

Impact Report

2024



the
**Phillips
Foundation**
Education changes lives

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Introduction

We are delighted to share the following ‘snapshot’ of our family group’s philanthropy in 2024 and outline our plans for 2025 with our partners and stakeholders.

In 2024, our family were fortunate to visit some of our African partners and observe the challenges and opportunities that we can achieve through our giving.

As we work with our partners and stakeholders to achieve our impact objective by 2030: to enable one million children and young people to access quality education, we also want to nurture the mental health and wellbeing of the communities we invest in. Last year, through our partners we worked with over 143,000 children youth globally, partnered with 6793 schools and galvanised nearly 138,000 community members around the importance of education and empowering young people to fulfill their potential.

We applied an equity lens across all of our investments to ensure we achieve gender parity across our portfolios. In 2024, 55% of our partners clients were female.

As we are inspired by the work of our partners, we also seek to inspire others about the power of philanthropy. By actively seeking co-investment opportunities with other philanthropies, government and impact investors together we seek to realise lasting, sustained and positive change. This year our family and the foundation team have worked with philanthropies and governments globally and our philanthropic investments through co-investment, have been leveraged significantly.

To share lessons learned, we have established our annual Learning Event. By bringing together our partners and supporters we can realise the long term change and action we want to facilitate.

Our focus for this year’s Learning Event, our second, remains on Hope.

Hope impacts our daily lives.

Without hope, it is easy to lose a sense of purpose, capacity and belonging. This year we want to amplify hope by connecting our partners to share, imagine and explore what we could achieve together.

Why? Because we need a collective effort from our partners and supporters, all experts in their field with specialist skills and perspectives, along with portfolio wide impact measurement processes to bring about hope, followed by lasting change.

Liz and Anth Phillips



Impact Model

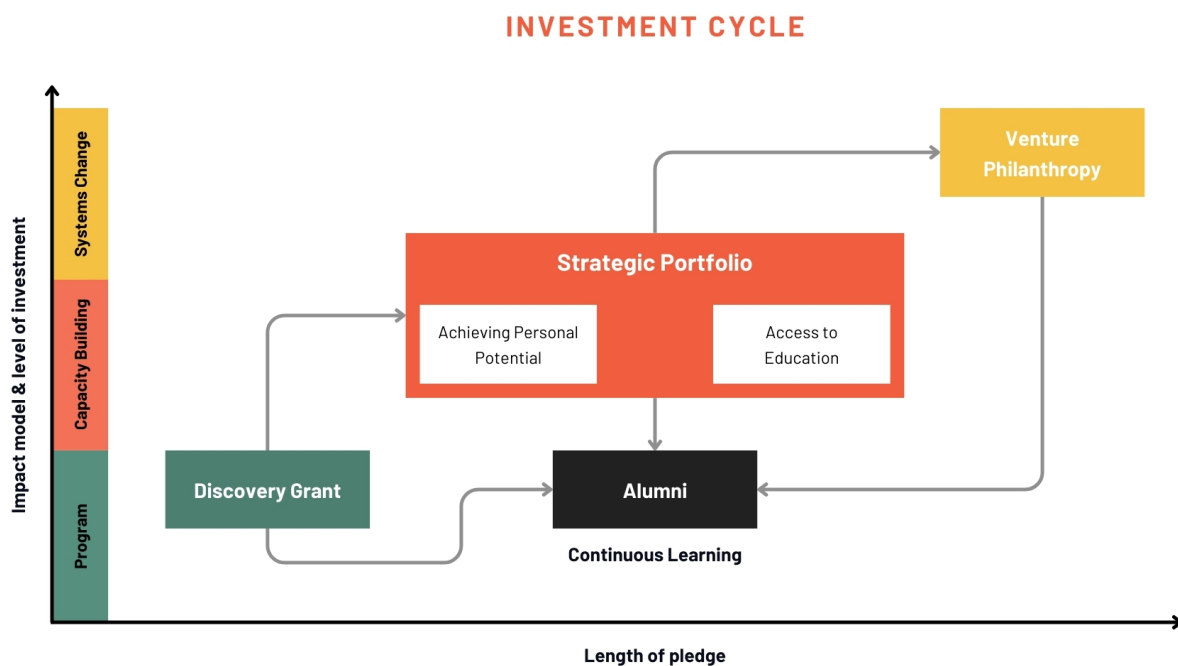
The background of the slide features three broad, diagonal stripes. The top stripe is a dark teal color and contains the title 'Impact Model'. Below it is an orange stripe, and at the bottom is a yellow stripe. The stripes are separated by thin white lines and extend from the left edge towards the right, where they end at a diagonal line that slopes downwards.

Impact and partnership model

TPF has evolved its philanthropic model since its establishment in 2017.

Our ambition is guided by 2 theories of change, aligned with access to education and achieving full potential. These Theories of Change form the basis for set of philanthropic strategies and are implemented through three distinct portfolios:

1. Discovery Philanthropy (page 9)
2. Multi-Year Strategic Philanthropy (page 11)
3. Venture Philanthropy (page 14)



Learning

To share lessons learned, we also actively invest in building the TPF community of partners. Our current partners and alumni are invited and decide if they wish to participate in our virtual collaborations and annual in person forum, The Phillips Foundation Annual Learning Event.

We view the convening of our partners and supporters an essential pillar in how we realise the long term change and action we want to facilitate.



Introducing our impact measurement process

Learning from and measuring our impact is standard practice for The Phillips Foundation to guide our giving and help us track, review and strengthen our activities to achieve our goals.

Measurement is about discovery. It is to keep our focus on learning and gathering insights to gain clarity and make informed decisions. It is about deepening our relationships, understanding the local and very specific contexts that our partners work in from Africa to Australia and helping them achieve their goals. Through this approach, we will also achieve our goals.

At The Phillips Foundation we walk alongside our partners, we seek to learn from and with them. We visit projects and programs, meet those the programs seek to support and connect in many ways.

One of these ways to learn that we have implemented throughout 2024 is The Outcomes Measurement Service (TOMS) process across our Strategic Philanthropy and Venture Philanthropy portfolios.

The survey within TOMS is a simple, short and scientifically validated impact measurement, evaluation and reporting tool for young people between the ages of 7 – 19 years. There is a global need for improving robust and internationally consistent data collection and assessment, especially for child and adolescent wellbeing. Life satisfaction levels are recognised, as are trends, with correlations varying across age, gender, world regions and countries, and economic development levels. Understanding the context in which our partners operate and the issues they face will improve and inform our philanthropy and we hope, contribute to greater global awareness.

The TOMS tool was developed by Giving Connect with Resilient Youth Australia (RYA) and the survey instrument is validated by the University of Adelaide's Wellbeing in Learning Development Lab, headed by Dr Mark Kohler.

RYA has a national database of over 1.2 million surveys and has administered surveys in over 3,500 schools globally, providing meaningful comparison with Australian norms. Our survey is for 7 – 19 year olds, aligned with our strategic goal to nurture the mental health and wellbeing of young people. The survey has between 11 – 13 questions that can be translated into the language most appropriate for the audience. Most answers are provided using a drop down menu to click one response with one free text question decided by the partner.

This annual survey is part of The Phillips Foundation Measurement, Monitoring and Learning (MML) framework embedded in our Strategic Philanthropy and Venture Philanthropy portfolios.

Delivery of the survey is done online or can be recorded using paper copies of the survey questions and then entered online. The data is anonymous and amalgamated, identifying respondents only by their nominated identity (male, female, other, prefer not to say) and year level in school. The Strategic Partners can deliver the surveys themselves or through survey enumerators or administrators who work directly with the young people.



Gathering the data with thanks and acknowledgement
to GNI and Classroom of Hope

About the questions

The first three questions ask student age, (between 7 – 19 years), school year level (Year 3 to Year 12) and gender (male, female, other, prefer not to say).

For the following questions, the order may change but generally:

Question 4 asks students to decide where they 'sit' on the Cantril Ladder choosing a number between 8 (best life) to 1 (worst life), a long running internationally recognised survey question and method. The Cantril Self Anchoring Scale as it is formally known is a tool that is well-established internationally measuring subjective wellbeing. Developed in 1965 by Hadley Cantril, the single item scale is considered a strong indicator of future wellbeing as children and young peoples' perception of their current and future lives influences their educational outcomes, mental health and social relationships.

The next six questions, 5 -10, gather general information to create a picture or snapshot of the wellbeing of students using the Children's Hope Scale (CHS), also a long running internationally recognised and respected survey. The scale is grounded by Charles Richard Snyder's Hope Theory and is backed by extensive global research for its reliability and validity across different cultural contexts and demographic groups. The CHS measures agency or goal directed energy and pathways, the ability to achieve those goals. Higher hope scores in children and young people are significantly correlated with improved academic outcomes, resilience and mental health outcomes.

Some surveys include a question on 'connection to nature' should the partner select this question. The Illustrated Inclusion of Nature in Self Scale (IINS) measures how strongly individuals perceive themselves as connected to nature. Developed by Dr P W Schultz in 2002, young people are asked to indicate their connection to nature using visual prompts with a set of overlapping circles, one representing the self and the other representing nature where students select the image that best reflects their relationship with nature. The question captures how much a young person feels that nature is a part of their identity. A stronger connection to nature is often linked to ecofriendly attitudes and actions. Often it is used before and after environmental education programs to see if a connection to nature has strengthened. IINS is a recognised international measure, particularly in environmental psychology and education research, valued for its simplicity and visual accessibility across different cultures and age groups.

Some surveys also have a validation question that repeats an earlier question from within the survey.

The final question is a free text question to gather direct feedback about any aspect of the program or service by the partner. This question encourages verbatim comments about the program. The responses add depth, context, and meaning to the numbers, helping reveal the 'why' behind the trends recorded with the closed-ended questions. This free text question also uncovers hidden insights, provides an emotional and contextual nuance, helps improve decision making, strengthens engagement and trust and the possibility for new opportunities.



TPF outcomes survey administration,
Environmental Stewardship Program (IFAW),
Hwange Matetsi Zambezi Landscape, 11 – 15 March 2024

First year benchmarking data

Following our first year, our strategic partners were consulted extensively on our Monitoring Measurement and Learning framework and were invited to participate in outcomes measurement training.

Following our first year, we have collected 2,426 responses from our Australian (130) and international Strategic Philanthropy portfolios (2296) and 24,420 responses from Living Ripples, from our Venture Philanthropy portfolio. As a first year benchmark we are presenting an amalgamated Resilience Score by portfolio. The scatterplot represents the Resilience Score of young people based on two psychological factors: Hope (Children's Hope Scale) and Life Satisfaction (Cantril Ladder). Each dot represents an individual respondent.

Access to Education Portfolio

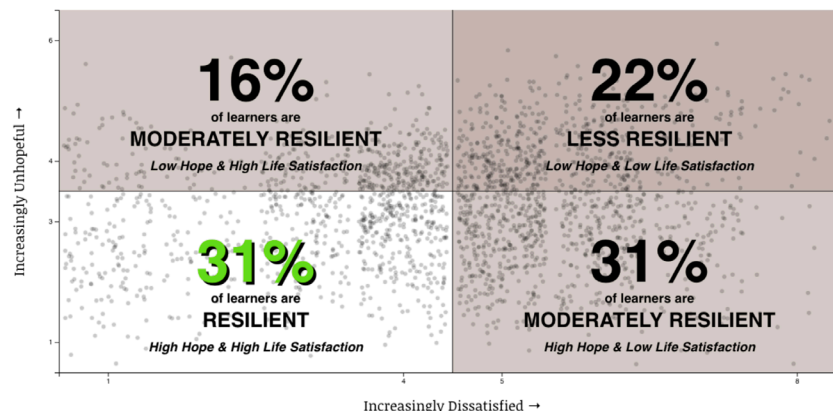
Amalgamated across five strategic partners

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3,4,5,6,7,8,9,10,11,12 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.



To generate similar graphs or find more information about this data, please visit your interactive portal: [Resilience Score](#). The survey items comprising this construct can be found in the Appendix.

TOMS

Achieving Personal Potential Portfolio

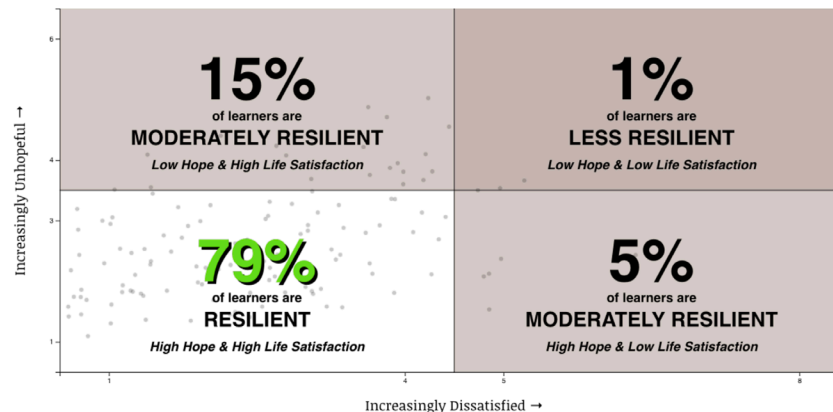
One strategic partner

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 4,5,6,7,8,9,10,11,12 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.



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TOMS

Some general interpretations of the aggregated results:

Students in the Resilient quadrant reported the highest levels of both hope and life satisfaction.

Students in the Moderately Resilient (low hope but high life satisfaction), the top left quadrant suggests that while some respondents have optimism about their future, they may not feel hopeful about their current situation.

Students in the Moderately Resilient (high hope but low life satisfaction), the bottom right quadrant suggests that while some respondents are hopeful, they do not feel satisfied with their current situation.

Students in the Less Resilient top right quadrant (low hope and low life satisfaction) are the most vulnerable group, struggling with both negative outlooks on life and dissatisfaction. These young people are vulnerable and at the greatest risk of emotional challenges and wellbeing concerns.

Our goal for 2025 is to work with our partners and their individual program findings to build hope and improve life satisfaction across all our portfolios.

While we want to help shift more young people into the resilient category, we know this is not easy.

We are committed in our philanthropy and by amplifying our impact by contributing to the global collection of valid, robust and internationally accepted data about children and adolescents in all the communities we work to help all young people achieve their potential.



SDG Alignment

3 GOOD HEALTH
AND WELL-BEING



The Phillips Foundation believes Good Health and Wellbeing are central to young people feeling hopeful about their future and achieving their full potential.

4 QUALITY
EDUCATION



Education is central to The Phillips Foundation's philanthropic investment streams. We seek to improve access to education in developing nations, and support quality education for all. In 2023 our funding partners achieved the following outputs.

5 GENDER
EQUALITY



The Phillips Foundation actively seeks to support girls overcome systemic barriers to accessing & participating in quality education and supports a number of organisations working exclusively with girls to overcome education programs and initiatives. In 2023, 57.8% of children and young people participating in TPF partner programs represented 57.8%.

6 CLEAN WATER
AND SANITATION



The Phillips Foundation understands that water, sanitation and hygiene (WASH) are fundamental requirements for children and young people to access education, yet WASH remains a significant impediment in many developing nations. Through our Access to Education funding investment our funding partners worked with communities and their children in Africa and Asia to address WASH in an educational context.

13 CLIMATE
ACTION



The Phillips Foundation believes that for children to be hopeful about their future, they also need to be connected to nature. Where possible, our partners focus on the importance of the environment and the imminent threat of climate change to our planet and its peoples.

Partnership Outputs



143,974

Children and young people participated in TPF funded programs



79,886

Girls supported & empowered through TPF partner programs



138,889

Community members participating in TPF partner programs



6,793

Schools engaging TPF partner programs



14

Schools constructed by TPF partners



2,906

Educators participating in TPF programs

Discovery Philanthropy

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Our Discovery Philanthropy (known as Discretionary Grants until 2025) are smaller, program-focused grants with the activities and funding cycle to be completed in one year.

This grants program is essential to learn of innovative programs and projects and connect with organisations and potential partners to establish a longer term partnership aligned with our investment goals.

Discovery Philanthropy Partners



BRAINWAVE



Deaf
Children
Australia.



Presentation
Family Centre



Growing Harvesting Preparing Sharing



Forget Me Not



For
Change
Co.



Where TPF funded programs were delivered

- Australia
- Cambodia
- Nepal
- Papua New Guinea



Strategic Philanthropy

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Our Strategic Philanthropy is a partnership with the organisation which, from 2025, will usually be established following a successful participation, completion and evaluation of the Discovery Philanthropy process.

Our Strategic Philanthropy partnerships usually run from 3 – 5 years in length and our focus is on building organisational capacity and capability to strengthen program delivery. We also actively seek to build community and collaboration amongst our strategic partners. In Australia, our giving focus is for initiatives within our Achieving Personal Potential portfolio. Internationally, it is for Access to Education initiatives.

Strategic Philanthropy Partners



clontarf
foundation



so they can



Where TPF funded programs were delivered

- Australia
- Kenya
- Rwanda
- Tanzania
- Uganda
- Zimbabwe



SDG Alignment

3 GOOD HEALTH
AND WELL-BEING



The Phillips Foundation believes Good Health and Wellbeing are central to young people feeling hopeful about their future and achieving their full potential.

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13 CLIMATE
ACTION



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Partnership Outputs



79,737

Children and young people participated in TPF funded programs



46,266

Girls supported & empowered through TPF partner programs



89,160

Community members participating in TPF partner programs



4,702

Schools engaging TPF partner programs



343

Educators participating in TPF programs

Venture Philanthropy

The background of the image features three broad, diagonal bands of color. The top band is a dark teal, the middle band is a vibrant orange, and the bottom band is a bright yellow. These bands are separated by thin white lines and extend from the left edge towards the right, creating a sense of movement and depth.

To realise our impact objective by 2030 we are also actively engaged in systems change to tackle the complex and interrelated causes that limit young people achieving their potential.

We want to collaboratively shift the structures, processes, mindsets, resources, and power dynamics that shape a system to be more inclusive, accessible, equitable and dynamic. This involves analysing, questioning and addressing the assumptions, policies, behaviours, relationships, and norms to create transformational change. This is our Venture Philanthropy portfolio.

Our Venture Philanthropy represents a long term commitment to systems change. Usually coming from our Strategic Philanthropy partners, we combine grant making with impact investment. We do this to create new approaches that enable locally led solutions to emerge and actively assist these initiatives to come to fruition. Integral to this is applying our portfolio wide measurement processes, sharing the lessons learned and through this, advocate for change.

Venture Philanthropy Partners



livingripples
Empower • Support • Connect



Partnership Outputs



22,075

Children and young people participated in TPF funded programs



11,414

Girls supported & empowered through TPF partner programs



46,500

Community members participating in TPF partner programs



111

Schools engaging TPF partner programs



1,621

Educators participating in TPF programs



livingripples

Empower • Support • Connect

Our Australian national wellbeing process

Living Ripples is one of our Venture Philanthropy activities. We want to enable schools across Australia help their students become more resilient and to build wellbeing into a permanent and ongoing part of their lives.

The Living Ripples process provides support to schools by collecting and analysing school-wide data in a way that is inclusive, efficient, robust, accessible and enabling. Using the data collected, schools can plan, measure and evaluate their locally led wellbeing activities and programs by gender and year cohort. The amalgamated and anonymous data is available in the school's own portal accessible to them year on year and compared to Australian norms using recognised international measures.

What Living Ripples provides for schools is the capacity to reflect, measure, monitor, and evaluate their existing wellbeing activities and programs using current data. Guided by experts, this enables schools to assess both their strengths and needs, then to differentiate and target their programs to maximise impact, manage their finite resources and support all their learners.

We established Living Ripples in 2021 with Version 1 and with encouraging feedback from the pilot schools, we then expanded our trial to version 2. With continued support and interest, we then developed version 3. Version 3 sought to amplify the potential impact and shifted from a more intensive and personal engagement to an emphasis on virtual connection and online delivery. 2024 was the first year of this expanded delivery.

Living Ripples is now being delivered nationally and at the end of 2024, 110 schools from Queensland, NSW, Victoria, South Australia and Western Australia have become Living Ripples schools. This scaling has been possible by having a proven and practical process and through our strategic partners who assist in different aspects of delivery of the process. Our strategic partners include Resilient Youth Australia and the University of Adelaide WiLDlab.

Implementing Living Ripples is led by the school. It is a stepped and logical process. All schools complete the four formal stages of Living Ripples in a school: to gather data, distill the priorities, act on the priorities and review the results from the plans implemented. Usually, the Survey is completed in Term 1 or early in Term 2 and the development of the Action Plan soon after. Action Plan implementation and ongoing monitoring occur during Terms 2, 3 and 4. In late Term 3 or during Term 4, a brief teaching team Audit is done through an online survey and a more formal online Action Plan convened review ready for the next year.

The Resilience Survey uses six key constructs or established measures to collect and organise the wellbeing related data.





The constructs are:

1. Life Satisfaction

Cantril Self-Anchoring Scale (Cantril Ladder):

Students imagine a ladder numbered from 1 (worst life) to 8 (best life) and choose the step that represents their current state.

2. Hope

Children's Hope Scale (CHS):

A series of statements such as *"I think I am doing pretty well"* and *"I can find ways to solve problems"* help measure student hope.

3. Anxiety

Generalised Anxiety Disorder (GAD-2):

Students report how often they have felt nervous or anxious over the past two weeks.

4. Depression

Patient Health Questionnaire (PHQ-2):

Students reflect on feelings of depression or hopelessness over the last two weeks.

5. Disengagement/Avoidance Coping

Coping Strategies Inventory (CSI-4) -

Disengagement Subscale:

Students respond to items like *"When I have a problem, I just wish it would go away."*

6. Connection to Nature

Illustrated Inclusion of Nature in Self Scale (IINS):

Students indicate their connection to nature using visual prompts.

With the surveys completed, the data is aggregated within cohorts and reviewed by WiLDlab within the University of Adelaide. The data appears in the school's reporting portal and is always accessible to the school year on year.

Schools book an online meeting with the WiLDlab to review the survey findings. Schools are guided by a facilitator to become familiar with the survey data and are briefed about the survey Focus Areas, Key Drivers and Actions, again guided by the facilitator. Together the school team and the facilitator create an Action Plan from the data having identified priority areas that are usually familiar to the school already. Later in the school year a teacher audit reflecting on their experiences of the action plan's implementation is completed and then a final Action Plan review towards the end of the school year and/or six months after the Action Plan was developed.

Wrapping around participating individual schools and the growing national network of Living Ripples schools across Australia, school communities are supported to implement the process with practical resources. Resources include 'how to' guides to deliver Living Ripples within a school, sharing stories of Living Ripples schools, research and hands-on assistance to grow cooperation, collaboration and action.

For 2025 we have specific goals and targets to:

- Grow the number of Living Ripples across Australia to 200 and have greater representation in all states and territories;
- Provide a helping hand support to our Living Ripples schools through our Student Wellbeing Action Grant;
- Begin to implement an investment plan to build financial sustainability of the program;
- Contribute to systems change through advocacy;
- Strengthen our connections with schools, government, business and others, inclusive of all of our diverse communities across Australia.

For more information visit livingripples.au



livingripples

Empower • Support • Connect

Living Ripples Venture Philanthropy Portfolio

Amalgamated across 110 Australian Primary & Secondary schools

Resilience Score

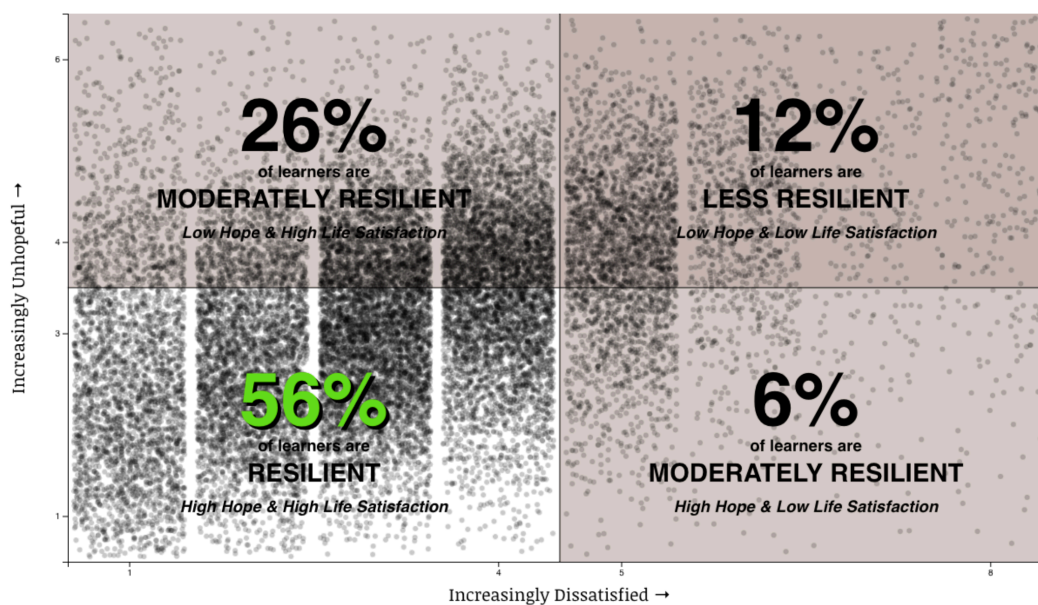
Living Ripples (n = 24420)

Years 2024

Year Levels 3-12

Genders Female, Male, Prefer Not To Say

Date Generated 30/1/2025



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livingripples
Student Wellbeing in Action



Transforming Education in North Lombok

Classroom of Hope is an international Venture Philanthropy partner. We want to help make education accessible and safe for children and young people who, for many reasons, are excluded.

Becoming a Venture Philanthropy partner in 2024 began with two schools in Lombok, Indonesia; SDN 1 Medana Primary School and SDN 1 Sokong Primary School in 2022.

What followed was a three year Strategic Philanthropy partnership with the Block Schools Program.

Block Schools are a modular, durable, sustainable, complete classroom and teaching solution. Their design addresses two critical challenges simultaneously. It enables safe, earthquake resistant, assembly-ready classroom infrastructure to be quickly installed in remote communities devastated by or prone to earthquakes and natural disasters. It also tackles the global plastic waste crisis as the blocks are moulded from 100% recycled plastic from Lombok-based Block Solutions.

Around 4.4 million children are out of school in Indonesia with the poorest and those in the most remote locations consistently excluded from learning. Globally, it is estimated that there are 244 million children and adolescents out of school. Tackling the enormity and complexity of this inequity requires a partnership approach. Classroom of Hope initially connected with The Phillips Foundation through Child's Dream Foundation, also a current Strategic Partner. Since that time, expanding partnerships and strengthening collaboration, especially within Indonesia, has remained a non-negotiable foundation for all community-based work.

In 2024, Classroom of Hope supported 14 schools with education infrastructure, 16 Schools with an education program and 50 Block Classrooms and 30 toilets supporting 3,362 students.

Classroom of Hope also undertook benchmarking survey work using TOMS. With partner Good Neighbour Indonesia (GNI), Classroom of Hope surveyed 2,055 students. Willing students were surveyed from Non-Block Classroom schools (1,866 respondents) and Block Classroom schools (189 respondents).

With the survey questions translated into Bahasa Indonesia and extensive enumerator training, the first year findings provide valuable insights. The Non-Block Classrooms is the control group or baseline against which the observed effects are measured. Having a control group helps isolate the impact of Block Classrooms versus Non-Block Classrooms by accounting for other factors that may be influencing outcomes simultaneously. This approach reduces bias, isolates variables, and provides empirical evidence to inform practice.

Another benefit of the survey approach with the data collection was consulting directly with young people for their self-reported wellbeing. Often data collection for young people is from parents or as a family group. Working directly with students, using valid and reliable international measures, will help to directly inform the program and create a more accurate representation of wellbeing with vulnerable groups and from lower-income countries to more appropriately represent all young people.

The GNI enumerators interviewed students and recorded their responses. Questions in Bahasa Indonesia were shared verbally and written. The options for the responses were in English to ensure the validity of the measures but explained using carefully curated and selected Bahasa Indonesian words so as not to skew or affect the findings.



GNI enumerator training, images thanks to Classroom of Hope

Block Classroom students reported a 44% greater feeling of resilience, higher hope and higher life satisfaction than students in Non-Block Classrooms. The 'Resilience Score' is a combination of two mental health measures: Life Satisfaction using the Cantril Ladder and Hope from the Children's Hope Scale.

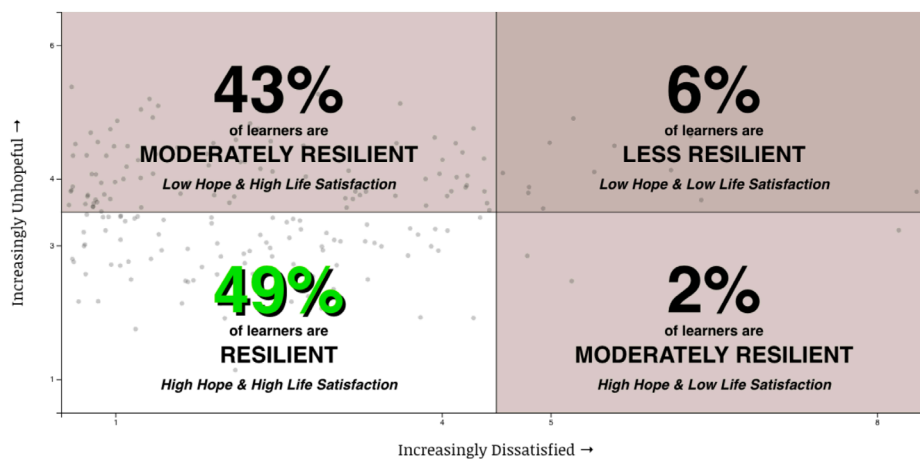
Block Classroom Resilience Score

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3,5,6,7,8,9 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.



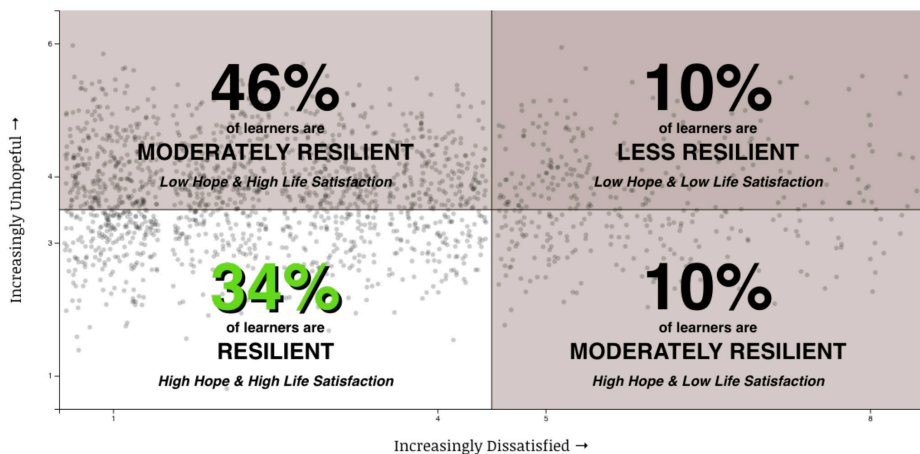
Non Block Classroom Resilience Score

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3,4,5,6,7,8,9,10,12 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.



To generate similar graphs or find more information about this data, please visit your interactive portal: [Resilience Score](#). The survey items comprising this construct can be found in the Appendix.

For 2025 we have specific goals and targets to:

- Implement the Most Significant Change methodology to complement and further measure our impact and learn from those we seek to support;
- Complete Year 2 of the survey;
- Construct 60 classrooms and 70 toilets at 20 schools;
- Deliver education programs to 16 schools in the following areas: Sustainable Schools; Child Rights Literacy; Early Marriage Prevention; and English Teacher Training.

For more information visit classroomofhope.org



GNI enumerator training, images thanks to Classroom of Hope

Impact Investment

The background of the slide features three broad, diagonal stripes of color. The top stripe is a dark teal, the middle stripe is a vibrant orange, and the bottom stripe is a bright yellow. These stripes run from the bottom left towards the top right, creating a sense of movement and modern design.

TPF recognise impact Investing is an important ‘tool’ in TPF and the Phillips Group impact toolbox, where we seek to combine both philanthropic and private capital to achieve our broad goal.

In 2024, we worked closely with TPF’s primary investment advisors (PMD Advice) and lawyers, Maddocks in adapting TPF’s current investment strategy and developing a standalone impact investment strategy which guides our approach and ensures we navigate some of the complexities of in starting to implement an important pillar of our impact objectives.

This work has been informed through extensive learning and consultation and by close observation of local and global best practice.

Over the past year, we conducted regular meetings with key opinion leaders across the impact investment sector who despite being a sector for several decades, Private Foundation’s activity remains nascent.

We are grateful to sector leaders who generously provided time and feedback on our approach, which is premised on a philosophy that grant making and impact investment approaches are required to achieve systems change and stimulate collaboration & learning between private and philanthropic organisations.

The teams at Giant Leap and Scale investors deserve special mention.

Our team also visited the Global Impact Investing Network Impact Forum in Amsterdam in October which provided a unique perspective and learnings about the size of impact investment internationally and the appetite from institutional, family office and philanthropic foundation investors.

It was exciting to learn about the pace of change and opportunity arising in Africa, where TPF has been actively fostering strategic relationships for 10 years.

The opportunity to learn more from leaders on the ground, and from investors from the US and Europe about the risks and returns in being exposed to international markets was inspiring.

TPF reactively responded to a number of opportunities during 2024.

The team reviewed several opportunities and successfully participated in two deals - Cool+ and Contact Organics.

Fundamentally we are excited by the exposure to incredible teams, ideas and thinking impact investment presents.

We also recognise as a new impact investor - indeed one specifically interested in direct investments in early stage ventures - time is critical the companies, their founders and teams who have graciously participated in our due diligence process have been patient and generous with their time and willingness to share.

Our focus in the future will be harnessing the learnings galvanised through 10+ years of philanthropic grant making focused on access to education and empowering children and young people fulfill their potential, to say nothing of Liz and Anth’s personal and professional experiences in building and scaling one Australia’s leading education enterprises.

Our investments include:



