



2026 IMPACT REPORT

# A Wider World

Expanding opportunity before poverty narrows the future.

---

*Poverty limits possibilities long before it limits income.*

REPORTING PERIOD: 2025 - JULY 2026



## Poverty limits possibilities long before it limits income.

Income matters. It shapes what families can purchase, where children can learn, and how securely they can plan. But income alone does not fully describe the architecture of a child's future. Possibility is also shaped by access to books, nourishing routines, safe places to create, digital fluency, encouragement, and exposure to worlds beyond the immediate environment.

& I Foundation exists to widen that field of possibility. We invest in the capabilities children carry forward: knowledge, curiosity, confidence, creativity, problem-solving, social connection, and the expectation that a larger future is available to them.

The books, school bags, supplies, cereal, and milk recorded in this report are not the destination. They are instruments. The larger work is expanding children's worlds.

### THE SHIFT

From  
fighting poverty

To  
expanding opportunity

---

From counting what leaves our  
hands to understanding what  
enters a child's future.

# A publication about possibility.

|    |                                      |    |
|----|--------------------------------------|----|
| 01 | The Foundation's Perspective         | 04 |
| 02 | Rethinking Poverty                   | 06 |
| 03 | The Economics of Human Capital       | 08 |
| 04 | Our Model and Theory of Change       | 11 |
| 05 | 2026 Impact                          | 14 |
| 06 | Why We Measure What We Measure       | 19 |
| 07 | The Next Stage: A Learning Ecosystem | 22 |
| 08 | Partnership and Transparency         | 25 |
| 09 | Research Notes                       | 28 |

Designed as a policy brief with the visual language of a premium editorial publication. Impact data are based on Foundation records and are current through July 2026.

# A small beginning. A serious proposition.

& I Foundation began with a simple conviction: a child should not have to wait for adulthood to encounter possibility. By then, too many expectations have already narrowed, too many skills have gone underdeveloped, and too many doors have begun to feel invisible.

Our work therefore starts earlier and thinks more broadly. We support literacy because language expands thought. We remove practical barriers because a school bag or basic supply can determine whether learning feels accessible. We support nutrition because attention and development do not exist apart from health. We create moments of exposure because children cannot confidently pursue futures they have never been invited to imagine.

During this reporting period, the Foundation reached 279 children across seven schools through three projects. We invested in storybooks, school bags, school supplies, cereal, and milk. Six volunteers helped translate a developing philosophy into practical action.

These numbers are early. We present them without exaggeration. They demonstrate reach, not yet long-term causality. The next phase of our work is to strengthen measurement while building a permanent, imaginative learning space where reading, technology, play, film, culture, and discovery can coexist.

We are a registered nonprofit beginning operations in Nigeria and the United States. Our ambition is not to become known simply for giving things away. It is to become known for a disciplined idea: when children gain knowledge, exposure, confidence, and room to create, society gains human capital, resilience, and future possibility.

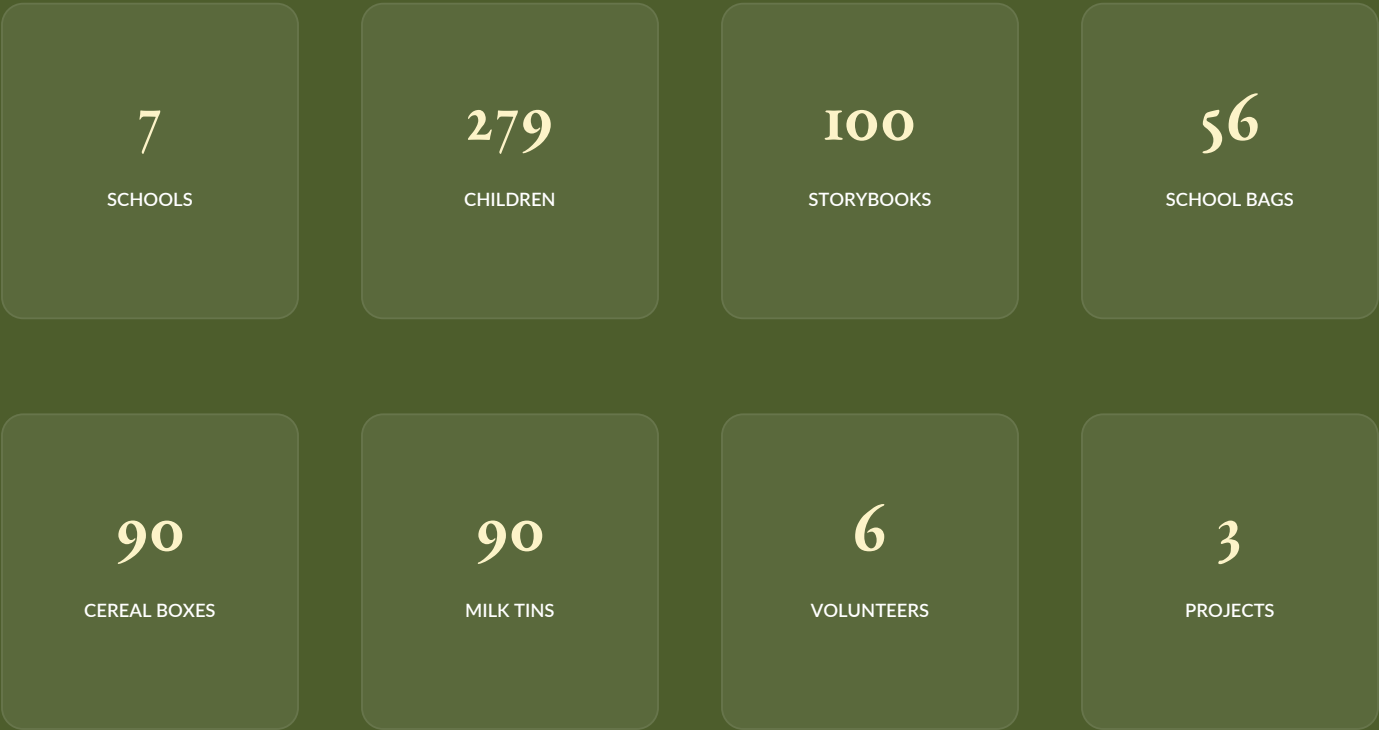
This report is an account of that beginning - and an invitation to help build what comes next.

---

*& I Foundation*

# The first chapter of a larger story.

A concise view of the Foundation's reach, investments, operating footprint, and next strategic step.



Operating footprint: Nigeria and the United States    Funding: 100% founder-funded to date    Next stage: a permanent learning ecosystem

Impact data reflect Foundation records through July 2026. No external donations were received during the reporting period.

# The absence of income is visible. The absence of possibility is quieter.

Poverty is usually measured through income, consumption, or material deprivation. Those measures are essential: they help governments and institutions determine who lacks the resources required for an adequate standard of living.

But a child's future can be constrained before those measures tell the whole story. Limited access to books can narrow language. Limited access to technology can narrow participation. Limited exposure can narrow aspirations. Repeated discouragement can narrow the sense of agency required to persist through difficulty.

& I Foundation uses an expanded operating perspective. We do not replace formal poverty measures. We ask an additional question: what capabilities, environments, and expectations are missing from a child's field of possibility?

That question changes the design of intervention. A donated book becomes more than an object when paired with reading, curiosity, and discussion. A computer becomes more than hardware when it builds digital judgment and confidence. Play becomes more than recreation when it gives children a low-risk space to test ideas, collaborate, and solve problems.

This is why our model is organized around investment rather than provision. We invest in children as holders of present dignity and future productive capacity. The aim is not dependence. The aim is capability.

Our central thesis is simple: poverty limits possibilities long before it limits income.

## A working definition

Opportunity poverty is the shortage of access, exposure, confidence, and developmental environments that allow children to imagine, prepare for, and pursue a wider future.

# Five constraints. One narrowing future.

This is the Foundation's operating framework - a way to connect material need with the developmental pathways through which opportunity is built.

01

## Financial

Insufficient resources restrict food, materials, transport, stability, and choices.

02

## Educational

Limited access to books, instruction, digital tools, and learning support restricts knowledge.

03

## Developmental

Too few spaces for play, practice, creativity, and problem-solving restricts skill formation.

04

## Emotional

Low belonging, encouragement, hope, and confidence restrict persistence and agency.

05

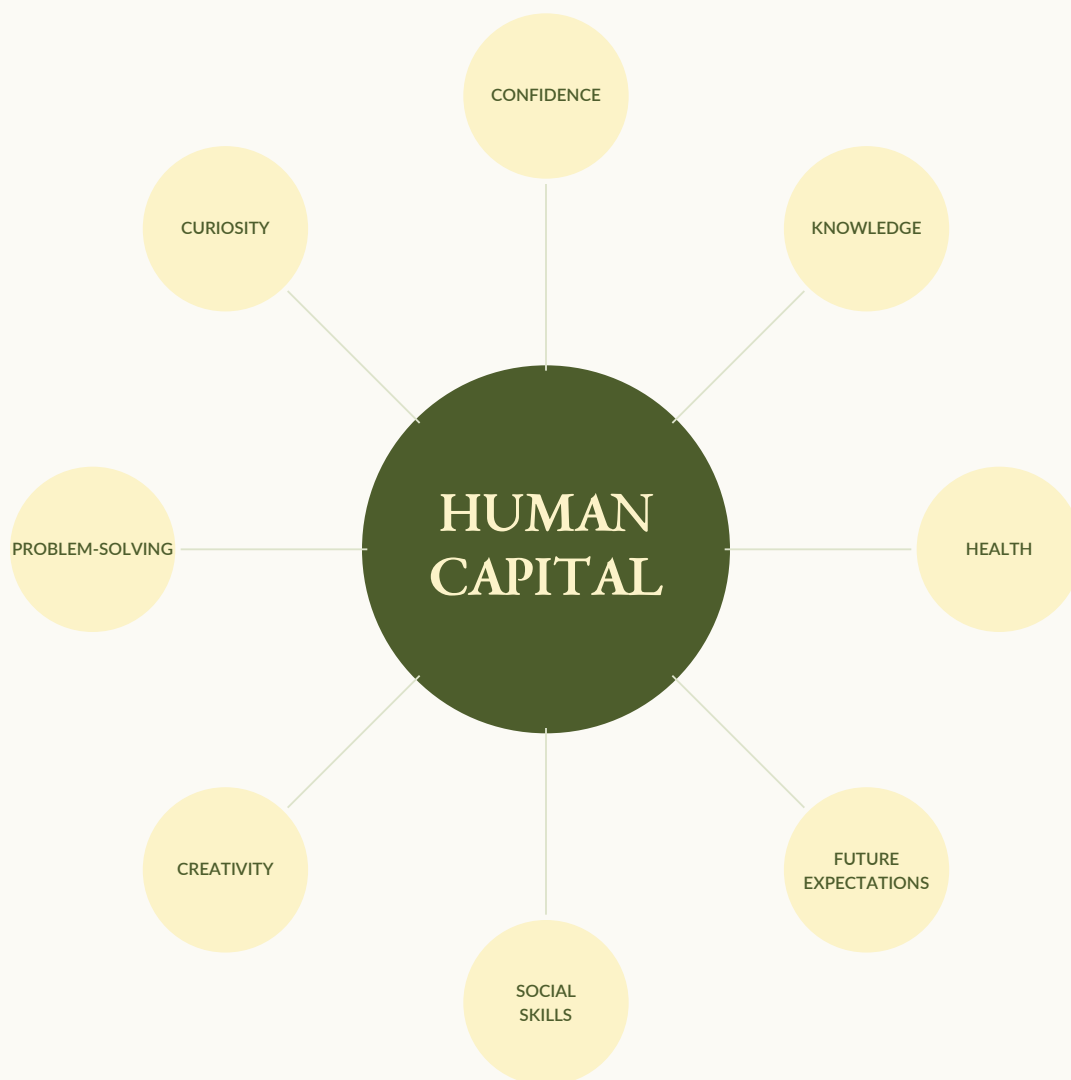
## Opportunity

Limited exposure to people, cultures, pathways, and possibilities restricts aspiration.

*Widen the  
field.*

# What children carry cannot always be counted in a box.

The World Bank defines human capital through the health, knowledge, and skills people accumulate over their lives and connects those capabilities to future productivity.<sup>[1]</sup> & I Foundation uses that economic logic while widening the lens to include the developmental and emotional assets that make learning usable.



Human capital is not simply schooling completed. It is the capability to learn, adapt, collaborate, create value, and act on opportunity. These assets compound: skills make later skills easier to acquire, a core principle in the economics of child development.<sup>[2]</sup>



# Early capability-building creates compounding returns.

The research does not suggest that any single book, meal, or activity guarantees a life outcome. It does suggest that well-designed investments in childhood can strengthen the capabilities on which later learning and economic participation depend.

## SKILLS BUILD ON SKILLS

Heckman's work emphasizes dynamic complementarity: capacities developed earlier can make later investments more productive.<sup>[2]</sup>

## RETURNS CAN EXTEND ACROSS A LIFE

Long-term evaluations of intensive early-childhood programs find benefits that can appear in education, health, earnings, and reduced social costs. Estimates are program-specific, not universal guarantees.<sup>[3]</sup>

## HUMAN CAPITAL IS MULTIDIMENSIONAL

Health, education, digital capability, and social-emotional skills interact. The economic case is strongest when children are supported as whole developing people, not isolated test scores.<sup>[1][4][5]</sup>

## *The implication for E&I Foundation*

Invest early enough to widen the child's capability set - and measure honestly enough to distinguish what was delivered from what changed.

# Children cannot pursue what remains unimaginable.

Exposure is not a decorative extra. It can alter the information children and families have about pathways, professions, cultures, technology, and education. Research on antipoverty programs has found that exposure to educated professionals can be associated with higher educational aspirations in specific contexts.<sup>[9]</sup>



Our design principle: Every program should either expand access, expand skill, expand confidence, or expand the range of futures a child can realistically imagine.

The future learning space is therefore not simply a library or computer room. It is an exposure infrastructure: a place where books, films, maps, technology, making, stories, and relationships continuously enlarge the child's consideration set.

# Three permanent pillars. One philosophy of investment.

We invest - rather than simply provide - because the intended value is what remains with the child after the material item has been used.

01

## Human Capital

We invest in children's capacity.

---

Reading, learning, exposure,  
technology, curiosity,  
confidence.

02

## Development

We invest in children's growth.

---

Healthy development, creative  
play, problem-solving, critical  
thinking, social learning.

03

## Emotional Well-being

We invest in children's belief in  
themselves.

---

Belonging, joy, encouragement,  
hope, identity, and agency.

These pillars will guide program design, partnership selection, future measurement, and the physical design of the Foundation's learning ecosystem.

# Two pathways. One choice about the future.

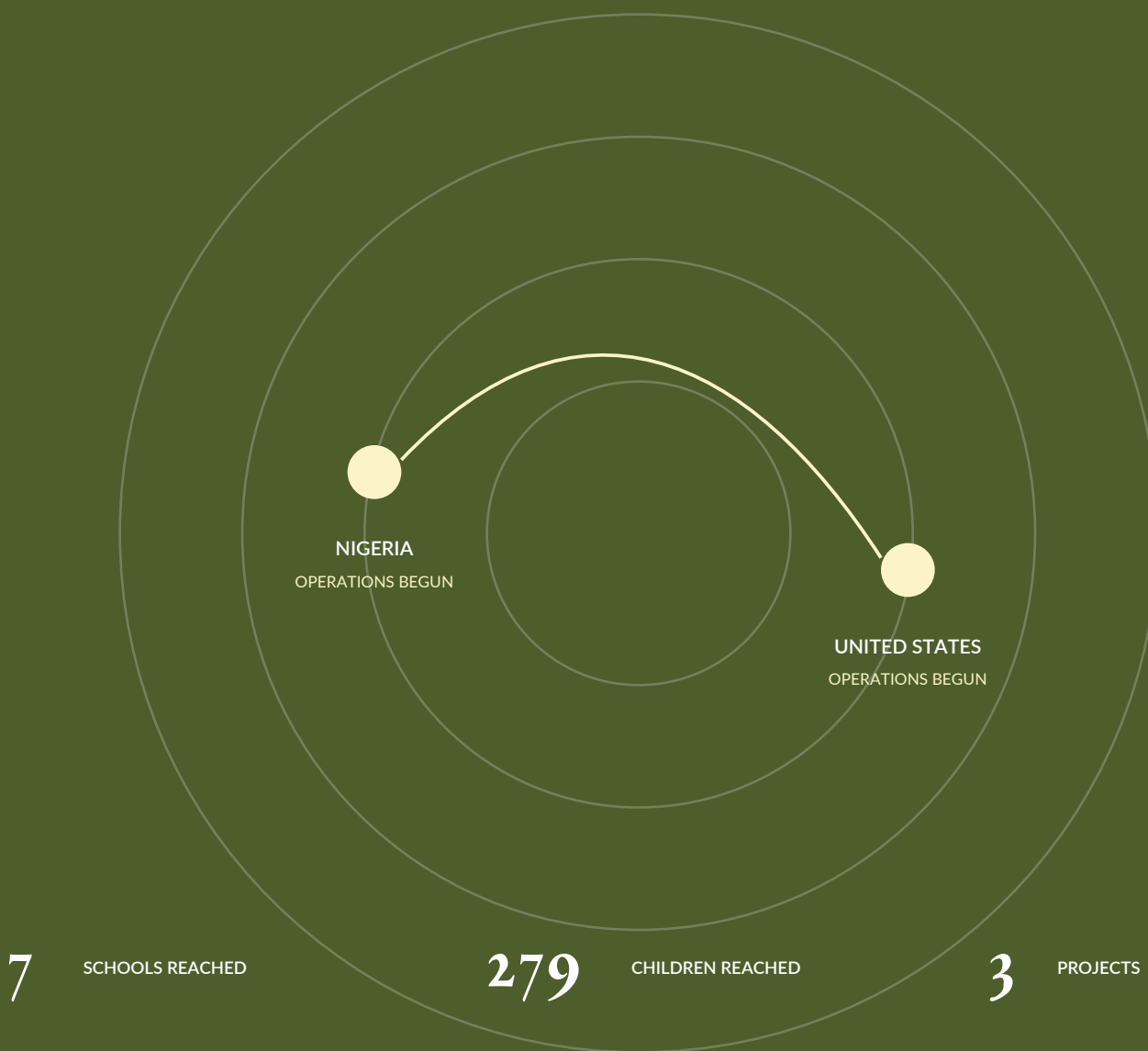
The Foundation's theory of change links material access to the capability and aspiration pathways that shape long-term opportunity.



A theory of change is a hypothesis to test, not a slogan to assume. The Foundation will increasingly collect outcome data to examine whether program exposure is followed by changes in reading engagement, digital confidence, problem-solving, belonging, and aspiration.

# Nigeria + United States. One philosophy, locally grounded.

The Foundation has begun operations in Nigeria and the United States. The model is designed to travel without pretending that every community is the same: local schools and partners help define the most relevant barriers, while the core philosophy remains consistent.



The current impact records are aggregated across the Foundation's work; this report does not assign unverified country-level splits.

# 279 children entered the Foundation's field of action.

The first reporting period establishes a credible baseline: who was reached, what was invested, and where stronger outcome measurement must begin.

**279**  
CHILDREN REACHED

7

SCHOOLS

3

PROJECTS

6

VOLUNTEERS

**100**

STORYBOOKS

investment in literacy

**56**

SCHOOL BAGS

barriers to learning reduced

**90**

CEREAL BOXES

learning supported through nutrition

**90**

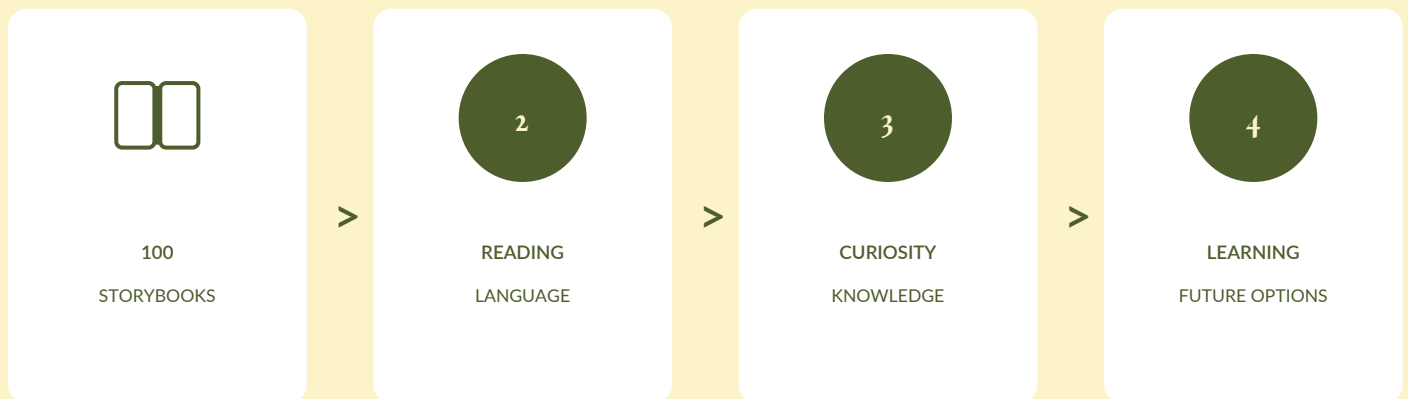
MILK TINS

learning supported through nutrition

These are output measures. They document reach and resources delivered. The Foundation does not yet claim measured changes in literacy scores, attendance, well-being, or lifetime outcomes.

# One hundred books. Many more possible sentences.

The Foundation invested in 100 storybooks because literacy is not only a school subject. It is a gateway to vocabulary, knowledge, imagination, independent learning, and participation in a world increasingly organized through text.



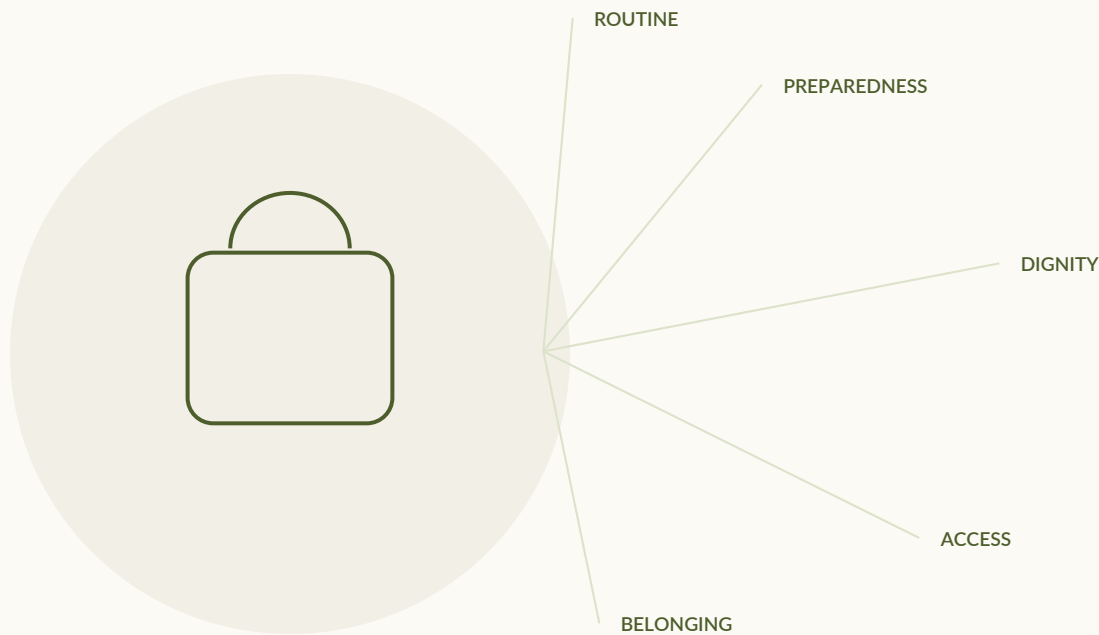
A 2020 systematic review and meta-analysis found that shared picture-book interventions show promise for supporting child language development, while also showing that dosage and design matter.<sup>[6]</sup> The lesson is not that books work automatically. It is that access becomes more powerful when books are read, discussed, revisited, and connected to relationships.

The next measurement step

Track reading participation, book choice, reading frequency, story recall, vocabulary engagement, and child-reported enjoyment - without reducing literacy to a single test score.

# A school bag is ordinary until its absence becomes a barrier.

Fifty-six school bags, alongside school supplies, were invested in practical access. The objective is not to romanticize the item. It is to recognize the small frictions that can shape attendance, preparedness, dignity, and a child's sense of belonging in a learning environment.



The Foundation's language standard

Not: "We gave school bags." Instead: "We helped remove practical barriers to learning."

The framing is stronger only when it remains honest about what has and has not been measured.



# Learning has a body.

The Foundation invested in 90 boxes of cereal and 90 tins of milk to support children's ability to arrive at learning with greater nutritional support. Nutrition is not separate from development; health, attention, and learning are interdependent.



90

CEREAL BOXES

SUPPORTING CHILDREN'S READINESS TO LEARN



90

MILK TINS

SUPPORTING CHILDREN'S READINESS TO LEARN

The World Health Organization describes nutrition as central to health and development and notes that healthy children learn better.<sup>[10]</sup> Reviews of breakfast and cognition suggest potential benefits, especially among nutritionally vulnerable children, while also cautioning that food quality, context, and study design matter.<sup>[11]</sup>

The Foundation does not claim that these items alone changed academic performance. The measured fact is nutritional support delivered; the intended pathway is improved readiness to engage in learning.

# Seven schools. Six people who chose to show up.

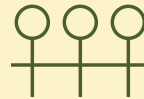
Schools provide the institutional bridge between a Foundation investment and a child's daily learning environment.

Volunteers provide the human bridge: time, care, logistics, and the social signal that a child's future is worth collective attention.

7

SCHOOLS PARTNERED

Schools multiply long-term impact because they connect one intervention to classrooms, educators, families, and repeated learning routines.



6

VOLUNTEERS, INCLUDING THE FOUNDER

Volunteer engagement is an early indicator of community ownership. Future reporting will track hours, roles, retention, training, and the quality of volunteer-child interaction.

## Why it matters

Children reached tells us about access. Schools partnered tells us about institutional leverage. Volunteers engaged tells us whether the work is beginning to become shared rather than solitary.

# Numbers should explain a theory, not decorate a report.

Metrics are useful when the organization can explain what each one represents, what it does not prove, and how it informs the next decision.

| MEASURE                  | BECAUSE                                    | DOES NOT YET PROVE                                    |
|--------------------------|--------------------------------------------|-------------------------------------------------------|
| Children reached         | Opportunity begins with access.            | Reach, not long-term change.                          |
| Books distributed        | Literacy requires material access.         | Whether books were read or language improved.         |
| School bags and supplies | Practical barriers can shape preparedness. | Attendance or learning gains without follow-up data.  |
| Nutrition items          | Readiness to learn is linked to health.    | Diet quality or cognitive outcomes on its own.        |
| Volunteers engaged       | Communities create human support.          | Quality or duration of engagement.                    |
| Schools partnered        | Institutions can multiply impact.          | Strength of partnership without repeated measurement. |

This discipline protects the Foundation from overstating impact and gives donors, corporate partners, and grant makers a clearer basis for trust.

# From outputs to outcomes.

The 2026 report establishes a baseline. The next stage is a practical, low-burden measurement system that captures change without turning children into data points.

## LITERACY

Reading participation, book choice, story recall, vocabulary engagement.

## DIGITAL CONFIDENCE

Ability to log in, type, navigate safely, evaluate information, and complete learning tasks.

## DEVELOPMENT

Persistence, collaboration, problem-solving, creativity, and completion of building challenges.

## WELL-BEING

Belonging, joy, confidence, trusted adult relationships, and child-reported safety.

## ASPIRATION

New careers, places, skills, and futures children can name and describe.

## MEASUREMENT ETHICS

Collect only what will be used. Protect child identity. Seek appropriate consent. Avoid public claims from weak data. Pair quantitative indicators with careful observation and school feedback.

# A portfolio built around the conditions for learning.

The Foundation's first three projects combined literacy, practical learning access, and nutrition. The specific mix varied by context, but each project served the same strategic proposition: widen the child's capacity to participate in learning.

01



## LITERACY + SCHOOL RESOURCES

Storybooks and school supplies invested in the materials that support reading and classroom participation.

02



## LEARNING ACCESS

School bags helped remove a visible, practical barrier and support preparedness and dignity.

03



## NUTRITIONAL SUPPORT

Cereal and milk supported the physical readiness on which attention and learning depend.

### Portfolio rule for the future

Every project must connect an immediate resource to a clearly stated human-capital, developmental, or emotional pathway - and define what evidence would be needed to test that pathway.

# A place where a child's world becomes larger than the room.

The Foundation has begun developing a permanent, whimsical learning space where children can read, study, use computers, hear stories, watch carefully selected films, build with LEGO, make art, explore cultures, and encounter a world outside their own.

A FLAGSHIP INITIATIVE - WORKING TITLE

## The Wider World House

A learning ecosystem for literacy, digital fluency, creativity, culture, and belonging.

---

The name is presented as a strategic working title, not a final brand decision. It reflects the central idea of the report: the place exists to make more of the world available to children.

This is not a side project. It is the physical expression of the Foundation's theory of change: repeated exposure, practice, relationships, and joyful learning in one dependable place.

# Read. Discover. Build a foundation for agency.



## The Reading Corner

Picture books  
Novels  
Story time  
Reading buddies

---

Why it exists: literacy expands language, knowledge, empathy, imagination, and independent access to learning. Shared reading can be especially powerful when it is interactive and repeated.<sup>[6]</sup>



## The Discovery Lab

Computers  
Typing  
Internet literacy  
Educational games

---

Why it exists: digital access is not enough. Children need the judgment and confidence to learn, create, communicate, and navigate information safely. OECD research emphasizes the role of education in building digital literacy.<sup>[7][8]</sup>

### Design principle

The room should feel aspirational rather than remedial: beautiful enough to communicate that children deserve environments of care, serious enough to support study, and playful enough to invite experimentation.

# Create. See. Imagine.

## A world beyond the immediate.

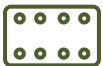


### The Creation Studio

LEGO, arts and crafts, building challenges, and simple engineering activities.

#### Why it exists

Play gives children a low-risk way to test ideas, practice persistence, collaborate, and make abstract thinking visible.



### The Cinema Corner

Educational films, African stories, nature documentaries, and carefully selected children's cinema.

#### Why it exists

Film can make distant places, lives, systems, and possibilities emotionally legible - when selection and discussion are intentional.



### The World Room

Maps, globes, cultures, languages, music, and stories from around the world.

#### Why it exists

It exists because children cannot confidently aspire to futures they have never imagined.

*The World Room exists because children cannot aspire to futures they have never imagined.*



# Do not sponsor an object. Invest in a capability.

The strongest partnerships connect a company, grant maker, school, or donor to a clear child-development pathway. & I Foundation is building partnership architecture around capabilities, not generic visibility.

## LITERACY PARTNER

Books, reading programs, shelves, reading buddies, and measurement.

## DIGITAL DISCOVERY PARTNER

Computers, connectivity, digital safety, typing, and guided learning.

## CREATIVE DEVELOPMENT PARTNER

LEGO, arts materials, building challenges, and maker programming.

## WORLD EXPOSURE PARTNER

Maps, films, cultural programming, speakers, languages, and field experiences.

## FOUNDING SPACE PARTNER

Furniture, renovation, operating support, safeguarding, and launch infrastructure.

## WHAT PARTNERS RECEIVE

A defined investment thesis, transparent reporting, appropriate recognition, and evidence that distinguishes resources delivered from outcomes measured.

# The first portfolio was entirely founder-funded.

No external donations were received during the reporting period. The Foundation's first projects were financed through founder contributions of at least \$1,000. Because the precise historical expense total and category allocations are still being reconciled, this report presents the verified funding-source percentage rather than inventing an unaudited program-expense split.

**0****EXTERNAL DONATIONS**

No donor funds received in the reporting period.

**100%****FUNDING SOURCE**

Founder contribution financed the first portfolio.

**Governance priority before scale**

Formalize bookkeeping, expense categorization, restricted-fund tracking, receipts, approval controls, conflict-of-interest procedures, and annual reporting before accepting significant institutional funding.

# Build the place. Deepen the evidence. Protect the philosophy.

The next period is not simply about reaching a larger number of children. It is about making the model more repeatable, measurable, and durable while preserving the Foundation's distinctive way of thinking.

01

## Open the first learning ecosystem

Advance the physical space, safeguarding plan, learning schedule, equipment, and operating model.

02

## Build the measurement baseline

Introduce simple pre/post and participation tools for literacy, digital confidence, development, well-being, and aspiration.

03

## Develop institutional partnerships

Create clear partnership packages for companies, grant makers, schools, and skilled volunteers.

04

## Strengthen financial systems

Complete expense reconciliation and implement transparent, donor-ready controls.

05

## Protect editorial clarity

Continue communicating children as capable future-builders, not passive subjects of charity.

---

*Talent is universal. Opportunity is not.*

# A wider world is not given. It is built.

We believe poverty is not only a lack of resources. It can also be a lack of opportunity to imagine, explore, create, and become. Every child deserves the chance to build the human capital that shapes a lifetime. That is the future we are working toward.

---

## SELECTED RESEARCH REFERENCED IN THIS REPORT

1. World Bank. The Human Capital Index 2020 Update: Human Capital in the Time of COVID-19. 2020; and World Bank Human Capital Project methodology and resources.
2. Heckman, J. J. "Skill Formation and the Economics of Investing in Disadvantaged Children." *Science* 312(5782), 1900-1902 (2006). DOI: 10.1126/science.1128898.
3. García, J. L., Heckman, J. J., Leaf, D. E., and Prados, M. J. The Life-cycle Benefits of an Influential Early Childhood Program. NBER Working Paper 22993 (2017).
4. OECD. Social and Emotional Skills for Better Lives: Findings from the OECD Survey on Social and Emotional Skills 2023. 2024.
5. World Health Organization. Improving Early Childhood Development: WHO Guideline - Summary. 2020.
6. Dowdall, N., et al. "Shared Picture Book Reading Interventions for Child Language Development: A Systematic Review and Meta-Analysis." *Child Development* 91(2), e383-e399 (2020). DOI: 10.1111/cdev.13225.
7. OECD. 21st-Century Readers: Developing Literacy Skills in a Digital World. 2021.
8. OECD. How's Life for Children in the Digital Age? 2025.
9. Chiapa, C., Garrido, J. L., and Prina, S. "The Effect of Social Programs and Exposure to Professionals on the Educational Aspirations of the Poor." Research paper, 2010.
10. World Health Organization. "Nutrition" overview: health, development, learning, and productivity.
11. Hoyland, A., Dye, L., and Lawton, C. L. "A Systematic Review of the Effect of Breakfast on the Cognitive Performance of Children and Adolescents." *Nutrition Research Reviews* 22(2) (2009).

Research informs the Foundation's theory of change; it does not substitute for direct evaluation of & I Foundation programs. All causal claims in future reports should be based on appropriate program data and methods.