



FOUNDATION

ANNUAL REPORT
2022



Foreword

The past year has been a seminal moment in my life. After 25 years on the professional tennis circuit, I decided to retire from competitive tennis. This not only marks the end of my on-court career, but also signifies a farewell to the many friends and colleagues I have met on the tour worldwide. Although I will not be a stranger to the professional game, I am now transitioning to a new and exciting lifestyle with my family and friends. While I understand the concerns about adjusting to this new pace, I can assure you that I am doing well and relishing this new chapter in my life. I have been keeping very busy with getting my body healed and working on existing and new projects.

It goes without saying that my foundation will be at the forefront of my priorities. The Roger Federer Foundation, which I established with my parents in 2003, has grown to be much larger than we initially envisioned during my playing days. This year, the foundation will celebrate its 20th anniversary, and I still recall signing the founding document. I never could have imagined how incredibly enlightening, exciting and fulfilling this journey would be, and all the great things we would accomplish together. By the end of the year, we have been able to provide over 2.4 million children with better access to early education, which I consider a tremendous anniversary gift.

I am eager to dedicate even more time to the foundation in the coming years, visiting more of the projects on-site, and delving deeper into effective philanthropy. I would be honoured if you would continue to join me on this journey as a philanthropist. Your support is invaluable and motivating, and together we can accomplish even greater things. I look forward to working with you and will always be grateful.

Yours,



Roger Federer, President
March 2023



Roger Federer on the seesaw with children in a Malawian preschool, April 2022

Our Values



Empowerment

We believe in the power and ability of people. That is why we focus on empowering those in need so that they become enabled to improve their lives.



Impact oriented

Our main goal is a positive, tangible and systemic change in the life of children. This is what we are accountable for, and this is how we measure our success.



Respect

Every person concerned and every stakeholder deserve our respect and recognition. We learn from different points of view and thereby continuously improve ourselves.



Entrepreneurship

It is our responsibility to the children that we achieve the impact as cost-efficiently as possible and use our resources economically and modestly.



Partnership

We invest in long-term partnerships. Only together with local experts and partners can we find the most relevant solutions to achieve sustainable change.

Foundation Overview

'I AM TOMORROW'S FUTURE' – Nolonwabo Batini, a 15-year-old girl from Ndzondelelo High School in Port Elizabeth, South Africa, made this self-confident statement when Roger visited her school. Her conviction became the vision and central theme of the Roger Federer Foundation. The Foundation wants children affected by poverty to be able to take control and actively shape their own futures. There is ample evidence to prove that education is a prerequisite for reducing poverty, improving preventative healthcare, and creating an engaged civil society. However, access to early education is crucial as this forms the foundation of all learning. That is why we want to enable children to get their educational journey off to a good start. This means that not only should children be ready to start school, but also that the schools should be ready for children providing a child-friendly environment, especially for the youngest. Children should be healthy and develop their skills so they can experience a happy childhood.

We believe in human potential. That is why the Roger Federer Foundation does everything in its power to enable people to improve their own situations. Therefore, we exclusively work in long-term partnerships with carefully selected local organisations. Instead of handing out equipment to communities, we empower people to organise on their own behalf the skills and resources they need. We truly believe that this reinforcement approach is the only way to achieve sustainable systemic change and achieve long-term improvements. In order to be both cost-efficient and cost-effective, we have limited our engagement to six countries in Southern Africa as well as Switzerland. As a learning institution, the foundation seeks the advice of experts and stakeholders. Our work is founded on transparency, impact assessments and evaluations. Our success is hereby measured through the positive changes in our programmes. As an overview, we've listed six cumulative key figures to show how the foundation has evolved since its formation 20 years ago in 2003.



7 countries where we are active with our programmes.



12,297 educational institutions that have improved in quality.



29 local partner organisations that implement our programmes on site.



44,200 teachers who have improved their abilities thanks to further training.



2,420,000 children benefited from a better education since the foundation's establishment.



77.5 million Swiss francs spent by the Roger Federer Foundation by the end of 2022.

Milestones 2022

Last year, we reached several milestones important to us. After a one-year strategy process, the Foundation Board approved the five-year Early Moves programme in spring. This new initiative for Switzerland focuses on early motor skills development with a number of projects. It takes into account the challenge that around one third of children in Switzerland have motor skills deficits when they start school. Furthermore, the Foundation Board has also reacted to the conflict in Ukraine and the fact that almost six million children are currently unable to attend school. A digital learning game for mathematics and language, developed by WarChildHolland in coordination with the Ministry of Education of Ukraine, will provide first to third graders with daily access to curriculum-based lessons.

Last year, we also had a mid-term evaluation of our School Readiness Initiative. We have already been implementing the eight-year initiative in Southern Africa since 2019. Now we wanted to know in more detail how well we were doing with our approach and whether our own measurement tools could stand up. External evaluators assessed the entire programme in the six countries for relevance, effectiveness, efficiency and sustainability potential. The final report highlights the high quality of the initiative and praises its exceptional degree of innovation with the digital and self-directed approach. The reviewers confirmed the good and very good results based on their own observations and the review of our data. The initiative was certified as properly addressing the most important challenges for the early childhood development sector. In particular, the holistic approach with interventions at all relevant levels – from the community and grassroots to the national level – had contributed immensely to a greater prioritisation of early education in the six countries. The local implementing partners had mastered their tasks within budget and almost on time despite the challenges caused by the COVID-19 pandemic. Furthermore, the evaluators stated that the programme design was promisingly conceptualised with the participation of all relevant stakeholders to ensure the continuity of the project results. As a recommendation they proposed that we focus more on advocacy and inclusion of national stakeholders in the coming months and years. We have already started to implement this advice. To us, the excellent result of the mid-term evaluation is a relief and serves as confirmation that we are on the right path and will motivate us in the years to come.

Janine Händel, CEO
March 2023



CEO Janine Händel on a programme visit with Roger Federer in Malawi, April 2022

Status

School Readiness Strategy

The Roger Federer Foundation engages in a systemic and long-term manner. Therefore, the Board of the Roger Federer Foundation adopted a geographically and content-focused funding strategy for 2019-2026 that the Foundation implements consistently and measurably. We are guided by the United Nation Sustainability Goal 4.2 and concentrate fully on improving children's readiness for school, but also on making schools ready for the children. Our goal is to give more than one and a half million children a good start to their education. Children should have access to at least one year of organised learning before starting formal basic school. We are committed to ensuring that the children develop in an age-appropriate manner and are developmentally on track. Also, that they survive the first years of school without repeating the class or dropping out of school early. To achieve a system that can ensure this, we are sensitising all the child-relevant stakeholders such as parents, teachers, communities, and government officials for the needs of a healthy child development and are empowering them to take responsibility. Thanks to their commitment, the children are given access to preschool, where they encounter an age-appropriate learning environment. Processes are established so that the transition of the children to primary school goes smoothly and they can quickly feel accommodated. Thanks to self-guided, digital-based continuing professional development, pre-primary educators and teachers are improving their skills comprehensively in learning groups and in peer-to-peer mentoring sessions. The aim is to implement the school readiness strategy in six countries in Southern Africa and in 1,500 to 2,500 institutions per country.



14,932 educators
are able to support young learners in an age-appropriate and quality manner.



5,683 preschools
and schools have participated in the programme and offer an age-appropriate learning environment.



80 % of preschools
and feeder schools have established a mentoring system among teachers to ensure quality and transition.



247 districts
or constituencies give importance to school readiness as a fundamental element of the education system.



5,631 natural playgrounds
have been built jointly by the village communities and parents using local materials.



75 % of preschools
make sure that nutritious meals for young learners are provided as a key element of child development.



80 % pre-primary children
have developed in accordance with their age in terms of health, learning and psychosocial well-being.



510,000 children
have participated in pre-primary activities for at least one year before starting school under the current strategy.



75 % of educators
and teachers regularly and explicitly discuss the children's learning and development with the parents.



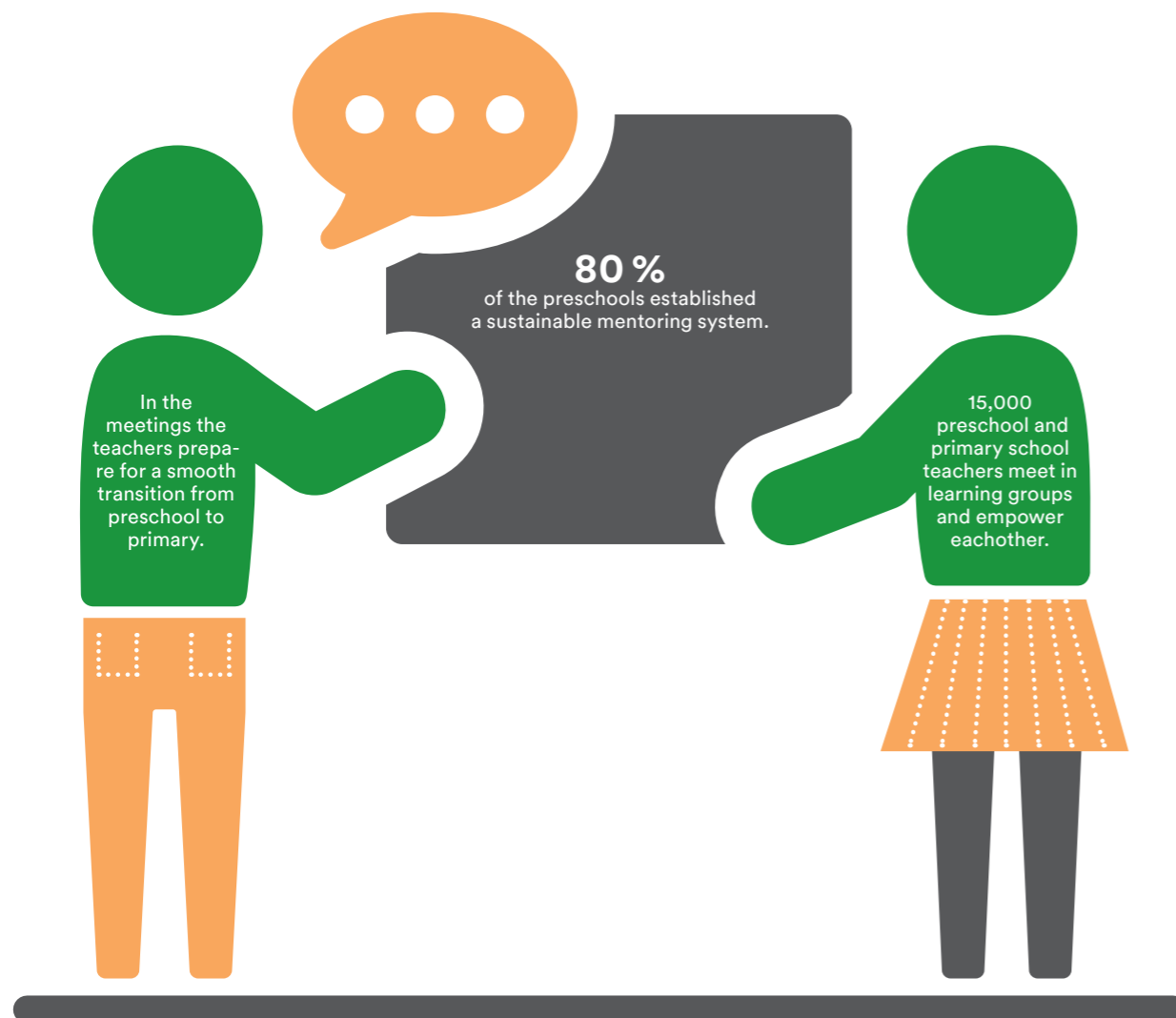
7,010 educators
and teachers are making use of the ChildSteps app to continuously assess the children's development.

Peer-to-Peer Learning

Worldwide, the high shortage of qualified staff at preschool level persists.

But teacher training is time-consuming and expensive. Only the continued mentoring of educators leads to sustainable quality education.

Our peer-to-peer learning approach combines both needs in an efficient way: teachers train together and become mentors to each other.



In order to keep teaching quality high teachers need constant inspiration and professional development, which can be provided by their own colleagues.

The need for professionals is immense

In many regions of the world, preschool education is not yet properly established. In low-income countries in particular, only 20% of children have access to early education, even though the UN development goals state that a year of preschool should be compulsory for all by 2030. In addition, most of the care is provided by unpaid lay people. Children do not receive age-appropriate support and are not prepared well for school. According to UNESCO estimates, more than nine million preschool teachers would have to be trained worldwide in order for every child to receive the quality of preschool education they deserve. Moreover, we should be able to keep the already trained professionals in the job, which is not at all the reality. Turnover rates are high, especially in the teaching profession, which is partly due to poor pay and the fact that educators face challenging employment conditions far from their families. The teacher training colleges of this world would not be able to cope with this onslaught, nor would it be possible to finance the many years of university study for this huge mass of people. It goes without saying that we will only be able to meet the demand for qualified teachers with innovative methods.

The traditional training approach has its limits

In earlier projects, the Roger Federer Foundation trained hundreds of teachers in traditional courses with face-to-face teaching, with mixed results, as evaluations have shown. For some teachers, the training might have been the boost they needed. Unfortunately, it is precisely these champions who abandon the teaching profession in favour of a job with a better salary. However, many participants failed because the course standard was at too high level in order to fulfill governmental requirements. It must be remembered that we are mainly

working in rural areas, where the recruitment pool for the teaching profession at preschool level is extremely limited, with only a small minority of carers having any primary school qualifications at all. Due to a lack of previous education, these prospective teachers could not sustainably absorb the course content, let alone implement it. Accepting the realities on the ground, such courses were simplified and shortened. This, in turn, led to the desired teaching quality being sacrificed. This move also prevented the systemic and sustainable anchoring of such training in professional vocational education. In addition, teachers would be dependent on ongoing support and mentoring as they carry out their work. They need to be able to exchange ideas about up-

«Our learning group plans together and one of us demonstrates how we can teach and develop every child following a daily programme. We are a united confident team whose members support one another.»

Grade R teacher, Nhlakanipho Primary School, South Africa

coming problems and continuously receive input and inspiration for their work. What is taken for granted in high-income countries is mostly unknown and not affordable in the countries of the South.

Peer-to-peer learning happens among equals

The peer-to-peer approach originates from the field of social work. A peer is a person who resembles or is exactly alike as another group of people in terms of a certain criterion. In our programmes, we bring together preschool teachers from different institutions as learn-

«At a school in our area, I got the inspiration for a floating bridge for the playground and a culture house, which we have since built at our school.»

Member of the school development committee, Chingamhuka Primary School, Zimbabwe

ing groups. Our KnowHow app on the Early Learning Kiosk gives structure to the regular interactions between these educators, in the form of modules and tasks. The group completes the offline course together, with champions quickly emerging to lead the discussions and support the weaker members. The teachers inspire each other on how to design the lessons, but also the learning environment. They produce tools together and visit one another's institutions. Since the Early Learning Kiosk is a tablet with a camera function, teaching situations can also be recorded on video, which are discussed in the learning groups. This feature is actively being used. It is fascinating to observe how the learning groups gradually grow together into a peer mentoring community, giving each other advice and professional support.

Peer-to-peer learning helps with the transition

In our programmes, we also provide for another composition of peers in the learning groups. Throughout the year, the Grade 1 teachers meet with the preschool teachers from whom they will take over the prospective

Grade 1 learners. Here, in addition to working through important topics such as school readiness and learning through play, measures are also planned to prepare for an improved transition of the preschoolers to school. Such encounters between the classes have not existed so far in the countries where we implement our programmes. This is because schools are usually closed systems that can hardly be accessed from the outside. Nevertheless, such exchanges are a central factor for a smooth start to school for the children. Administrative barriers are broken down, the children are mentally prepared and, last but not least, the Grade 1 teacher gets an insight into the children's learning barriers. Surveys have also shown that they immensely appreciate the further training on age-appropriate learning, because this knowledge was not imparted to them at the teacher training college.

Tens of thousands of teachers appreciate peer-to-peer learning

The peer-to-peer learning approach is already being used by the Roger Federer Foundation and its implementing partners in over 15,000 institutions. Teachers from preschools and primary schools regularly meet to learn and exchange ideas. Preschool teachers in particular regularly emphasise that this was the first time that they could meet their colleagues from the primary school. They added that this fundamentally promotes appreciation and mutual understanding of their work. This is anything but self-evident, since not only education officers from different sectors meet in the learning groups, but often also qualified educators and unqualified ones as well as state employees and informally organised volunteers. Initially, the meetings may reflect hierarchies, but surveys show that, over time, class thinking breaks down and mutual respect increases. This is ultimately the basic prerequisite for shared learning between equals.

External evaluation confirms good results

In 2022, the Roger Federer Foundation had its entire School Readiness Initiative in the six Southern African countries evaluated. The peer-to-peer learning approach received particularly high marks. The evaluators confirmed its high relevance for teachers. Especially for the many unqualified volunteer educators at preschool lev-

→ Teachers meet to learn together in Lesotho under the guidance of the Early Learning Kiosk



Interview with Sheila Drew Programme Specialist: Early Childhood Development at SAIDE, South Africa

www.saide.org.za

You developed our KnowHow course for preschool educators, which is accessed via mobile devices. What are the advantages compared to traditional textbooks?

The primary difference is that the course is activity-based. Educators are expected to read the theory, to reflect, discuss, understand and then to apply these skills on daily basis. Having a digital course on a tablet makes it possible to be more interactive, for example by enabling educators to read story-books, write some of their reflections on the tablet, test their knowledge by taking a quiz and take videos of their activities, they can observe and analyse their own performance. Not only is KnowHow a digital course, it is although available as an offline mobile app. This makes it more accessible to people who only have sporadic access to the internet.

The KnowHow course places a strong focus on group learning. Why is this so important?

As human beings, we learn from one another. We can do many things alone, but ultimately, we test and confirm our thinking by discussing it with other people. But working together in groups is challenging and prone to conflict. These structured learning groups support the teachers with such interactions, creating space for the collective promotion of each member's reading, language and study skills.

Untrained early childhood development practitioners are the primary target of this course. What are some of the issues that you had to consider here?

The main consideration was pitching the course at a level that is accessible for people who have little experience of studying, or who may have studied many years ago, so the level of English has to be appropriate and non-academic. We also had to consider the level of support provided. This includes activity-based learning, support for study skills, such as guiding the reading process, and providing certain learning materials. In addition, there is support for reflecting on learning and reflecting on practice. These skills do not come naturally, and often have to be explicitly taught.



Teachers from pre- and primary school meet to learn together in Malawi under the guidance of the Early Learning Kiosk.

el, the learning groups offer an invaluable environment where they can benefit from their qualified colleagues. After an initial start-up phase, there is a relationship of trust among the participants, which also allows for questions and critical feedback. It has also been shown that the learning groups are very effective in promoting a shared sense of responsibility among primary and preschool teachers for a successful transition. It is demonstrably possible to establish a sustainable learning community spirit. Last but not least, the evaluators were convinced that this approach is proving to be extraordinarily cost-effective, efficient and yet long-lasting.

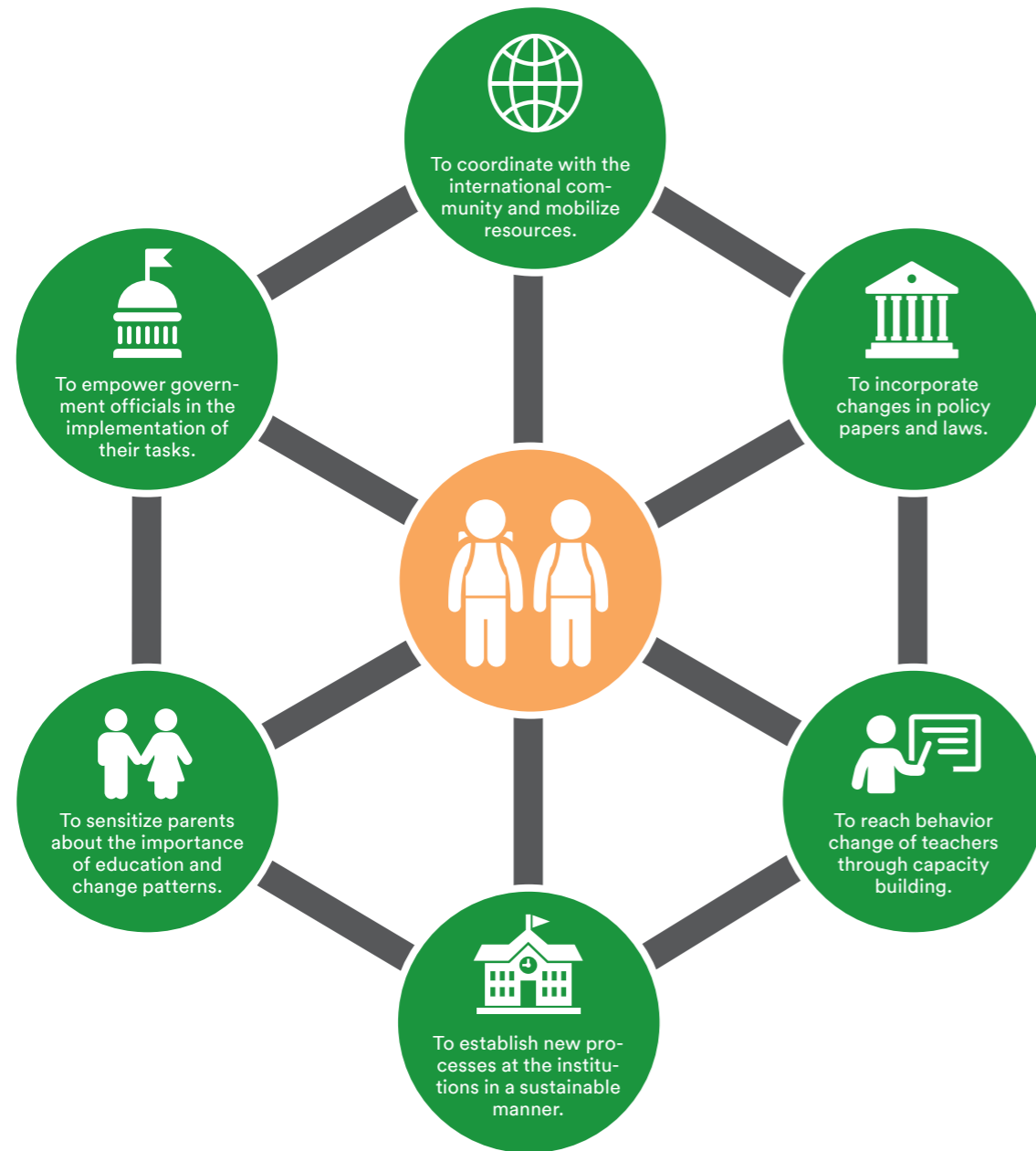
This approach has a high potential for sustainability

The peer-to-peer learning approach can be implemented with minimal external intervention. The participants themselves define the rhythm of the learning groups, while the KnowHow app defines the content and composition of these groups. The local implementation partners of the Roger Federer Foundation only provide the initial spark and sporadically attend a session to monitor the quality of the discussions. The evaluation of this component of the programme has shown that the learning groups continue after the end of the

programme, where teachers had previously also come to appreciate the value of the sessions and where they had taken place with some regularity. A challenge remains that in the long run, participants have to define the agendas of their meetings themselves. Distances between institutions and the associated time and transport costs for teachers are also risks that can jeopardise a learning group. As of today, 80% of learning groups are still active, several years after establishment and without outside influence or resources. Even though the rhythm of meetings has diminished somewhat over time in 40% of the cases, this is a high sustainability rate.

Systemic Change

In order to bring about sustainable change, it is not enough simply to implement good projects selectively and in isolation. Our School Readiness Initiative in Southern Africa needs to establish processes and fit into existing systems so that it can work without external influence. As a result, the Roger Federer Foundation is strengthening the joint accountability of relevant actors and systems.



Sustainable, irreversible impact can only be achieved through system change on all relevant levels.

Education affects numerous systems

A society is characterised by overlapping or superimposed systems. They all have their own dynamics, composition, rules and ways of functioning. If we want to change the quality of education for the children in our programmes in a sustainable and holistic way, we have to ensure that all the actors who are relevant for the child within their systems take responsibility and contribute towards an improved quality of education. The smallest and most formative system is the family. Pre-primary institutions and schools, embedded in a national education structures, are the next relevant system in the child's educational career. Educational projects that focus only on the school as an individual institution will probably fail in terms of sustainability if the quality achieved cannot be maintained by state structures. Last but not least, in low-income countries, education ministries are mostly dependent on the international community system to support them in their tasks. With its interventions, the Roger Federer Foundation addresses all systems simultaneously and tries to bring about positive changes.

It all starts with the family system

Parents must recognise education as important and actively support their children. This is not self-evident, especially in rural societies with little education. Therefore, parental work is central. In our School Readiness Initiative, we encourage and coach teachers to organise regular parent workshops. We give them methods and resources, such as instructions on how to make toys with their children. For the parents, we have developed booklets that give them easy ideas for learning activities at home. Currently, we are reaching 450,000 parents with our educational self-help pack and 50,000 are in circulation. During programme visits, it is impressive to observe how proud the children are to bring their home-

made toys to preschool. Especially in rural communities, it is purposeful to involve the traditional leaders in our programmes, because their authority is crucial when it comes to raising the status of education in populations with a traditional mindset.

The school system is particularly fragile

Especially in low-income countries, there is a fundamental crisis in education. Preschools and schools have insufficient budgets to adequately fulfil their educational mandate. The infrastructure is insufficient. Teaching staff are largely not qualified enough or too small in number. Teaching aids and materials are rare or do not yet meet up-to-date pedagogical standards. In addition, schools and especially the preschools struggle in isolation under adverse conditions, with little support from the official educational structures, which are also under-resourced. Unfortunately, in practically all

«Once we make them aware how important early childhood development is for young learners, communities raise funds for preschools easily.»

Takawira Mubvami, Director, Municipal Development Partnership, Zimbabwe

«Early childhood development is a comprehensive endeavour, comprising health, nutrition and education. Hence, we must take collaborative action across sectors, with influential groups in government and beyond.»

Fortune Thembo, Regional Representative,
Roger Federer Foundation

The state education system must be strengthened

The state is responsible for the national education system, and, correspondingly, its quality. It should provide sufficient human and financial resources for schools and preschools. However, in the countries of Southern Africa, resources are incredibly limited. In the specific case of early education, we are talking about a drastic undersupply. All our interventions are therefore aimed at strengthening the education system and not building parallel structures. They are fully embedded in the stately structures. Our studies and the development of tools are coordinated with the responsible bodies. For example, on behalf of the Minister of Early Education of Malawi, we funded a study that calculated how much one year of preschool would cost for all children. The minister later used this study in her appearances in parliament. In the implementation of the programmes, local authorities are involved from the beginning and trained to guarantee and monitor their continuation. Close cooperation with school inspectors, for example, is vital. Last but not least, we are focusing on strengthening education coalitions at the national level, because parliamentarians and ministries still fail to recognise the relevance of early education. Lobbying is needed to better anchor this education sector as well.

International coordination is challenging

The United Nation's Sustainable Development Goals also include the coordinated and partnership-based engagement of the international community. As a smaller funding foundation, however, it is only possible for the Roger Federer Foundation to participate in the world's numerous international conferences and coordination platforms on a selective basis. The abundance of offerings is confusing and inefficient, with a great deal of overlap. However, it seems that this problem has been recognised and that efforts are underway to make coordination more accessible and easier. We find coordination more effective in the countries where we implement our programmes. We are in regular exchange with international donors and contribute to cooperation through national early education conferences to find synergies and avoid duplication. In Malawi, for example, we succeeded in mobilising World Bank funds to make the Early Learning Kiosk available to all mentors in the country. Or in Lesotho, the Global Partnership for Education doubled our budget for the School Readiness Initiative, substantially increasing the national budget. Proactive

the countries where we roll out our programmes, it is a reality that school classes are huge. Sometimes, the underqualified teaching staff have to teach two classes at the same time. The quality of classrooms is mostly not conducive to learning. A single school inspector, who also has a central coaching function, often supervises up to 75 schools, in a large geographical area that allows for little improvement in efficiency. In order to maintain the quality of education, an above-average commitment of all local actors is needed, including teachers, school directors and school governing bodies.

All actors stand united and accept their responsibility

In our programmes, we work together with all involved parties. Teachers are trained through the use of the Early Learning Kiosk in combination with peer-to-peer learning as a key knowledge transfer tool, as described in this and other annual reports. School leadership is also coached to better fulfil their management role. An important systemic entity at school level is the school governing committee. This is because they exist for the long-term and act as a bridge between the school and the local population. They formulate school development plans, mobilise resources and work out ideas for implementation with local actors. In the absence of public funding, schools rely on the cooperation of the community to raise the learning environment to a moderate standard. School development becomes a goal and the shared responsibility of the villagers, who contribute on behalf of their children. As a collective effort, playgrounds are built, classrooms are renovated, school meals are cooked and entire preschools are built from the ground up with countless hours of volunteer labour. Here, too, traditional leaders play a central role in mobilising the community.



→ **The community itself provides a healthy meal at the preschool**



Exchanging ideas and interacting with the local population are important prerequisites for systemic change

exchange still depends heavily on the commitment of private actors. We would like to see more coordination coming from the national education authorities.

Measuring systemic change

Systemic change takes time and needs to be addressed at many levels to be sustainable. It is hardly possible to

measure the direct consequences of our interventions, because there are often other, non-influenceable factors that bring about positive or negative change. Nevertheless, we make an effort to track so-called proxy indicators: We measure how many coordination meetings have been held with relevant authority members; how much own initiative a traditional leader has developed; how well school development plans have been implemented by school governing bodies and the communities and fi-

nally, how sustainable the momentum and commitment in the community, in the schools is. This data indicates if our interventions will continue after our exit from the programme and if they will have a lasting impact. The indicators are based on a qualitative rating. There are also few clearly measurable, quantitative indicators, such as how the public education budget is developing. Even though there has been considerable progress in all countries, the road to an adequate budget is still long.

Interview with Clement Silungwe Executive Director of the Association of Early Childhood Development in Malawi

www.facebook.com/associationofearlychildhooddevelopmentinmalawi

Your organisation is enhancing community-led childcare centres in rural areas of Malawi. Why are you taking this grassroots approach?

In rural areas, communities are more disadvantaged compared to those in the cities in the provision of education than in the cities, because otherwise there would be no provision at all. Community-based childcare centres receive very little to no funding from the government. By working with the communities directly, we can mobilise the human, material and financial resources to ensure these centres are functioning well and serving the pre-school-aged children in these areas. Another advantage is that we can achieve results very quickly with a bottom-up approach because the people who can benefit from these programmes are directly involved.

How challenging is it to engage the community?

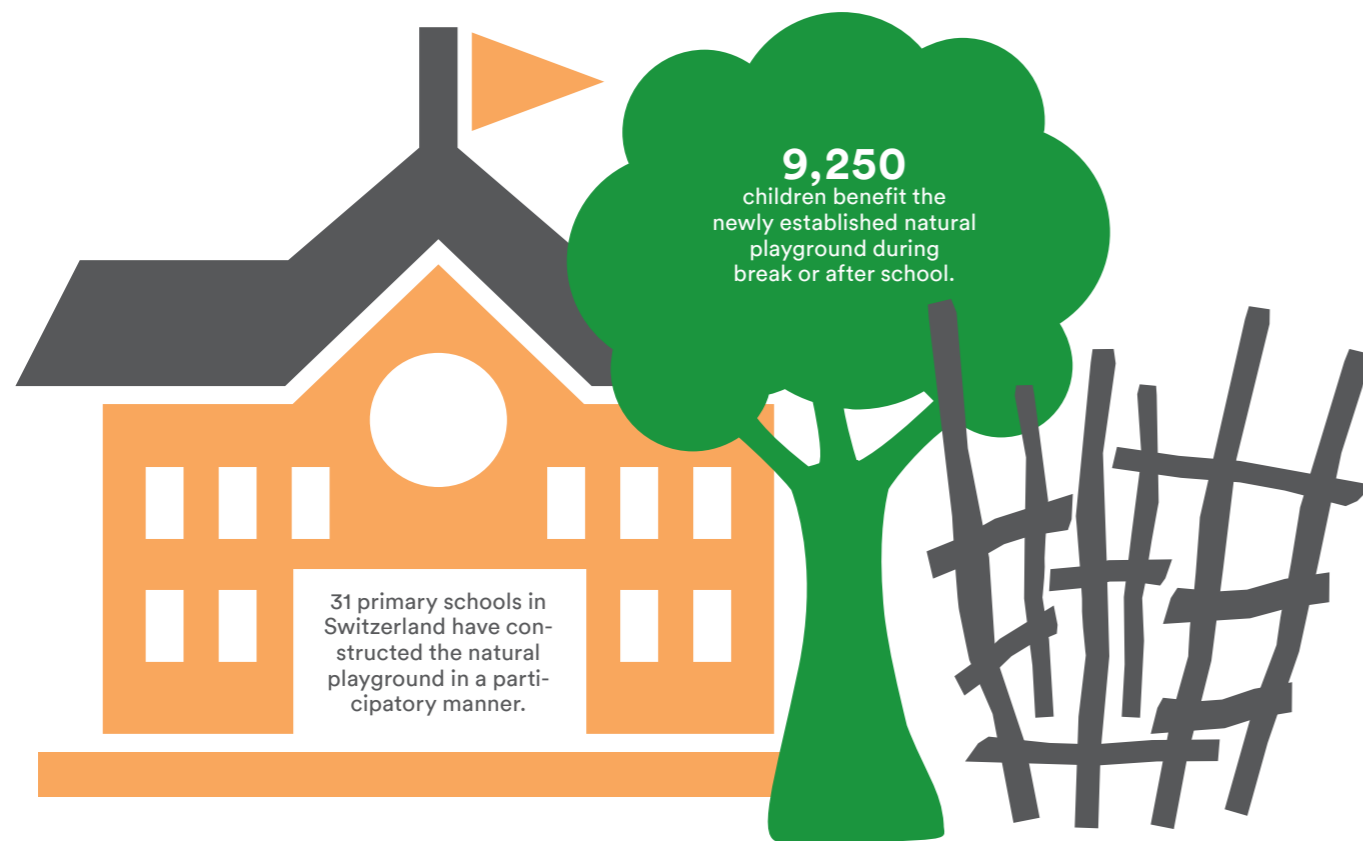
Generally, there is a lack of resources, both financially and in terms of staff for childcare centres. Sometimes communities do not understand the importance of early childhood development and therefore do not prioritise it. There is also a lack of trained caregivers and often, since the caregivers are not paid, it is difficult to find suitable staff for these positions. Time constraints can also be a factor – since community members have many other tasks vital to their survival, they sometimes struggle to volunteer their time, for example, to build playgrounds and classrooms. In some cases, the relationship between the childcare centres' committees and the communities may be ridden with conflict.

How important is it to get the traditional leaders involved for sustainable success?

It is vital to get local community leaders involved as they are the relevant decision makers in their communities. On top of that, they enforce by-laws, including those related to the education of children. In addition, they can be considered the most important agents of advocacy in their communities – their word is respected and community members will often only mobilise once the traditional leaders promote early childhood education.

Natural Playgrounds Switzerland

In Switzerland, the focus is also on «school readiness» with a focus on early motor development. The Roger Federer Foundation is supporting the construction of 100 natural playgrounds and break areas at Swiss schools attended by a majority of learners from socio-economically disadvantaged families. Teachers receive advice on how to incorporate these new outdoor spaces into their lessons.



A natural playground allows more children playing at the same time in a more creative manner than traditional playgrounds.

Better playgrounds are needed

Natural playgrounds and break areas offer great potential for promoting the healthy development of children. However, many playgrounds still offer unattractive, technical play equipment in monotonous environments. Children need stimulating playgrounds and break areas to play together, to learn, to exchange ideas, to let off steam and to relax. In response, the Roger Federer Foundation is supporting the spread of a nature-orientated approach towards playgrounds and break areas at 100 schools in all three language regions of Switzerland. This programme will be carried out in cooperation with the implementation partners RADIX, Naturama, SILVIVA, as well as the scientific partner Zurich University of Applied Sciences.

Children learn through play

The use of open spaces as play, meeting and exercise areas is of central importance for the healthy growth of children. Children from educationally disadvantaged families in particular are reluctant to use community centres and clubs and are more likely to turn to public playgrounds. But they have equal access to school and find there a place where they meet, play, learn and enjoy being. Children learn personal and social skills through play, movement and contact. Here they can spend time in a self-determined and undisturbed manner, gain their own experiences and exchange ideas with other children. Playgrounds and break areas in the children's own schools are ideally suited for this.

Experiencing nature through play

Especially in peri-urban and urban centres, children hardly have any contact with nature anymore. Natural playgrounds and break areas are a particularly valuable

driving force: they encourage children not only to play, but also to discover, create, move, relax, meet and exchange ideas. The children also encounter nature in a playful way, experience the seasons and the weather. In our childhood, we spent many hours after school outside in nature, going on little adventures with our playmates and often forgetting the time during our exploration missions. These natural playgrounds and the break areas are intended to meet this fundamental children's needs at least partly.

A toolbox helps with implementation

Experts developed a toolbox so that schools have a practical guide on hand when designing their natural playgrounds and break areas. It details the practical steps from preparation and planning to participation and construction, giving concrete tips on what needs to be considered during implementation. In addition, it contains best practice examples and practical forms such as checklists. It also provides insight into how maintenance must be performed after the playground has been constructed to ensure that the playground stays appealing for years to come. Last but not least, it contains a wealth of further reading for anyone who wants to take an in-depth look into any of the associated topics. This toolbox, which is available to the general public, can serve as a guide for a wider circle of parties who may also want to construct a natural playground together with their clubs, neighbourhood associations or institutions.

Teachers learn to use the playground

The newly created outdoor spaces can and should be used by teachers in a variety of ways during lessons. Teaching outdoors is one of the objectives of Curriculum 21, which is standardised across German-speaking

Interview with Cornelia Conrad Head of Competence Centre Healthy Schools at RADIX, Switzerland

www.radix.ch/de/gesunde-schulen/angebote/naturnahe-spiel-und-pausenplaetze/

Together with its cooperation partners, RADIX is in the process of facilitating the spread of natural playgrounds and break areas at schools throughout Switzerland. What are the advantages of a natural playground compared to a «traditional» playground?

Natural playgrounds and break areas promote creativity, health, exercise, imagination and free play. This is in conjunction with spending time in nature. Such spaces are used more often and more creatively. Also, more children can play and learn at the same time in such a nature-based space. Natural playgrounds and break areas are also readily used for outdoor instruction. This teaches personal, social and learning skills in conjunction with various subjects.

What skills do children develop when they play in a natural playground?

Natural playground and break areas promote children's holistic development and fulfils their basic needs at different ages. Children can experience, explore, create and move with all their senses. Interestingly designed, natural outdoor spaces provide children with a varied learning environment with excellent opportunities to develop their psychomotor, cognitive, and social-emotional skills. Nature invites them to exercise coordination, dexterity, endurance, strength, and risk-taking skills in a variety of ways. At the same time, their aggression and stress levels are reduced.

How do such playgrounds complement classroom learning?

Learning outdoors in a collaboratively and active way, using natural objects, complements activities in the classroom. Children learn outside through active discovery and action in a variety of learning settings and with unexpected events. Nature-based teaching also optimally complements digital learning. Children get to know themselves and their environment better, find a good balance and strengthen their mental and physical health. These factors promote learning success and equality of opportunity. Last but not least, using such playgrounds helps to strengthen the children's relationship with nature and increases respect for the environment.



**«We are part of nature,
and school yards should
be such that you really
feel that every day.»**

Ziad, 11, learner from Zurzach

Switzerland. The natural playgrounds and break areas therefore fulfil the dual function of free play and formal learning. Teachers partly shift their lessons from the classroom to the playground. A needs-based outdoor space promotes stimulating lessons and group work outdoors. During free play, the outdoor classroom becomes a circus ring, the sandbox a construction site or the climbing tree a pirate ship. During the big break, the children seek out niches to chat and eat their lunch, play group games and romp around. Playgrounds and break areas are divided into different zones and areas with different activities and uses in mind. To provide inspiration, experts have compiled a digital pedagogical dossier with numerous practical ideas for the use of natural playgrounds and play areas in everyday school life and during leisure time. Through a further training course, our partner organisations have ensured the transfer of knowledge to teachers at the project schools.

Great commitment from involved schools

By the end of 2022, 31 schools had constructed a natural playground. Around 9,250 children will be able to benefit from this. 1,050 teachers and caregivers have participated in the development process with their pupils, showing great enthusiasm and commitment. The project was deliberately set up as a participatory process, which on the one hand means considerable effort for the schools, but on the other hand promotes ownership of and identification with the playground. Participation was unusually high at all schools. Numerous meetings of the project groups, moderated and supported by our implementing partners, resulted in fantastic play areas. For many schools, the approach of discussing the children's needs directly with them was a novel one, and they are now fully convinced of its effectiveness. At the end of the participatory process, many schools stated that their relationship with the community had

←
Roger Federer at the inauguration of the playground in Emmen, June 2022

been strengthened. In the long run, this is a great advantage for the schools, as it also simplifies future arrangements for maintenance or use. This strengthening of the relationship was certainly a factor that resulted in all building permits being approved and, in some cases, a simplified procedure could even be negotiated with the authorities.

Participation leads to a greater impact

The synergies created by the participatory process are particularly noteworthy. Various extracurricular actors have taken part in the project groups. Most of the involved municipalities contributed financially and made other resources available. In addition to expertise, most

schools are also benefiting from material and/or personnel resources from the municipality, receiving material support from the works department, forestry office and horticulturists. Neighbourhood associations, parents' councils or private companies have also supported the project and thus created great added value.

Effectiveness is scientifically tested

Parallel to the implementation of the project, the Zurich University of Applied Sciences empirically analysed the extent to which natural playgrounds provide added value compared to traditional playgrounds. The evaluators stated that the playgrounds and break areas that had already been created had become a place of «togeth-

erness» for the neighbourhood and the school children. According to the survey, the main benefit for the children is the increased number of employment opportunities. Observations on site confirmed that the children spread out better across the new break area than before with classic play components. They also play longer and more variedly on the individual playground equipment than with traditional play components. 85% of the teachers and caregivers as well as employees of the daycares rate outdoor space positively. The teachers mainly use the space for outdoor teaching. The toolbox and the pedagogical dossier are rated positively by 91%. Last but not least, it is exciting to note that immediately after using the play space, the children show more social behavior and are more careful with plants and animals they encounter on the school grounds. In other words,

it is scientifically confirmed that a natural playground represents a considerable added value compared to traditional playgrounds.

Lessons learned for the next phase

Deadlines for schools should be flexible enough to accommodate the schools' internal processes as well as building permit processes. Participation is key to a successful outcome. It has been shown that building a good relationship with the community early on speeds up various processes. The locality is definitely to be considered a success factor. It is worthwhile to involve local implementation partners and to approach regional companies for possible sponsorship. This often leads to



«The biggest advantage is that the playground has become a gathering place. Not only families come, but also local societies. The sense of identity is very strong.»

A community member from French-speaking Switzerland

donations in kind. The composition of the project group is crucial. It needs people with technical expertise, a motivated project leader who feels up to the task and has sufficient time to devote to the project, and a representative from the community. In addition, all important actors should be involved right from the start and the responsibilities should be clarified. These lessons will be incorporated in the next phase of the project, where 70 schools will benefit from our support. The call for proposals is currently running.

←
A completed playground and break area in Spreitenbach



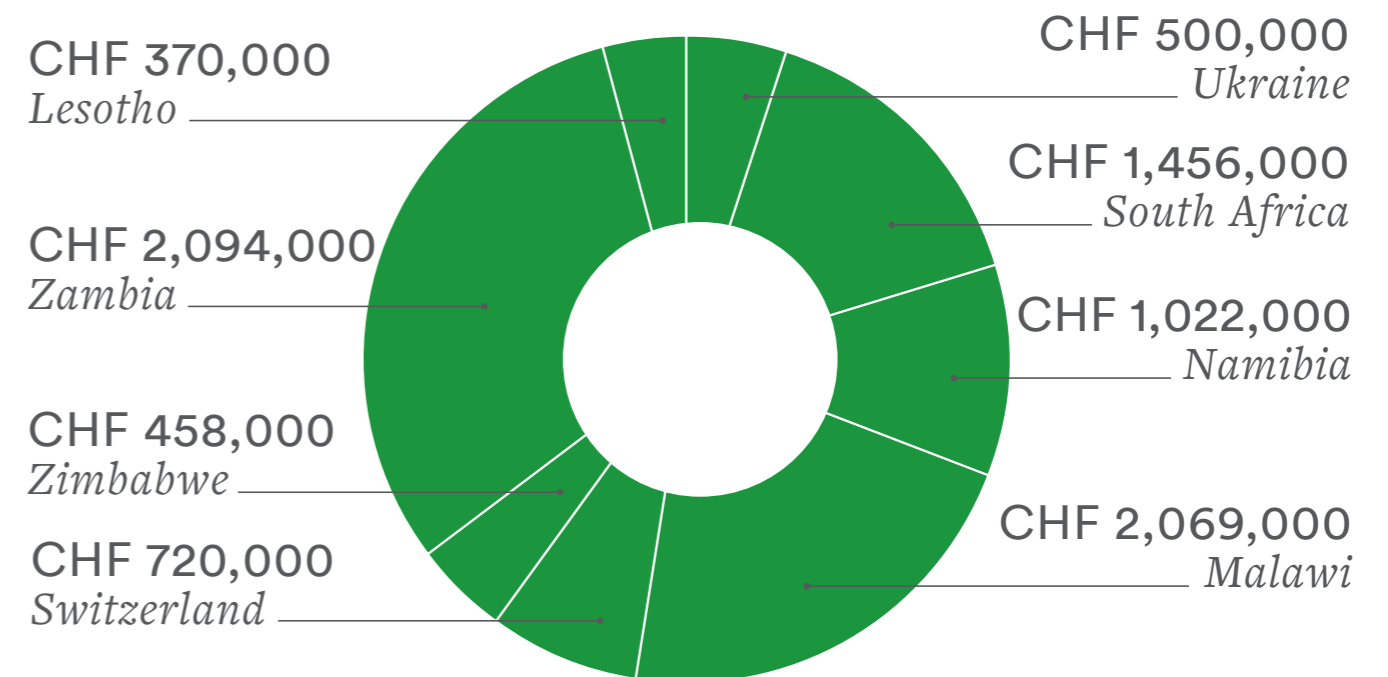
Current Grants and Partners 2022

Country	Programme	Partner	Outreach	Grant duration	Grant (CHF)
Lesotho	National School Readiness Initiative	NECDOL, University of Lesotho, College for Education and Training	170 preschools and schools with preschool classes	Phase I: 2020–2022	550,000 (2020)
				Phase II: 2022–2024	405,000 (2022)
Malawi	National School Readiness Initiative	Action Aid Malawi, AECDM, ECD Coalition, Livingstonia Synod	1,700 preschools and 800 primary schools 3,000 mentors	Phase I: 2020–2022	2,305,000 (2020)
				Phase II: 2022–2024 Special project	3,900,000 (2022) 950,000 (2021)
Namibia	National School Readiness Initiative	CAFO, Lifeline/Childline, WAD	1,470 kindergartens and preschools	Phase I–II: 2018–2020 Phase III: 2021–2024	1,995,000 (2018/2019) 3,330,000 (2021)
Zambia	National School Readiness Initiative	ROCS, Saide, ZOCS	1,200 village schools with preschool classes	Phase I: 2019–2021	2,250,000 (2019)
				Phase II: 2021–2024	3,605,000 (2020/2021)
Switzerland	School Readiness Initiative: Primokiz	RADIX	280 districts	Phase I: 2016–2020 Phase II: 2021–2024	360,000 (2016) 620,000 (2021)
Switzerland	School Readiness Initiative Switzerland: Early Moves	Marie Meierhofer Institut, RADIX, Fachstelle Spielraum, DOJ/AFAJ	Promotion of early motor skills in all living environments of the children	2022–2025	1,250,000 (2022)
Switzerland	School Readiness Initiative: Pingpong	Aprimo	26 districts	2019–2024	235,000 (2019)
Switzerland	School Readiness Initiative Switzerland: Natural playgrounds and break areas	Naturama, RADIX, SILVIVA, ZHAW	100 natural playgrounds in school yards	Phase I: 2020–2022: Phase II: 2022–2025	1,565,000 (2020/2021) 3,700,000 (2022)
Zimbabwe	National School Readiness Initiative	Camfed, Child Protection Society, Municipal Development Partnership, Zinecda	905 primary schools with preschool classes	Phase I: 2019–2021	2,510,000 (2019/2021)
				Phase II: 2021–2023	3,145,000 (2021)
South Africa	National School Readiness Initiative	Molteno, Penreach, Read, Saide	2,000 primary schools with preschool classes	Phase I–II: 2018–2023 Phase III: 2023–2025	4,880,000 (2018/2020) 3,600,000 (2022)
Ukraine	Can't Wait to Learn	WarChildHolland	Digital learning for Grade 1–3 children	Kick-off funding	500,000 (2022)
	Access for Refugee children to sports	Kt. Psychiatrische Dienste Graubünden	Open sports clubs for refugees		20,000 (2022)



Children in Malawi enjoying the playground constructed by the community.

Financial Overview for 2022



Income Generation

Last year, the foundation was generating less income than we were spending in our programmes. As to be expected, there was the negative result from financial investments with minus 11.65%. For such lean financial years, the Roger Federer Foundation had built up sufficient reserves to be able to draw on its capital. As a statutory consumption foundation, the reduction of capital is permitted at any time. Nevertheless, it is important to the Foundation Board to keep the ratio of programme expenditure and capital balanced. It remains at a solid 1:2 ratio. We were also able to count on loyal and generous donation partners such as the Wyss Foundation, the Roche Employee Action and Charity Trust, the Fondation Botnar, the Postcode Lotterij with the extraordinary doubling of its annual donation, the Fondation Alfred & Eugénie Baur as well as on the manifold support of Roger Federer's sponsors Credit Suisse AG, Jura, Lindt, Moët Chandon or Rolex. Their donations were used in full for the ongoing programmes.

Programme Expenditures

Programme expenditure in 2022 was only marginally higher than last year, but had a different composition. The regular expenditure of the School Readiness Initiative in Southern Africa remained almost the same. However, expenditure in Switzerland was decimated significantly, as no payments for the construction of the playgrounds were due in 2022. These will be made again in 2023/24 when the new schools are selected in the next funding round. The foundation also made a one-off special expenditure for Ukrainian children affected by the conflict who are currently unable to attend school. This commitment is outside of our geographical focus, but thematically aligns with our regular school readiness programme and its digital, self-guided learning approach. In addition, our team has been strengthened in the area of digital communication, but this will only have a visible impact on administrative costs in 2023. The overhead remains at a low 6.5%.

Balance Sheet as of December 31, 2022 (in CHF)

	2022	2021
Assets		
Liquid funds	3,056,601.94	9,859,104.56
Receivables	12,801.11	21,291.66
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	43,026.30	98,176.45
Prepayment	37,070.52	21,358.87
Total current assets	3,149,499.87	9,999,931.54
Financial investments	15,442,662.64	12,363,590.17
Equipment	6,417.28	8,556.38
Total non-current assets	15,449,079.92	12,372,146.55
Total assets	18,598,579.79	22,372,078.09

Liabilities and capital

Other short-term liabilities	13,354.33	79,477.59
Accrued expenses	33,270.00	33,270.00
Total short-term liabilities	46,624.33	112,747.59
Assigned funds		
- Engagement Switzerland	799,727.65	0.00
Total fund capital	799,727.65	0.00
Initial capital	50,000.00	50,000.00
Tied capital		
- School Readiness Initiative Lesotho	220,475.03	134,173.77
- School Readiness Initiative Malawi	3,059,709.12	1,132,217.38
- School Readiness Initiative Namibia	2,269,800.72	2,413,343.09
- School Readiness Initiative South Africa	3,985,915.30	1,743,874.28
- School Readiness Initiative Switzerland	4,918,903.42	549,525.77
- School Readiness Initiative Zambia	1,212,999.99	3,234,191.37
- School Readiness Initiative Zimbabwe	1,907,972.35	2,293,859.03
- COVID Response	0.00	55,444.45
Total tied capital	17,575,775.93	11,556,629.14
Free capital generated	126,451.88	10,652,701.36
Total organisation capital	17,752,227.81	22,259,330.50
Total liabilities and capital	18,598,579.79	22,372,078.09

PricewaterhouseCoopers AG, Zürich, has examined the financial statements 2022 including the printed balance sheet and income statement (pages 32 and 33) in accordance with the Swiss Standard on Limited Statutory Examination. The complete set of financial statements including notes prepared based on Swiss Code of Obligations can be requested from the Foundation.

The Roger Federer Foundation also prepares financial statements based on the Swiss GAAP FER 21 standard, which were also audited by PwC.

Operating Statement January 1 to December 31, 2022 (in CHF)

	2022	2021
Income		
General free donations	2,201,396.23	1,570,997.94
Direct and indirect donations Roger Federer		
- Donations from Tenro AG incl. profit on merchandising	46,762.00	4,147,274.31
- Donations corporate sponsors	2,059,100.00	1,569,190.00
Dedicated donations		
- General dedicated donations	2,352,999.90	1,986,033.60
- Direct and indirect dedicated donations Roger Federer	1,500,000.00	1,350,000.00
Total donation income	8,160,258.13	10,623,495.85
Expenses		
Project expenses		
- School Readiness Initiative Lesotho	364,078.74	236,613.23
- School Readiness Initiative Malawi	2,069,318.26	1,336,034.19
- School Readiness Initiative Namibia	998,052.37	1,038,829.39
- School Readiness Initiative South Africa	1,416,649.85	978,403.61
- School Readiness Initiative Switzerland	580,622.35	1,537,737.13
- School Readiness Initiative Zambia	2,093,798.38	1,087,171.82
- School Readiness Initiative Zimbabwe	457,888.68	1,412,313.47
- Swiss Donations Fund	119,650.00	164,832.89
- COVID Response	56,266.19	284,555.55
- Ukraine Response	520,000.00	0.00
Coordination and knowledge sharing	399,690.44	222,772.80
Total project expenses	9,076,015.26	8,299,264.08
Total administration expenses	614,080.88	634,523.99
Total operating result	-1,529,838.01	1,689,707.78
Financial result		
- Other financial expenses	-17,631.97	-2,744.31
- Interest income	57,798.68	34,174.75
- Dividends	5,175.00	34,832.20
- Investment gains	563,753.97	1,108,918.35
- Investment losses	-2,786,632.71	-286,662.31
Total financial result	-2,177,537.03	888,518.68
Result before allocation in fund capital	-3,707,375.04	2,578,226.46
Allocation to/from fund capital	-799,727.65	257,172.48
Result before allocation to organisation capital	-4,507,102.69	2,835,398.94
Allocation to free capital	-4,168,400.39	-10,847,057.33
Withdrawal from free capital	14,694,649.87	12,065,000.00
Allocation to tied capital	-14,694,649.87	-12,065,000.00
Withdrawal from tied capital	8,675,503.08	8,011,658.39
Total result after allocation	0.00	0.00

My Story



Chimwemwe Munyenembe,
student from Malawi

In the summer of 2020, a team from the Roger Federer Foundation visited the Therere preschool in northern Malawi. It was one of the first supported by the foundation twelve years ago as part of the early childhood education initiative. The village population and their chiefs had put together a great programme for the visitors. Not only did teachers and preschool management committees reports on their work, they had also motivated two young people to share their life stories with us. Chimwemwe related the following:

In 2011, I started attending the Therere community-based childcare centre, which had newly opened. The educators received training from ActionAid. They showed my parents how to support me and my siblings. My mother and father helped us with our homework and did classwork activities with us during the holiday. Every day, they made sure that we had eaten something before going to school. After my time at the childcare centre, I was well prepared to start attending Therere Primary School. Then, I attended Wenya Secondary School in the same district. I completed my high school education at Phwezi Girls Secondary School in Rhumpi district. Since I was a child, I've been inspired by educated people. My parents dropped out during secondary school, so I've always wanted to study. One year, some successful women visited our school to talk about their careers. This made me even more determined to go to college. My hard work

paid off: I scored an average of 15 points (80%) during my final exam and I'm proud to say I was the best student in my year. I applied to study either accounting or nursing. In the end, I was accepted to study a Bachelor of Science in Nursing and Midwifery at Kamuzu College. This made me very happy. Although accountants get paid well, I also know that it will be easy for me to find a nursing job once I graduate. The first semester of university begins in February 2023. I am looking forward to my time in the capital Lilongwe, even though I'll be far away from my family. It is the start of a new chapter in my life. My brother, Mphatso, who has also been accepted to university to study Bachelor of Science in Computer and Security Systems this year, also started his education at a community-based childcare centre. I firmly believe that the years at the childcare center helped us start our journey into a professional career.

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Donations

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CHF (Swiss francs) account:
0835-1203303-51 | BC: 4835
IBAN: CH32 0483 5120 3303 5100 0

USD (US Dollars) account:
0835-1203303-52 | Swift: CRESCHZ80A
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