

KEY FIGURES IN THE 23RD FINANCIAL YEAR

Funds totalling CHF 15.4 million (2019: 15.0; 2018: 15.2) were used for the Foundation's activities. CHF 14.3 million (13.9; 14.2) were channelled into direct and implementation grants for 92 (80; 71) support projects. Total foundation expenditure amounted to 6.7 % (6.9; 6.7) of the funds used, of which 2.0 % (2.1; 2.3) were administrative expenses and 4.7 % (4.8; 4.4) were direct project expenses for the themes supported. Foundation assets as at 31.12.2020 amounted to CHF 125.4 million (132.4; 128.2). In the year under review, a net portfolio performance of 5.97 % (13.2; -4.81) or 4.69 % (share portfolio Switzerland) was achieved with a passive asset allocation. Since its establishment, Gebert RUF Stiftung has financed 1,140 projects, providing a total of CHF 227 million in grants. The completed projects triggered additional resources of CHF 7 billion, corresponding to an efficiency factor of 40.

TRANSPARENCY

The website grstiftung.ch presents the foundation's policy and strategy (target domains, areas of activity), openly discloses the support criteria and provides information on procedures. The following information is given for every project supported: project managers, total funding amount, abstract, project status and results. The foundation's performance is documented by details of financial data, funding volume and investments.

MANAGEMENT

BOARD OF TRUSTEES: Prof. Roland Siegwart (since 2012, Chairman), Prof. Monika Büttler (since 2017, Deputy Chairwoman), Prof. Elgar Fleisch (since 2018), Prof. Martin Fussenegger (since 2019), Dr. Katja Gentinetta (since 2013), Prof. Jean-Marc Piveteau (since 2018), Prof. Marcel Tanner (since 2016); **EXECUTIVE TEAM:** Dr. Pascale Vonmont (CEO/Director), Dr. Marco Vencato (Deputy Director), Jacqueline Grollimund (Project Monitoring/Controlling), Corinne Burkhardt (Management Assistant/Back Office), Alina Huonder (Student Assistant); **COMMITTEES AND ADVISORY BOARDS:** Chairman's Committee, Nomination and Finance Committees, various ad hoc committees, Venture Kick strategy board, First Ventures jury, Microbials jury.

PUBLISHING DETAILS: The present short report by the foundation's management is also available in German and French. The full annual report of the board of trustees in accordance with Swiss GAAP ARR 21 can be downloaded from May. - Zurich/Basel, March 2021

GOOD GOVERNANCE

Gebert RUF Stiftung complies with the Swiss Foundation Code, is a member of SwissFoundations and works closely with the University of Basel's CEPS (Center for Philanthropy Studies). The board of trustees carries out an annual risk assessment of all foundation activities. An internal control system (ICS) is used for this purpose.

EXTERNAL UNITS

INVESTMENT CONCEPT: ECOFIN Portfolio Solutions AG, Zurich; **FUND MANAGEMENT:** Credit Suisse Funds AG, Zurich; **CUSTODIAN BANKS:** Credit Suisse (Schweiz) AG, Zurich; Rahn+Bodmer Co., Zurich; **DIRECT INVESTMENT:** Margebeli JSC, Georgia (Private Equity); **INVESTMENT CONTROLLING:** ECOFIN Investment Consulting AG; **ACCOUNTING:** Bourcart Treuhand AG, Basel; **AUDITORS:** Copartner Revision AG, Basel; **SUPERVISORY AUTHORITY:** Swiss Federal Supervisory Board for Foundations, Berne.

MODEL PROJECTS – HOW, WHERE AND WHAT DO WE LEARN AND TEACH?



LEARNING AND TEACHING IN A DIGITAL SOCIETY

Digitalization is changing the way we work. This affects what today's children and young people need to learn, and specifically how they do so. What does that mean for schools today and tomorrow? As skills such as creativity, critical thinking and the ability to collaborate, as well as curiosity and a productive error culture become increasingly vital for addressing future challenges, the promotion of a novel way of problem-solving assumes greater significance. Consequently, learning and teaching are moving away from a purely teacher-centered didactic approach and towards actively accompanying students as they work through questions independently, network with one another and use digital technologies to carry out concrete projects together.

LEARNING ABOUT AND WITH TECHNOLOGY

This means that schools must not only be up to date with and able to effectively impart an understanding of new technological developments, they also need to use digitalization to enrich the curriculum and leverage the potential for individualization for students. Understanding how new digital tools function and using them creatively does not render traditional reflective and orientational knowledge superfluous – on the contrary. Classroom teaching can be said to have succeeded if it produces responsible citizens equipped with powers of critical judgement who are capable of helping to shape the future in step with the times. Even in a digital society, education will continue to embrace the ability to self-distance.

OPEN TEACHING FORMATS

Focussing teaching on school subjects and exam material may make sense for lower school years, but it hinders older students from exploring issues impacting the future in greater depth. Where the objective is not only to practice digital user skills, but beyond that to convey a fundamental understanding of the structure, functioning and impact of digital technologies, new open teaching formats are called for. They are the only way to create conditions conducive to investigative, more strongly project-based learning. Students will, for instance, be able to acquire initial programming language skills, familiarize themselves more closely with the communication mechanisms of social networks or gain insights into the economic potential of digital innovations. Anyone receiving this kind of training will not only find their way better in the new digital world, but will themselves be equipped to actively and enduringly help shape it.

PEDAGOGY BEFORE TECHNOLOGY

Providing digital training that is both fit for purpose and commensurate with students' proficiency is a challenge. «Pedagogy» must therefore come before «technology». It is, after all, people who deploy their pedagogical ideas and didactic skills to make technology accessible to students. Teachers will experience an increase in status as their new role lends greater significance to the student-teacher relationship as a driver of learning success. Only students who feel that the subject matter concerns them and that they are in good hands will engage in new and more open forms of learning.

ROLE OF A FOUNDATION

Under the mantle of its area of activity «Education and Entrepreneurship», Gebert Rüt Stiftung aims to generate relevant impetus for the «school of the future» with grants totalling CHF 2 million per year. It supports teachers at all levels in their efforts to implement pioneering projects in a «quasi-laboratory» setting. The funding commitment is focussed on model, scalable teaching projects requiring financing in the start-up or expansion phase. Gebert Rüt Stiftung considers a funding gap to exist where pioneering teachers with innovative ideas cannot move forward and implement them owing to a lack of resources or time. A selection of projects promoted in the areas of «Digital Education Pioneers» and «Digital TechPreneurs» impressively demonstrates how dedicated teachers succeed in getting their students enthusiastic about new content and formats.