF 151,802 (2010: TCHF 171,925) as of 31 December 2011. In the financial year 2011, appropriations amounting to TCHF 15,133 (2010: TCHF 10,722) were approved, which were made in respect of a total of 79 projects.

The grant of TEUR 75,000 (TCHF 120,668) awarded to the Jacobs University Bremen in the financial year 2006 was due for payment, in equal instalments, between 2007 and 2011. The contractual agreements from 2006 envisage additional payments being made to the Jacobs University Bremen up to a maximum of TEUR 125,000, depending on what milestones are reached. This endowment of TEUR 125,000 (TCHF 186,413) was shown in the balance sheet as at the reporting date of 31 December 2008. The agreed payments are scheduled to continue until 2017.

IN THOUSANDS OF CHF	2011	2010
3.8 Johann Jacobs Museum*		
Income from Johann Jacobs Museum	–	17
./ Goods for sale	–	–1
./ Expenses for exhibitions/planning costs	–94	–11
./ Personnel expenses	–41	–190
./ Other expenses	–99	–79
TOTAL JOHANN JACOBS MUSEUM	–234	–264

* The museum was closed for construction and redesign during the course of 2010.

IN THOUSANDS OF CHF	2011	2010
4.0 Income from Cash, Securities, Financial Assets and Participations		
4.1 Interest and Dividend Income		
Dividend income Jacobs Holding AG	35,000	35,000
Various interest and dividend income	1,752	1,824
Total interest and dividend income	36,752	36,824
4.2 Capital Income		
Capital income from securities	4,173	7,205
Capital income from various financial assets	580	214
Total capital income	4,753	7,419
4.3 Impact Foreign Currencies		
Impact foreign currencies	249	13,713
Total impact foreign currencies	249	13,713
4.4 Bank Charges and Transaction Costs		
Transaction costs	-19	-34
Bank charges	-6	-24
Total bank charges and transaction costs	-25	-58
TOTAL NET INCOME FROM CASH, SECURITIES, FINANCIAL ASSETS AND PARTICIPATIONS	41,729	57,898

IN THOUSANDS OF CHF	2011 INCOME	2011 EXPENSES	2011 BALANCE	2010 BALANCE
4.5 Income from Real Estate				
<i>Marbach Castle, Oehningen, Germany</i>				
Rental and leasehold income Marbach Castle	1,650		1,650	1,650
./. Depreciation Marbach Castle*		-666	-666	-667
./. Other costs incl. maintenance, insurance, etc.		-333	-333	-281
Total net income from Marbach Castle	1,650	-999	651	702
<i>Mainaustrasse 2 and Seefeldquai 17, Zurich, Switzerland</i>				
Rental income real estate Zurich	289		289	386
./. Depreciation real estate Zurich*		-149	-149	-141
./. Other costs incl. maintenance, insurance, etc.**		-1,646	-1,646	-815
Total net income from real estate Zurich	289	-1,795	-1,506	-570
Income from real estate, Marbach and Zurich	1,939		1,939	2,036
./. Depreciation Marbach and Zurich*		-815	-815	-808
./. Expenses on real estate, Marbach and Zurich		-1,979	-1,979	-1,096
TOTAL NET INCOME FROM REAL ESTATE MARBACH AND ZURICH	1,939	-2,794	-855	132

* Including depreciation on non-real estate

** Including renovations to the Seefeldquai 17 and Mainaustrasse 2 property, TCHF 1,596

4.6 Other Income

Reversal of provisions for appropriations			824	949
Income not related to the accounting period			4	54
TOTAL OTHER INCOME			828	1,003

Provisions for projects are reversed when a final report has been submitted and the project has definitively been concluded, without the entire appropriation having been expended, and provisions for projects that could not be realised. The Board of Trustees decides on the reversal of provisions for projects.

IN THOUSANDS OF CHF	2011	2010
4.7 Personnel Expenses		
Board of Trustees	945	926
Personnel (Foundation incl. Museum)	2,445	2,352
TOTAL PERSONNEL EXPENSES	3,390	3,278

At 31 December, 2011, the Jacobs Foundation employed 13 people in 11 full-time positions.

4.8 Administration and Other Expenses

Consultancy and auditing expenses	525	346
Travel and entertainment expenses	223	294
Public relations	331	279
Other administrative expenses	563	397
TOTAL ADMINISTRATION AND OTHER EXPENSES	1,642	1,316

5.0 Taxes

The Jacobs Foundation is a Swiss resident foundation and is, due to its exclusive charitable purpose, exempt from direct taxation on the Federal level as well as on the levels of the canton of Zurich and the city of Zurich. As owner and lessor of Marbach Castle, the Jacobs Foundation is a taxable entity in Germany and liable for German corporation tax and turnover tax. The Jacobs Foundation conducts checks with a view to achieving equal tax treatment with German foundations which have a comparable purpose.

6.0 Events after the balance sheet date

The Jacobs Foundation is not aware of any events after the balance sheet date that might have a material impact on the 2011 financial statements.



The Annual Report is also available in German.

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