



FOUNDATION

ANNUAL REPORT
2017

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Assistant teacher Roger Federer tries his best.

Setting Goals

Foreword

After being injured at the beginning of the 2016 tennis season, I found myself questioning whether or not I would ever play professional tennis again. Limping around on crutches in those early days, the road to recovery seemed both endless and uncertain. However, that didn't mean I was going to give up. Making a decision about whether or not it was time to bid farewell to the professional circuit was simply not something I could do overnight. So I set a goal for myself.

My goal was to return to the sport I love in a meaningful way at the 2017 Australian Open. I knew that would require me to take a long break from tennis in order to give my body the time it needed to fully recover and to rebuild my strength. Given my age and the many years I had played tennis, some considered my goal surprising and in few cases even unrealistic. But I never doubted my ability or lost sight of my goal. The success that followed was welcome confirmation of my decision to be patient while persisting in my efforts toward recovery.

The world community has also set an important goal with the 2030 Agenda for Sustainable Development. One of its objectives is to bring an end to poverty and hunger, and to ensure a high standard of education for all children. Considering the immense scope of this project, some may consider this goal unrealistic or naïve. However, since adopting the Agenda in September 2015 we have already seen noticeable change.

No doubt this success is a result of the Agenda uniting stakeholders – private, governmental, and corporate – in a global partnership. All are being called upon to work together while doing their part to achieve these objectives. The Roger Federer Foundation continues to fulfil its responsibilities by providing over 300,000 children with access to high quality education every year. We do this together with local organisations in the countries our programmes are established, and with the fantastic support of our donors and sponsors.

While the objectives of the Agenda are high, there is no reason to question or disregard them. We must use the time we have to persist in our efforts toward this common goal. Our patience and continued hard work will be key to our future success in achieving these goals.

Yours

Roger Federer

Chairman of the Board of Trustees, March 2018

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Foundation Overview

“I am the future of tomorrow,” said Nolonwabo Batini from South Africa to Roger, when the latter visited her school. This conviction has evolved into the vision and central theme of the Roger Federer Foundation. The Foundation would like children affected by poverty to also be able to take control of their future and actively shape it thanks to early learning and quality education. Access to education on the African continent has improved noticeably in recent years. However, fundamental problems such as low classroom performance, high repetition rates, high numbers of dropouts, and a lack of access to early learning continue to be a cause for concern. We are convinced that early support and basic school education represent the foundation of life-long learning. The Roger Federer Foundation’s strategic objective is therefore to sustainably improve the quality of education at early childhood care centres, preschools, and primary schools, and to shape their management effectively and efficiently. The Foundation exclusively supports existing education institutions for children aged between three and twelve. In Switzerland, children

from disadvantaged financial backgrounds are supported both before entering into school and at extra-curricular level in order to facilitate their integration and enable them to do justice to their development potential and ambitions. We believe in the potential of all people. For this reason, the approach of the Roger Federer Foundation is exclusively focused on empowering people to improve their own situations. Accordingly, we only work with carefully selected local organizations in long-term partnerships. Instead of delivering goods to local communities, we strengthen existing skills and resources, and provide the local population with organisational and financial support so they can solve their own problems. We believe that this “strengthening approach” is the only way to improve situations both sustainably and systematically. In order to ensure cost efficiency and cost effectiveness, the Roger Federer Foundation limits its engagement to just six countries in Southern Africa plus Switzerland. The aim is that one million children will have benefited from our educational programmes until the end of 2018.

<p>7 countries where we are active</p>	<p>2,500 preschools and primary schools have increased their quality of education</p>
<p>18 partner organisations that are implementing our programmes</p>	<p>10,600 trained teachers who have increased their teaching capabilities</p>
<p>870,000 children who benefited from our interventions</p>	<p>36 million Swiss francs have been invested in our programmes since inception</p>

Reliable Partners

Each visit to the village is an opportunity to celebrate.



2017 Milestones

As a medium-sized grant making foundation and private stakeholder, the Roger Federer Foundation can achieve little - not to say nothing - on its own. This makes us dependent on partners at various levels. In this regard, 2017 was a very special year: We found ourselves in the favourable position to establish or extend several long-term financing partnerships with other foundations. It is an honour for us and a vote of confidence in our favour when other reputable sponsors join a programme and support it in the long-term. Often, however, their contribution goes beyond financial support which helps us to learn from one another and to use our synergies for public relations. At this point we would like to sincerely thank those of our partners who have embarked on this long journey with us: the Botnar Foundation, the Educate a Child Foundation, the Green Leaves Education Foundation, the Jacobs Foundation, the Roche Employee Action and Charity Trust, the Starbucks Foundation and the Wyss Foundation. Also, numerous private donors and Roger's sponsors, Credit Suisse AG, Lindt & Sprüngli AG and Rolex SA, who have been loyal to the Foundation for many years and support our growth.

We also pursue a partnership approach in the programmes we are committed to: while we deploy our funding and international expertise, our local partner organisations bring in their knowledge of the context, their networking, and their experience. We manage the programmes together, learn new lessons and search for the most effective form of intervention. We have been working in association with most of the organisations we partner with for many years, and should ever our paths part, a strong bond will always remain.

The basic requirement for any partnership is to share the same values and have a common understanding of how the programme should be implemented. This includes communicating openly and being willing to learn, coupled with a participatory and complementary approach. However, a fundamental attitude of wishing to empower people and communities, and always seeking the greatest possible and most sustainable impact, represent the most important common value for us all. We achieved a great deal together in 2017. As in previous years, this annual report provides an insight into three of our programmes and delivers a summary of the status of all our commitments. We would like to warmly thank you for your interest.

Janine Händel
CEO Roger Federer Foundation, March 2018



68,000

children aged between 0 and 4 will benefit from better early learning support

34

municipalities and cantons have started the strategic process supported by Primokiz

5%

of all children in Switzerland are affected by poverty and thus need special support

14

participating municipalities and cantons are supported in the process by Primokiz specialists

30

locations (at least) can still apply for a participation in the Primokiz programme

16

locations now implement a full early childhood strategy thanks to Primokiz

Partner organisation: promokiz.ch

Programme Insights Switzerland

To help a child towards achieving an optimal start in life, everyone involved needs to join forces, municipality level included. Help is needed from the health, education and social sectors, as well as from politics and stakeholders working in the field. However, since coordinating this help is not self-perpetuating, synergies need to be deliberately created and utilised. This requires a communal strategy for early childhood development. The Primokiz programme offers guidance and advice to municipalities and cantons that wish to take this route.

Why is the Roger Federer Foundation involved?

Early childhood is essential for a child's entire life, because it sets the course for the continuing development of a child's cognitive capabilities and social skills. In order for these capabilities and skills to develop in full, children need to grow up in a stimulating environment where they grow and learn through play. Amongst other things, various schemes and programmes offered to children in early childhood create these conditions. Children who grow up in an inspiring environment have better social, emotional and cognitive skills, perform better in tests at school, go on to attain higher education levels and have a better career as adults. Unfortunately,

not every child in Switzerland enjoys growing up in such an environment; around one in ten children runs the risk of having fallen behind their peers by the time they go to school. Special support is required here to ensure the positive social, cognitive and healthy development of the child.

These days, many local communities offer a variety of excellent measures for early childhood development, but, unfortunately, many of them still operate independently. Also, they are frequently planned and implemented without any thought to quality control or long-term need. What is more, it is often the children and families who could benefit most from these measures who receive too little attention and miss out on them. Early childhood support measures are multi-faceted and cross-sectoral and need to be comprehensively coordinated by the authorities and stakeholders involved. This would ensure they are networked and coordinated optimally and receive broad political support to make them sustainable. In a perfect world, they would accompany a child from birth, support it in its development and empower the child's parents in their responsibility and the care that they give.

“We have to define viable measures that are politically supported. Only this is sustainable.”

Head of Department of Social Affairs
of a municipality

What does the programme include?

By supporting the Primokiz programme, the Roger Federer Foundation is breaking new ground in several ways. On the one hand, it means that we, in tandem with the Jacobs Foundation, have taken over co-leadership of a programme for the first time. In the case of Primokiz, this was necessary because it takes an innovative and

novel approach that no other NGO offers in the form of a finished product. In a study, the Jacobs Foundation recognised the potential of interdepartmental strategic cooperation to benefit early childhood development and tested the Primokiz method in a pilot over more than four years. The Jacobs Foundation was open to partnering with other organisations for the scaling phase. On the other hand, it is the first time the Roger Federer Foundation is investing at a macro-systemic level in Switzerland. The Primokiz programme is targeted at municipalities, towns and cantons, with the intention of mod-

An interview with Philine Zimmerli, Coordinator of the Jacobs Foundation

What makes the approach of your programme special?

With the Primokiz Programme, we are addressing early-stage development holistically in a strategy for the very first time. In doing so, we are approaching political legitimacy and anchoring coupled with cross-cutting political and administrative responsibilities.

What have been your greatest challenges to date?

The locations face an immense challenge in providing the requisite human resources, maintaining political support and gaining an understanding of policy and administration.

And what has been your experience of the Roger Federer Foundation as a donor?

The Roger Federer Foundation is proving to be highly valuable in several ways: It vouches for the credibility of the Primokiz method with its reputation. Strategically, in terms of content, we can benefit from the Foundations' enormous experience and all-round knowledge.

ifying or establishing the early childhood development programme's sustainability at a political and operational level. In a participatory strategy development process, it provides support to government authorities in networking all the stakeholders and structures involved in early-stage development as well as related horizontally and vertically adjacent areas to the best possible extent. The goal here is to develop and establish a comprehensive policy for early childhood that ensures that the high standard of measures for small children and parents has the best possible effect.

Qualified experts in early childhood education and a manual that addresses all the steps in the process support the participating municipalities and cantons in summarising their existing or planned measures for early childhood education, care and parenting in the form of a single concept and implementing it with the greatest possible impact. A variety of instruments containing key quality criteria and success factors are also made available. Additionally, the municipalities involved benefit from practical tips and the experiences made by reference towns.

The strategic development and implementation of an early childhood policy varies depending on the municipality or canton. The policy either starts with offering specific measures or with networking them first. The initiative comes from individuals or a group of professionals, from a community or cantonal office, from a civil society institution or from political spheres. The motivation for doing so comes from events and observations within the municipality or the canton, trans-communal discussions or scientific evidence. A situation analysis serves to show the starting point for early childhood development and demonstrates the need for action. The municipality or canton develops a strategy for early childhood development based on the aforementioned situation analysis, including key objectives and an action plan. However, the political will as well as the corresponding motivation in administrative circles and in practice are the main factors for the success of an early childhood policy and hence indispensable.

The second scaling phase, which has been in operation since 2016 and is expected to last until 2020, offers process support to as many as 80 locations. Management of the programme was recently transferred to Radix, a health organisation with excellent connections in the municipalities.

What impact do the measures have?

During the pilot phase, 21 locations applied to take part in the Primokiz Programme and started out on their journey. A year and a half after the end of the accompanying process, they were asked about the state of developments.

Overall, the pilot phase was considered to have been a great success and most of the programme locations surveyed currently find themselves in the middle of the implementation phase. Assisted by the programme, 16 locations (13 municipalities and 3 cantons) have prepared a situation analysis and developed a strategy for a comprehensive policy for early childhood development; five more have prepared a situation analysis. In the meantime, 12 out of 13 participating entities have made policy decisions regarding funding and implementation of the concept. Positive decisions in favour of this were made by 11 of them. Half of the locations employ resources in the form of an employment position specialising in



Learning through play is essential for young learners.



“We have noticed that there are big differences in children’s social and linguistic development when they enter preschool. And we often fail to catch up this gap completely.”

Head of Educational Counseling Centre
of a municipality

Emotional experiences are the foundation of all learning.

early childhood development. The other half have been given resources to implement other measures, such as networking meetings, support for play groups, project management and family outreach visits, resources for institutionalising measures, setting up and developing a family centre, an early learning conference and support for continuing education.

One of the basic ideas of Primokiz is to coordinate and network the different internal and external stakeholders who address early childhood. It turns out that a relatively large number of stakeholders are involved in implementing the concepts, with the number varying between 8 and 26 per participating municipality.

The locations have also been asked about the impact already achieved on the target groups, although it is still very early on. The largest positive impact has been found to take place in the following areas: Greater political backing for early childhood development, increased awareness of the topic in government administration, better coordination and cooperation with other stakeholders and regulatory structures, as well as the financial resources availa-

ble for early childhood development. In contrast, several locations encountered (rather) less positive effects in increasing public awareness for the topic.

Despite the progress and achievements made, implementing the programme at individual locations is encountering obstacles, specifically from a lack of financial and human resources for implementing the programme. Furthermore, certain locations have only spoken out in favour of resources for a single period of legislature, which poses a risk for sustainability. According to the survey, there is also a need for further action in terms of internal and external sensitisation, in anchoring the programme within administrations as an interdisciplinary field of action, in financial resources, in making contact with disadvantaged families and children early on, and in the need for a legal basis, the development of a quality standard for the measures and in the expansion of the learning support scheme.

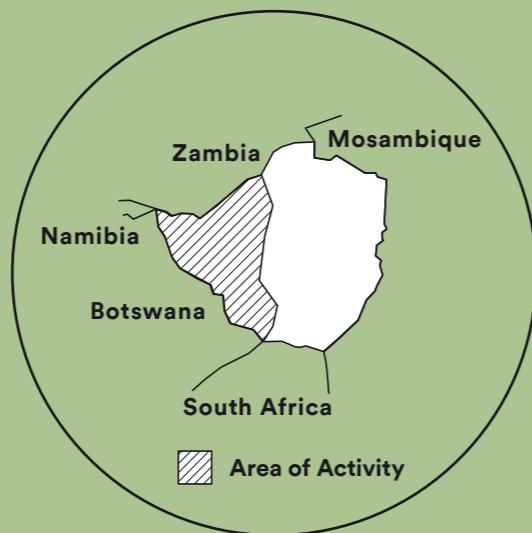
Primokiz is not the type of project to demonstrate short-term success with a minimum of effort. Rather, it represents a long-term process underpinned by sustainable sys-

temic impact on a local community that will improve the general conditions for the early childhood development of future generations. The developments and results so far are encouraging and we will continue to closely monitor

how the early childhood development strategies evolve at each location. Since its inception, the method has also been adopted by the Children and Youth Foundation in Germany and is being implemented by 20 local councils.

Switzerland facts

- ▶ 8 million inhabitants
- ▶ Ranks 3rd out of 177 countries in the Human Development Index
- ▶ Switzerland counts 2495 municipalities
- ▶ 20.4% of all inhabitants are below the age of 20
- ▶ 36.8% of the population live in urban areas



Programme Insights Zimbabwe

Compared to the rest of southern Africa, compulsory early education is well advanced in Zimbabwe: nearly 80% of all children attend pre-primary education. Due to the limited public budget, however, the quality of the infrastructure is not very child-friendly and only few teachers are fully qualified. The early education programme by Child Protection Society starts at precisely this point and integrates the local population into the responsibility process.

20,500

children attend high quality preschools

165

preschools offer early learning support to children from rural areas

300%

increased enrolments in preschools were registered

93%

of all children regularly attend preschool

96%

of all parents took part in the sensitisation and training courses

70%

of all children have gained weight thanks to regular school meals

Partner organisation: www.cps.org.zw

Why is the Roger Federer Foundation involved?

Once upon a time, Zimbabwe had the best education system in Africa. That said, the literacy rate was still 92% in 2015. Due to the desperate economic situation, however, the standard has suffered. Thousands of teachers have emigrated abroad. The infrastructure has been neglected, and teaching material has become a scarce commodity. Parents are encouraged to make a financial contribution to keep schools open. In times of rising poverty and in a country with one of the highest orphan rates in

the world, this makes it an enormous and, for some, insurmountable burden. The number of children leaving school prematurely has increased drastically to 32% in recent years.

Nevertheless, Zimbabwe is striving to maintain international standards. In the area of early education, Zimbabwe has progressed far better than any other country in the region. The country first established primary schools way back in the 80s, with the Ministry of Education developing a curriculum at this level. In 2005, early childhood education was recognised and integrated as part of basic education: all of the primary schools in the country were called upon to offer two preschool classes each and teacher training colleges were offering formal qualifications to preschool teachers for the first time.

However, the lack of resources prevented the rapid and effective implementation of these policies. Access to early education is difficult for children, especially in rural and recently populated areas. On average, 22% of 36-59 month-old children attend a preschool today. The number is only about 12% in the Matabeleland region where the Roger Federer Foundation works. However, it is not only the lack of infrastructure and teachers that is getting in the way of a healthy development for small children. Owing to the hunger crisis, 28% of 0-8 year-olds are physically underdeveloped and 11% are underweight. Studies have already demonstrated the wide-reaching impact of malnutrition on the development of young children's brains. The Zimbabwean government continues to prioritise early childhood education and introduced a skills-based curriculum in 2016. The political will to provide all children in Zimbabwe with access to

“The project came in at the right time to help us put into perspective the ECD grade with the introduction of the new curriculum.”

Mrs. Chidangura
Head at Monde Primary School

qualitatively compelling early education remains unbroken – only the necessary resources and international support are lacking.

What does the programme include?

In 2014, the Roger Federer Foundation launched an early childhood education programme at 165 village preschools. The programme was to be rolled out in the same geographical region where the Foundation had focused its past involvement: Matabeleland, one of the most ne-

Interview with the Director of UNICA, Douglas Musiringofa

What makes the approach of your programme special?

Our role is community mobilisation and helping the communities to understand what strengths they possess in resolving challenges.

What have been your greatest challenges to date?

Approaches which involve incentivising community members to attend meetings or activities hence fuelling the dependency syndrome.

And what has been your experience of the Roger Federer Foundation as a donor?

The foundation is a unique hands-on donor with a forceful yet thorough approach to achieving positive development outcomes.

glected and, as a consequence, poorest regions in Zimbabwe. It was also significant that no organisations of national importance were already involved in early childhood education, which led to a consortium structure being chosen to establish the programme. As a national organisation, the Civil Protection Society works in tandem with three local organisations, CYVAT, Uluntu and Unica, which are all active within a limited geographic region, and thus guarantees a uniform implementation. In four districts, a total of 20,500 children are now receiving access to qualitatively compelling early childhood education. The goal is to better support the children in their physical, social-emotional and cognitive

development. Linked to this is the central requirement that these children improve their standard of nutrition and the status of their health.

These goals are being achieved through a comprehensive package of measures. The local population is being sensitised to the importance of early education and is becoming involved in the responsibility for it. Committees are being established for local preschools, which receive support in a variety of ways. They receive training and advice on business management and nutritional issues and receive seeds to create a community garden. The objective here is to generate income to preserve the standards in place at the preschools and to offer the children a daily meal, because only well-fed children can develop normally.

Parental talks take place monthly in the villages, where children's rights are discussed and tips for early childhood development in the home are given. The existing village preschools are being renovated under the guidance of local volunteers and in 25 cases are being completely rebuilt. New playgrounds are being built and toys for children are being made by villagers themselves.

The school committee is receiving support in its capacity to better represent the interests of the preschool vis-à-vis government agencies. The quality of the teaching provided by the preschool teachers, of which the majority have absolutely no education, is being improved through courses on the fundamentals of early childhood education. The school committee also assumes the responsibility for enrolling all preschool children and monitoring their attendance at school.

Last but not least, a child's birth certificate is of central importance in Zimbabwe, because children can only be admitted to primary school if they have one. The problem is that many children do not have the certificate, because they do not grow up living with their parents or are orphans. The programme strives to get birth certificates for these children, so that nothing can get in the way of their later enrolment at primary school.

A nurse also examines the children twice a year and records their physical development. Children with serious illnesses receive additional medical care at the nearest infirmary.

What impact do the measures have?

After the first three-year phase involving 80 village preschools came to an end, the programme was evaluated and showed pleasing results. The number of children attending existing preschools increased by more than 300. Estimates state that 93% of preschool children in this region are enrolled. This is well above the national average of 73%. The effect here draws on successfully sensitising parents to parental talks, which, on average, 96% of all parents now visit every month.

Another key indicator is the attendance rate, because the development of children can only be fostered if they reg-



Children learn in a stimulating preschool environment at Matshetshe Eco-Center.

ularly attend school. The rate here is 85%, which could be improved. Parents tend to keep their children at home, because the journey to school is long and arduous, especially during the rainy season. And if the parents run into financial difficulties, money for school for the smallest children is the first saving they make. For this reason, more emphasis needs to be placed on this point during talks with the parents.

“We thought helping was all about provision until this project arrived and showed us that we are equal partners and are crucial in changing our situation.”

Owen Shoko – Sizinda Community ECD

The high number of children enrolled in preschool is partially due to substantial improvements in the infrastructure. By the time of the evaluation, the local population had renovated 63 preschools under guidance and 17 classrooms had been rebuilt. With the exception of four buildings, they now fulfil the high standards of the authorities. The enormous concern and responsibility the local population has shown is also reflected in the fact that they have mobilised and borne 40% of the costs, which is a wonder in one of the poorest regions of the world! Today, all preschools have a playground and stimulating learning materials produced by the local population. Nevertheless, coaching will have to continue for a while before the processes can be continued in a sustained manner, without any help from the outside.

As far as the children’s improved nutritional situation is concerned, the hoped-for results could not quite be achieved owing to the widespread drought. Although the weight of 70% of the children examined has increased by an average of 1.5 kg from receiving regular school meals, the weight of some 20% remains stagnant or fluctuating. The government has responded by launching nationwide nutrition programmes at schools this year. This will cer-



Children at Kensington ECD Centre are proud of the equipment.

tainly complement the efforts the parents are making, but it will not completely replace them. One special strength of the programme, which the evaluation emphasised, is the extraordinary involvement of the local population and the networking of all key stakeholders. Training the committee members to establish income-generating measures was also considered important. The consortium structure has shown to have both advantages and disadvantages. The standardisation and quality of the monitoring requires particular attention. Cost efficiency is also a challenge for the four independent organisations involved. Nonetheless, the same structure was chosen for the second phase, since the advantages of the contextualisation far outweigh the disadvantages.

Zimbabwe facts

- ▶ 13 million inhabitants, 20% are below the age of 20
- ▶ Ranks 154th out of 177 countries in the Human Development Index
- ▶ 17% of all children below the age of five are undernourished
- ▶ 42% of the rural population is dependent on humanitarian aid
- ▶ In December 2017, after 38 years, a new president has been elected in Zimbabwe



Programme Insights Namibia

Namibia is one of the least populated countries in the world. The introduction of early education on a nationwide scale thus represents a challenge. Therefore, once the political course was set for this in 2014, the Roger Federer Foundation, together with the two local organisations, CAFO and Lifeline/Childline, launched an early childhood education initiative in 100 preschools. They are located in the semi-urban slums of Windhoek, where residents often lack the bare essentials.

7600

children benefit from better early learning support

89

preschools have measurably improved their quality

374

preschool teachers received their first or further training

77%

of all preschools are offering a stimulating learning environment for the first time

2468

parents are actively participating in their children's early childhood education

16

key stakeholders in early childhood education meet and coordinate regularly

Partner organisation: lifelinechildline.org.na

Why is the Roger Federer Foundation involved?

Inequality amongst the Namibian population is a real burden and an enormous problem. There are massive differences between urban areas and the countryside. 30% of rural families depend on government subsidies, compared to just 7% of the urban population. Marginalised groups specifically include women and children, indigenous people, those with disabilities and people suffering from HIV/AIDS. One in four children are malnourished and one in three are affected by poverty, which is an astounding figure for an emerging market. Only 33% of households have direct access to clean water and toilet facilities.

The quality of education in the country can be considered worrying. At the end of Grade five, only 45% of children meet the required standard for language and only 63% for mathematics. One third of all pupils leave primary school prematurely, and, in rural areas, a worrying 50% of all children leave school before they reach Grade five. 20% of all children have to repeat the first two primary school years.

These results are most certainly due to early education still being in its early stages. Only 15% of 0 to 4 year-old children attend a day care centre and fewer than 40% of all children complete state preschool before entering primary school. The number of children attending pre-primary classes and private preschools remains unknown, which is significant, since the vast majority of existing daycare centres and preschools operate as private enterprises with extremely different standards. The number of these private daycare centres and preschools are estimated to be 2000 nationwide. Most employ staff who have absolutely no or only minimal expertise. Profit maximisation tends to outweigh the standard of service, and many centres do not even meet the minimum standards for child safety, hygiene, nutrition and quality of support. For example, in the district of Ohangwena, only 6% of the centres have toilet facilities.

Both preschool owners and parents lack knowledge about the social and emotional needs of small children. Elementary early education methods such as learning through play are unknown. The centres are more like shelters where working parents send their children during the day rather than institutions that educate and

“I appreciate the monthly visits I receive. They help improve my centre, including its safety. I have started to upgrade my centre.”

Selma M. Shiiungu
Talahole ECD centre – Owner

foster, much to the detriment of the children's development. Long opening hours are more important than having trained staff. Although parents pay a lot of money for these services, the extent to which they are integrated into preschools is small. Conversely, it makes it difficult for the preschool owners when many parents fail to regularly pay their school fees or simply switch to the next preschool when they have run too deep into debt.

Interview with Laura Cronje, Programme Coordinator

What makes the approach of your programme special?

Two well established Civil Sociality Organisations came together, each with its respective expertise to contribute to this project.

What have been your greatest challenges to date?

In the run-up to this programme LL/CL and CAFO developed a Logical Framework that had some indicators that were unrealistic and undefined. Halfway through the programme the Logical Framework was "improved", what made comparison and interpretation of information difficult.

And what has been your experience of the Roger Federer Foundation as a donor?

The Foundation team was perceived as engaging and accessible – especially once the Johannesburg office was established.

The problem has been widely recognised in political circles, and in 2014, the Namibian government developed urgently needed standards. Unfortunately, the lack of resources means that it is impossible to establish standards or replace private services with public services of a sufficient standard.

What does the programme include?

In 2014, the Roger Federer Foundation announced an early childhood education initiative for disadvantaged children in Namibia. The pre-conditions for this were the inclusion of the local population and a comprehensive approach to early learning support. It was characteristic of the situation in the country that only a few project

proposals were received, with most of them not meeting the requirements for scalability and the necessary size. For this reason, the Roger Federer Foundation decided to work in co-operation with two organisations. Thus far, the involvement of the local partner organisations Lifeline/Childline (LLCL) and The Church Alliance for Orphans (CAFO) has been very different, but they complement each other as partners and, as a duo, are ideally suited to the initiative.

In 2015, the country launched a new Early Childhood Intervention Initiative in 100 preschools in deprived areas in the regions of Kohas and Hardap. As a part of the initiative, the owners of the centres and their staff often received training for the first time and were hence placed in the position to not only house children during the day, but also provide them with a comprehensive, high-standard education. The institutions were also given advice on and supported in how to raise their infrastructural standards and at least try to achieve the very high, not to say virtually impossible, official national standards. Another objective was to create model, flagship preschools, which would then inspire other institutions in the area and act as mentors.

A central aspect of the programme involves integrating parents into the work and running of the preschools. The parents are being sensitised to the importance of bringing their children to class regularly and paying for the service. If the parents' financial situation makes this impossible, they are encouraged to pay for their child's attendance by making donations in kind and by performing work. Infrastructural improvements are being achieved, for example, by building a children's playground as part of a community collaboration. Overall, the local population has also been sensitised to the importance and value of early childhood education, care and schooling, in an environment where children are traditionally not a family's highest priority.

Last but not least, all the stakeholders involved in early childhood education, care and schooling need to be networked and receive support to effectively promote the development of this sector at local and national level.

What impact do the measures have?

At the end of the first three-year phase, the programme was subjected to an external evaluation. Initially, a variety of delays occurred in implementing the programme. The two partners had to coordinate themselves and this novel programme had to be compared with the realities in the field. In the end, all planned activities were implemented, but since some of them started too late, they did not have time to take effect and develop sustainably. The programme phase was thus extended by six months so as to be able to continue to provide extensive support to the preschools.

In the end, only 89 preschools were included in the programme, and not 100, as originally planned. Neverthe-



A nutritious meal is important for young learners.

less, the number of children who benefited, with 7600 children being reached, was exceeded by 2000. Since many of the preschools are located in extremely deprived townships outside the urban centres, the influx of children was larger than expected. However, this high number of enrolment can also be attributed to the success of the sensitisation efforts.

“Thank you for giving us advice when we needed it, you made us understand the importance of ECD. Apart from that you taught us about ECD budgeting in the mentoring sessions”

Teresia Shiningayamwe
Dr Sam Nujoma – Teacher

The partners developed a rating system ranging from 1 (best quality) to 5 (worst quality) so that they could measure the improvement in the overall standard at the centres. Whereas the base study identified 23 centres in the lowest two quality levels and 57 in the middle, all but one centres have achieved the middle or best level today. Currently, 63 preschools offer good or very good early childhood education, care and schooling, and meet standards 1 and 2. Whereas only 61% of the preschools provided a stimulating learning environment at the beginning, the figure is 77% today. Health and safety standards have also improved from 63% to 76%, and the inspectors noted that the programme has had a good to very good impact on the overall improvement of the preschools.

Somewhat less successful was the increase in teaching standards. The training tool that LLCL/CAFO developed for the training and further training of preschool teachers was found to be good and useful, and was used for training 374 teachers (80% more than originally planned). Observations in the classroom at the time of the evaluation, however, showed that only 67% of the educators were using the methods learned. Further coaching was determined as being needed here. Still, since the start of the evaluation, a clear and positive trend has been recognised: the teachers are more responsive to the children



View out the window of the God's children ECD centre.

and know how to assess them professionally. The up-and-coming extension phase for the programme should therefore continue to positively influence the impact on teaching standards.

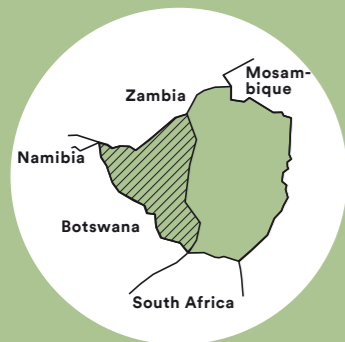
In total, 2,468 parents completed the new course developed by the partners. A significant improvement in parental commitment could be noted after the courses: parents paid the preschool fees more regularly, their children were arriving with better packed lunches and they took part in more than 286 parents' evenings. No statement could be made about the improvement in parenting standards that children received at home, because this would have required observations to be made in private households.

Namibia facts

- ▶ 2,3 million inhabitants, of which 34% are below the age of 15
- ▶ Ranks 125th out of 177 countries in the Human Development Index
- ▶ 25% of children aged below 5 are underweight and underdeveloped
- ▶ 2,5 inhabitants per km²
- ▶ 57% of the population live in the countryside

Status of Programmes 2017

Zimbabwe



CPS

Comprehensive early learning initiative in 165 village preschools in the rural area of Matabeleland

Start: 2014
Children reached: 20,500
Status expenditure: CHF 1,496,000



CAMFED

Establish a social network and promote education at 210 primary schools and preschools in Matabeleland

Start: 2011
Children reached: 226,500
Status expenditure: CHF 3,182,000

Botswana

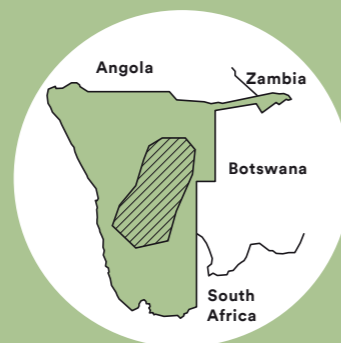


BOKAMOSO/LETLOA

Early education for disadvantaged children and qualification of preschool teachers

Start: 2012
Children reached: 14,600
Status expenditure: CHF 1,608,000

Namibia

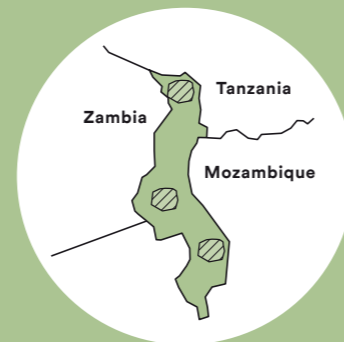


LLCL & CAFO

Improve the quality of early childhood education in 95 existing preschools

Start: 2014
Children reached: 7,600
Status expenditure: CHF 730,000

Malawi



ACTION AID

National early education initiative in three regions and 480 preschools

Start: 2011
Children reached: 147,660
Status expenditure: CHF 9,667,000



DAPP

Initiative to reduce the dropout rate in 114 schools in the first three years

Start: 2015
Children reached: 98,000
Status expenditure: CHF 775,000

South Africa



PENREACH

Holistic education programme at 8 primary schools and 7 preschools, start of a school leadership initiative

Start: 2012
Children reached: 114,000
Status expenditure: CHF 1,148,000



MOLTENO

Further teacher training to improve the level for 760 foundation phase teachers in Limpopo Province

Start: 2014
Children reached: 34,000
Status expenditure: CHF 1,009,000

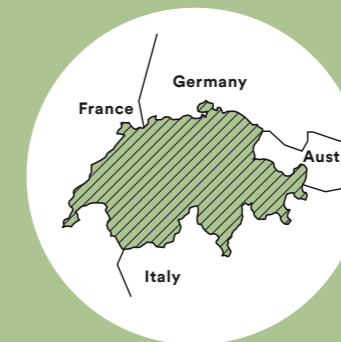


READ

Education initiative in 60 schools and 85 preschools in the rural areas of Limpopo Province

Start: 2010
Children reached: 60,417
Status expenditure: CHF 2,955,000

Switzerland



MMI

Training measure for ECD-teachers on the „learning stories-approach“.

Start: 2017
Teachers reached: none as yet
Status expenditure: CHF 120,000



WINTERHILFE

Extracurricular support fund for children from financially disadvantaged families

Start: 2012
Children reached: 675
Status expenditure: CHF 1,200,000



SPORTHILFE

Sponsorship programme for talented young athletes from financially disadvantaged families

Start: 2007
Children reached: 100
Status expenditure: CHF 904,000

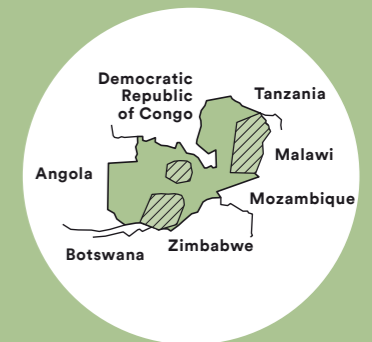


PRIMOKIZ

Communities develop a holistic concept for supporting early childhood

Start: 2016
Communities reached: 13
Status expenditure: CHF 175,000

Zambia



PAF

Initiative for the comprehensive strengthening of 230 community schools in rural areas

Start: 2011
Children reached: 85,000
Status expenditure: CHF 1,401,000



ROCS

Increase quality of education at 140 community schools and introduce preschool level

Start: 2013
Children reached: 43,000
Status expenditure: CHF 1,125,000



ZOCS

Hundred communities work to provide better basic education

Start: 2016
Children reached: 22,250
Status expenditure: CHF 444,000



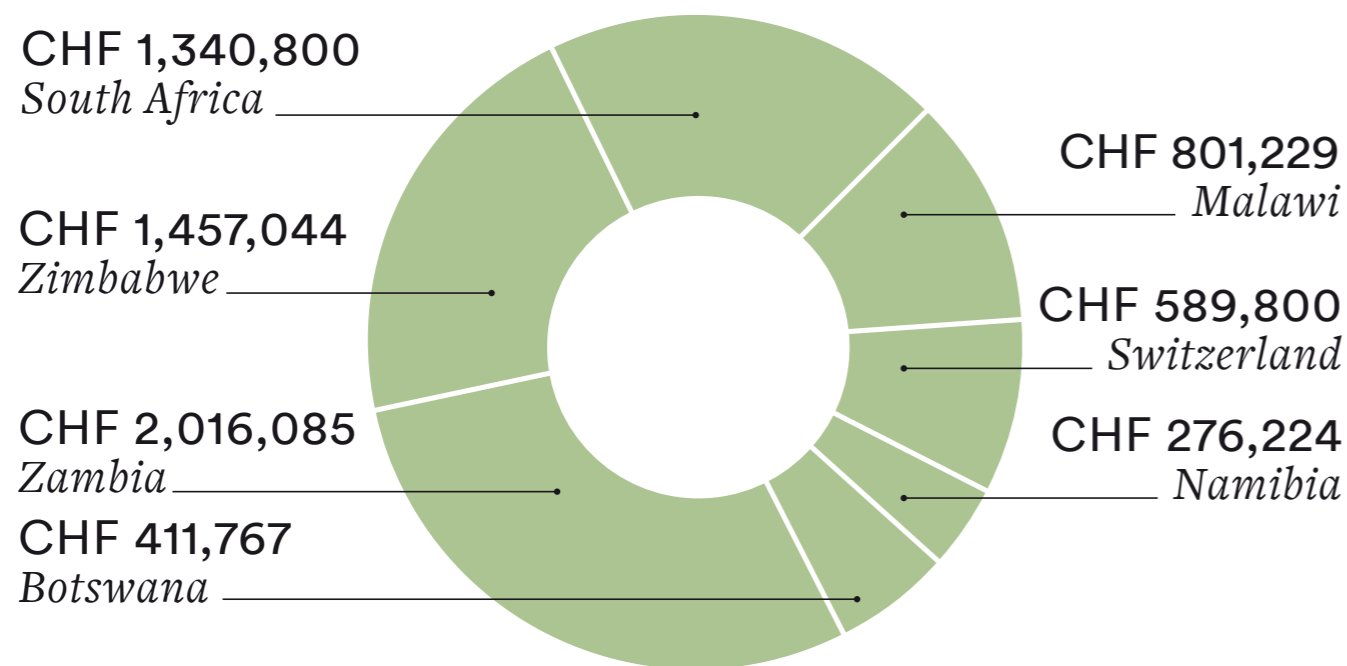
IACT

Interactive teaching skills initiative for rural teachers in Zambia

Start: 2016
teachers reached: 1,350
Status expenditure: CHF 1,300,000

Area in which the programme is implemented.

Financial Overview for 2017



Income Generation

The Roger Federer Foundation achieved record earnings in 2017. The biggest portion came from two Match for Africa charity events, one in Zurich and the other in Seattle, with both generating almost 4 million Swiss francs. These earnings come from ticket sales, sponsorship contracts, television broadcasting rights and third-party fund raisers. This shows that the format not only enjoys great popularity, but is also an efficient motor for generating funds for the Foundation's programmes. It is important to emphasise here that the Match for Africa format is a commercial event managed by an outside agency. The Roger Federer Foundation does not organise the exhibition match and merely benefits from the profits. Furthermore a growing number of long-term partnerships with other foundations are also generating more and more income.

Programme Expenditures

The programmes continued to grow gradually and organically in 2017. Spending has increased to over 7 million since the Foundation was established. Not only the number of project partnerships has increased. The longer a partnership, the greater the project volume in cases where the partnering organisation is capable of absorbing growth. Important to the Board is that the growth in the portfolio does not go hand-in-hand with a percentage increase in the administrative costs. In this financial year, the costs remained as low as 7.2% again. The costs for evaluation, monitoring and knowledge transfer also remained stable. These include wages and travel expenses for co-workers in the regional office in Johannesburg. All other costs and expenses for the team in Zurich are attributed to the administration costs.



Summary of the audit report

on the limited statutory examination to the Board of Roger Federer Foundation, Bottmingen

PricewaterhouseCoopers AG, Zürich, has examined the financial statements 2017 including the referenced balance sheet and income statement (pages 32 and 33) prepared on the basis of Swiss Code of Obligations in accordance with the Swiss Standard on Limited Statutory Examination.

The examination was conducted by Thomas Illi, auditor in charge and audit expert, and Remo Waldispühl, audit expert. Based on that, nothing has come to their attention that causes them to believe that the financial statements do not comply with Swiss law and the foundation's deed and the internal regulations.

The complete set of financial statements including notes prepared on the basis of Swiss Code of Obligations as well as the complete audit report 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.

PricewaterhouseCoopers AG
Birchstrasse 160, Postfach, 8050 Zürich
Telefon: +41 58 792 44 00, www.pwc.ch

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Balance Sheet as of December 31, 2017 (in CHF)

	2017	2016
Assets		
Liquid funds	4,553,600.66	4,895,596.05
Receivables	17,052.36	28,352.87
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	956,309.60	532,643.30
- Other donor promises	200,000.00	40,000.00
Prepayment	20,132.80	18,831.60
Total current assets	5,747,095.42	5,515,423.82
Financial investments	10,008,084.50	8,571,341.34
Total non-current assets	10,008,084.50	8,571,341.34
Total assets	15,755,179.92	14,086,765.16
Liabilities		
Short-term liabilities		
- Accounts payable	9,263.55	14,098.44
- Accrued expenses	236,571.84	36,971.96
Total short-term liabilities	245,835.39	51,070.40
Assigned funds		
Interactive Teaching Initiative (iAct) Zambia	295,000.00	0.00
Transforming the Lives of Children in Zimbabwe	280,000.00	0.00
Total fund capital	575,000.00	0.00
Initial capital	50,000.00	50,000.00
Tied capital		
- Action Aid, Malawi	0.00	847,425.00
- CAMFED, Zimbabwe	170,000.00	1,151,491.00
- Child Protection Society, Zimbabwe	154,000.00	41,000.00
- DAPP, Malawi	0.00	230,000.00
- Letloa Trust, Botswana	356,200.00	443,686.00
- Lifeline/Childline, Namibia	0.00	205,950.00
- Marie-Meierhofer Institut	240,000.00	0.00
- Molteno, South Africa	196,000.00	387,289.00
- Penreach, South Africa	128,228.00	474,390.00
- People's Action Forum, Zambia	187,397.00	15,000.00
- Radix/Primokiz, Switzerland	186,000.00	273,000.00
- Read Education Trust, South Africa	564,168.00	1,052,780.00
- ROCS, Zambia	388,973.00	785,000.00
- Schweizer Sporthilfe, Switzerland	0.00	100,000.00
- Winterhilfe, Switzerland	400,000.00	600,000.00
- ZOCS, Zambia	198,051.00	453,163.00
- Small Donations Fund	10,000.00	10,000.00
Total tied capital	3,179,017.00	7,070,174.00
Free capital	11,705,327.53	6,915,520.76
Total organization capital	14,934,344.53	14,035,694.76
Total liabilities and capital	15,755,179.92	14,086,765.16

The complete financial statements prepared in accordance with the Swiss Code of Obligations may be obtained from the Foundation.

Operating Statement January 1 to December 31, 2017 (in CHF)

	2017	2016
Donation		
General free donations	1,677,741.36	1,618,208.06
Direct and indirect donations Roger Federer		
- Donations of Tenro AG incl. profit on merchandising	1,823,754.87	248,017.95
- Donations corporate sponsors	1,264,972.00	1,541,870.00
- Match for Africa 3	451,656.92	1,101,500.00
Dedicated donations		
- General dedicated donations	198,100.00	473,040.51
- Match for Africa 4	2,344,106.50	0.00
- Roger Federer Charitable Fund	667,593.50	926,439.94
Other income	0.00	11,973.74
Total donation income	8,427,925.15	5,921,050.20
Expenses		
Project expenses		
- Action Aid, Malawi	575,532.00	2'417'650.24
- CAMFED, Zimbabwe	696,000.00	642'895.00
- Child Protection Society, Zimbabwe	761,044.14	124'026.93
- DAPP, Malawi	225,697.26	245'180.32
- Letloa Trust, Botswana	411,767.65	251'379.43
- Lifeline/Childline, Namibia	276,224.52	256'618.79
- Marie Meierhofer Institut, Switzerland	120,000.00	0.00
- Molteno, South Africa	570,992.97	327'856.16
- Penreach, South Africa	306,168.87	121'815.21
- People's Action Forum, Zambia	310,607.11	127'592.69
- Radix/Primokiz, Switzerland	87,800.00	87'800.00
- Read Education Trust, South Africa	463,640.70	231'566.70
- ROCS, Zambia	385,481.68	142'750.11
- Schweizer Sporthilfe, Switzerland	100,000.00	85'000.00
- Winterhilfe, Switzerland	200,000.00	324'950.00
- ZOCS, Zambia	269,590.70	178'362.00
- iACT, Zambia	1,050,407.82	317'764.13
- Small Donations Fund	8,416.50	35'909.00
- Region Fund, Valbella, Switzerland	82,000.00	0.00
Evaluation/Monitoring/Knowledge Sharing	236,837.70	234'528.05
Total project expenses	7,138,209.62	6,153,644.76
Total administration expenses	552,106.63	524,287.47
Total operating result	737,608.90	-756,882.03
Financial result		
- Other financial expenses	-5,979.57	-6,087.95
- Interest income	45,869.33	49,536.87
- Dividends	43,924.78	40,713.19
- Investment gains	783,857.49	221,756.81
- Investment losses	-131,631.16	-82,097.48
Total financial result	736,040.87	223,821.44
Result before allocation in fund capital	1,473,649.77	-533'060.59
Allocation from fund capital	-575,000.00	0.00
Result before allocation to organization capital	898,649.77	-533,060.59
Allocation to free capital	-7,304,806.77	-4,511,241.41
Withdrawal from free capital	2,515,000.00	7,550,000.00
Allocation to tied capital	-2,515,000.00	-7,550,000.00
Withdrawal from tied capital	6,406,157.00	5,044,302.00
Total result after allocation	0.00	0.00

Closing Words

Courage stands
at the beginning of action,
happiness at the end.

Democritus (460/59 BC-371 BC)

There are no great discoveries
and advances, as long as there is an
unhappy child on earth.

Albert Einstein (1879–1955)

All of the great things that have
happened in the world happened
first in someone's imagination,
and the shape of tomorrow
depends largely upon the power of
the imagination in those who are
just now learning to read.

Astrid Lindgren (1907–2002)

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CH-4103 Bottmingen

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0835-1203303-51 | BC: 4835
IBAN: CH32 0483 5120 3303 5100 0

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www.rogerfedererfoundation.org

Masthead

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