



FOUNDATION

ANNUAL REPORT
2019



Roger visiting a preschool in the East of Zambia, April 2018

Achieving together

Foreword

This year at the Foundation has, for me, been marked by great anticipation and intensive preparations for a dream that was finally going to come true. The sixth edition of the successful “Match for Africa” would be held for the first time on the African continent in my mother’s homeland. Not just anywhere, but in Cape Town, directly on the Atlantic coast, in a spectacular football arena.

Shortly before, I once again had the chance to take a personal look at the impact of our programmes in Namibia. It was there that I saw our specially developed Early Learning Kiosk in action for the first time. The teachers’ enthusiasm was infectious. Above all, I was impressed by the ease with which the teachers used the tablet to observe and document the development of the children. I was particularly pleased when the teachers reported that they can use the monitoring app to better assess the children and adapt the lessons to each child’s needs. After all, our entire commitment is about giving children the best possible support and guaranteeing a good start to education.

The evening of 7 February 2020, when the Match in Africa finally took place, I will always remember as a magical moment. Together with over 51,000 frenetic fans, friends, and family, we celebrated an unforgettable tennis festival and set a world record for spectators at a tennis match. The children and teenagers of the Zip Zap Circus School and the Youth Choir Ndlovu enchanted everyone with their show and reminded them that the event was being held *for the kids’ sakes*. The overwhelming proceeds of over 3.5 million Swiss francs will go to the Foundation’s educational projects in the region. I cannot thank everyone involved enough for their great commitment to this event. Especially Rafael Nadal, who provided world-class tennis and once again supported me in a charitable exhibition match. A huge thank you also goes to the countless helpers who guaranteed security and a smooth event. Last but not least, my thanks go to the fans who gave me a very emotional gift with this Match in Africa.

Yours


Roger Federer
Chairman of the Board and founder, March 2020

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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.

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.

Respect

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

Impact oriented

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

Foundation Overview

Nolonwabo Batini, a 15-year-old girl from Ndzonelelo High School in Port Elizabeth, South Africa, made a self-confident discovery when Roger visited her school. "I am tomorrow's future!" Her conviction became the vision and central theme of the Roger Federer Foundation. The Foundation enhances a world where children living in poverty are able to take control of their future and actively shape it. There is sufficient evidence that proves that education is a prerequisite for reducing poverty, improving preventive healthcare and creating a committed civil society for climate action. In particular, access to quality early education is crucial as it is the foundation of all learning. We believe in the potential of all people and do everything possible to empower them to improve their situation on their own. Therefore, the Foundation only works with carefully selected local organisations in long-term partnerships. We support the development of skills and ensure that communities accept responsibility in solving its problems. We do not deliver equipment to people but empower them to organise resources needed on their own. We follow this approach strictly,

because we believe that this is the only way to achieve sustainable systemic change and resultant improvement of the situation. In order to be both cost-efficient and effective we limit our engagement to one region and are conducting programmes in six countries in southern Africa as well as Switzerland.

The Foundation is a professionally managed grant making foundation which is committed to the rules of the Swiss Foundation Code. We are a Swiss state-approved, charitable organisation which is also registered in the United States. For this reason, your donation is deductible for federal, state and municipal taxes in Switzerland and America. Our accounting is done according to the highest GAP-FER 21 standards and we are externally revised annually. The organisation strictly follows a system of checks and balances and an efficient project management cycle. Transparency, measurability and evaluation of the activities are fundamental. As a learning institution, we seek the advice of experts. For this reason we are a member of the Swiss Association of Grant Making Foundations and the International Education Funders Group.

7

countries where we are active

7,000

preschools and primary schools have increased their quality of education

24

partner organisations are implementing our programmes

21,000

trained teachers have increased their teaching capabilities

1,550,000

children have benefited from our interventions

52

million Swiss francs have been invested in our programmes since inception

Going forward

Exchange with members of the children council in a community school in Zambia.



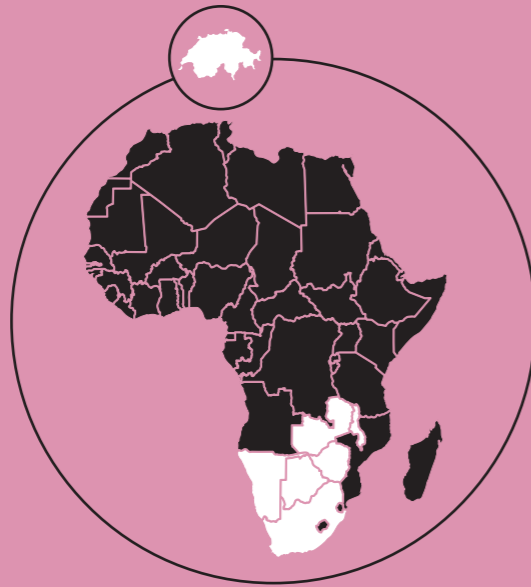
2019 Milestones

The trend towards strategic grant making continues to grow around the world. Foundations that give grants cannot just simply pour out money and hope some of it does good. They set measurable goals for a certain period of time and try to achieve them in an entrepreneurial manner. The most recent strategy of the Roger Federer Foundation wrapped up at the end of 2018. We had exceeded our goal and measurably improved the quality of education for well over a million children between the ages of 3 and 12. It was an exciting process to work with the Board and the entire team to identify what had worked well and what not with the previous strategy and use this to formulate a new plan. This annual report is therefore completely devoted to the results of this process. We hope you will join us as the Foundation moves to its next stage by explaining why we have set these as our goals and how we intend to achieve them.

It was important to us that the current programmes be scheduled in such a way that the Board would have the freedom to shift from previous geographical and thematic focuses. This had the advantage that we were able to start the new programmes in three of the seven countries when the strategy was launched in early 2019. Nothing has changed geographically. But thematically we have dedicated ourselves to an even stronger focus and systematically aligned our approach. The United Nations' Sustainable Development Goals also helped us define the new strategy. In recent years, this global agenda has become the priority mission recognised by all our stakeholders. With one exception, we were able to continue working with the same local partner organisations in the area of early education. This also means that, after just one year, the new strategy is well underway and we have successfully evaluated the first two pilot phases in South Africa and Namibia. This year's annual report includes a detailed report of the start-up phase in one of the two countries.

A new strategy entails many changes and lots of extra work: much needs to be discussed, work processes have to be redefined, and flexibility and the ability to learn are required of all. I would like to take this opportunity to thank the team and all of our partners who have moved onto this next phase of the Foundation's work with so much positive energy.

Janine Händel
CEO Roger Federer Foundation, March 2020



School Readiness Strategy 2019–2025

A new strategy is a milestone in the development of an organisation, a pause to reflect on what has been learned, throw off any ballast, and take advantage of new opportunities.

The Board and the management of the foundation spent a lot of time on the strategy process and developed the School Readiness Strategy for the coming years in several stages. The focus was determining the niche in which the Foundation could most effectively use its skills and budget within the defined period.

25,000

Pre-primary classes will be enhanced by the developed Early Learning Kiosk

1.5

Million children 5-6 years of age get a better start into formal education

70 %

Children should be developmentally on track according to their age

100 %

Countries who apply a Continuous Assessment on Child Development on early learners

50 %

Should be the decrease of drop-outs in the first two years of primary school

50 %

Should be the decrease of repetitions in the first two years of primary school

What have we learned from the past strategy?

With the last strategy, the Roger Federer Foundation was already consistently committed to focused grant making. Geographically, in addition to Switzerland and South Africa, the Board opted to expand the geographical focus to neighbouring countries in Southern Africa, ultimately making us active in six countries. When selecting the countries, the homogeneity of the education systems and the use of English were key to us so that we

could develop as many learning synergies as possible across the projects. Concentrating on one region also increased our management efficiency, especially since we opened a regional office in Johannesburg with three local employees in 2016.

Thematically, the Foundation focused exclusively on the quality of children's education. This has been achieved with a wide range of effective projects to be implemented by carefully selected local partners. External evaluations have sufficiently documented the long-term impact of our support. Right from the start, we invested roughly half in early childhood education and half in primary schooling. This consistent focus can be rated as very positive. As a result, the team developed into actual education experts and accompanied and tested various approaches from our partners. In the region, we were able to sharpen our organisation's reputation and establish a network with other stakeholders working on the same field. We also have excellent local partners, without their tireless efforts and great expertise the good results of the past few years would not have been possible. In addition to the thematic focus, our funding method shaped our work. In all of our activities, we focused on strengthening existing local projects and partners. Expanding limited capacities and knowledge was of central importance. It is not us who brought about the changes we have seen, but the energy of the local people who became mobilised to seek solutions for their educational issues with our complementary support. This self-help approach has been shown to lead to sustainability not only in the edu-

“The Roger Federer Foundation is empowering all the education stakeholders (children, teachers, parents, schools, education officials and others) and is therefore creating a solid foundation for systemic and successful school enrolment in Southern Africa.”

Susanna Lehmann, Trustee

cation system, but also in the entire village structure. Nevertheless, there is room for strategic improvement. The target group was quite broadly defined in the last strategy, which led to completely different educational projects, with different components and different results. A 12-year-old girl has other educational needs than a three-year-old child. At the end of the strategy, we were able to measurably improve the educational quality of over one million children, but there were no cross-project indicators that reflected our impact as a Foundation. Our projects also achieved decisive changes at the community and village levels, but, with the exception of Malawi, our engagement has had hardly any systemic effect at the national or even regional level. This would have required a different approach right from the start. The past few years have also helped us realise that while there are many governmental and non-governmental

Interview with Lynette Federer, Trustee

How important do you think it is for the Foundation to pursue a focused and systemic strategy?

We want to spend the Foundation's funds as effectively as possible. This means that we have to consistently look for the best niche where we can actually make a positive difference given our relatively modest size. Our desire to change systems comes solely from our desire to see it last for the long term.

The strategy now requires close cooperation with government representatives.

What does that mean for the Foundation? We have always worked transparently vis-à-vis the local authorities. What is new is that, in consultation with the ministries, we are developing teaching materials for use in public schools. For us, this means that we need their consent and have to adapt to the decision-making processes of the governments.

The systemic approach increases the risk of failure. What is the position of the Foundation's Board?

In fact, the success of the strategy depends on many external and, in particular, political factors that we have little influence on. Conversely, however, we have already had the experience of the much greater leverage an initiative can have if it is supported by local decision-makers.

stakeholders working in either early childhood education or primary education, most are not concerned with the transition between the two sectors. But it is precisely at this transition point in children's lives that a lot can go wrong with negative consequences that can shape the rest of their lives. Last but not least, the adoption of the United Nations' 17 Sustainable Development Goals has led to a dynamic global agenda. We are all called upon to make our contribution to achieving these goals. It was therefore very important to us to align our work accordingly.

What is our new strategy?

The Roger Federer Foundation remains committed to its goal of empowering children living in poverty. The most effective and sustainable theory of change to achieve this goal is to provide a high quality education system. Education is not only a human right, but also a crucial factor in breaking the cycle of poverty, improving health, and strengthening social responsibility and environmental protection. Despite its importance, education is in crisis around the world. In many cases, the quality is insufficient, minimum performance goals are not being achieved, and children drop out of school early. For many children, school ends after just a few years in primary and middle school. Research shows that a key reason for this is the lack of access to high-quality early childhood (pre-school) education in developing countries. That is why we will focus on the youngest learners in the next seven years, specially because this is an area that is globally clearly underfunded.

The most vulnerable children in particular, who would be dependent on education to escape the poverty trap, often do not have a good start in primary school. The transition from home or preschool to primary is a highly sensitive time and full of challenges. If children are insufficiently prepared for school or are not well embedded in the new and rarely age-appropriate environment, there is a high probability that they will fail, which means that they will not develop properly or even leave school early. In accordance with Sustainability Goal 4.2, we are fully focused not only on improving children's readiness to go to school, but also on making schools more ready for 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 school. We are committed to ensuring that the children develop in an age-appropriate manner and survive the first years of school without having to repeat years or leave school early. In order to achieve a system that can ensure this, we are working to make all relevant participants such as parents, teachers, communities, and government officials aware of the needs of children and accept responsibility for them. Thanks to their commitment, their children are being given access to preschool, where they encounter an age-appropriate learning environment. Processes are established so that the transition



Learning through play prepares young learners best for a good start in school.



Playgrounds can be constructed by the community with locally available material.

“With the development of its new digital platform for child development assessment and teacher training, the Roger Federer Foundation is tapping into yet unexplored possibilities for sustainability and scale.”

Sandro Giuliani, Trustee

of the children to primary school goes smoothly and they can quickly feel comfortable. Thanks to decentralized, digital-based continuing education, the teaching staff are working on improving their skills comprehensively in learning groups. An Early Learning Kiosk in the form of an offline tablet, developed individually for each country and by local experts, contains a wide range of learning content for early education, work with parents, building a natural playground, the development of teaching materials, stories to read aloud, and an app for the continuous observation and analysis of each child's development. The learning group approach promotes a peer-to-peer mentoring over the long term.

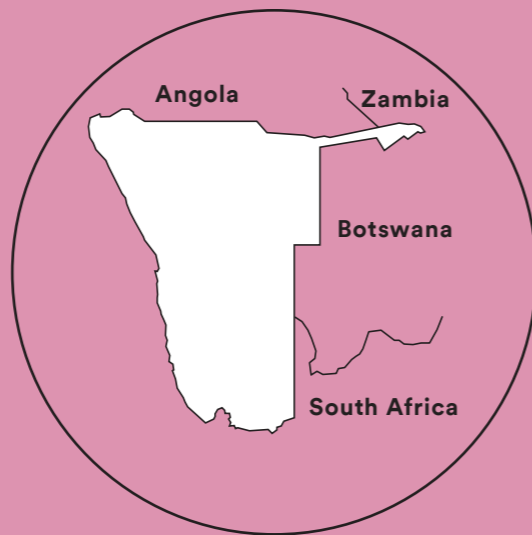
In each of the six countries in southern Africa we hope to implement the entire package of the School Readiness Initiative in between 1,500 and 3,000 institutions. This

means that we will reach around 12,000 educational institutions in the next seven years. This is being done in close formal consultation and cooperation with the local authorities. In the long term, we hope that the respective Ministries of Education will distribute the Early Learning Kiosk to every relevant institution in their countries.

What are the operational consequences?

The new strategy has taken an innovative and systemic approach from the ground up. This requires some changes in the operational set-up of the Roger Federer Foundation. The Foundation is intensifying and formalising its cooperation with government agencies at all levels. It will itself be active and coordinate the country programmes and the development of the Early Learning Kiosks. The programme is implemented by a consortium of

local partners, where the organisations will be of different sizes and working on different focus areas. With one exception, we were able to convince all of our previous partner organisations to commit to the School Readiness Initiative. Further partners and also selected service providers will also be able to join in order to help expand the programmes nationwide in at least some of the countries. Overall responsibility for the country programme remains with the Roger Federer Foundation. We are therefore increasing our reporting, documentation, and evaluation capacities and expanding our team accordingly. Close coordination of the School Readiness Initiative with other national and international actors is essential. Roger Federer will work even more intensively as an ambassador and President of the Foundation to ensure the successful implementation of the strategy, which has a budget of approximately 50 million Swiss francs.



Programme Insights Namibia

We started the School Readiness Initiative in Namibia in 2018 in line with the new strategy. As the first country programme, a pioneering spirit and openness to new approaches were required from all sides, but in particular by our implementing partners Church Alliances for Orphans and Lifeline Childline. Success and acceptance could not be assumed at the beginning. Accordingly, we were pleasantly surprised by the positive reception of the Early Learning Kiosk by everyone involved at all levels. It's still too early to measure the impact on the children, but the results at the outcome level are exceeding our expectations.

11,000

Young learners got access to quality early learning services

204

Daycare centers and preschools have measurably improved the quality

396

Teachers and educators feel more competent about age appropriate teaching methodologies

66 %

Less young learners have dropped out during the first school year

71

Learning groups are established consisting of educators and teachers of different levels

5 %

More children are school ready in three regions based on assessment

What are the reasons for getting involved?

There is a recognised lack of finances and quality in the area of early education in Namibia. Only 2% of the education budget is spent on this education sector. 94% of its funding comes from parents through fees paid to private institutions. The state's investment in education per child in secondary schools is 46 times greater than at the early education level. In 2017, the budget per child for each year of early childhood education was only 25 Swiss francs.

Public preschools can therefore only accept 45% of the children. As a result, 55% of the children either stay at home and go straight to 1st grade. Or they are in private preschools with minimal quality control and where there is hardly any curriculum-based instruction. There are currently some 3,000 registered daycare centres taking care of 100,000 children a year before they enter primary school. However, there is no exact data available on how many of them offer age-appropriate, quality instruction. Nationwide, 4,516 teachers are registered as working in the private early education sector, but only 63% of them are adequately trained. The quality of the instruction and the child-friendliness of the learning environment therefore often leave something to be desired, especially in institutions in poorer communities.

As a result, many children are not ready for school when they start primary school, but there are no exact figures about this. However, over 20% of first graders repeat the 1st grade, at a cost of 14 million Swiss francs. Their performance in later grades remains low and the dropout rate is high. In addition, parents are not always able to find school places near their home or wait to have their children start school until a suitable place becomes available.

In Namibia's favour, however, the policy level is further along in working in the right direction. Early childhood development is seen as crucial for social change in Namibia's Fifth National Development Plan, which has set the goal of ensuring that Namibian children from birth to 8 years of age should have a secure educational foun-

"I feel empowered by this programme because I could exchange ideas with other teachers and talk about challenges I face. I got new ideas on how to improve my centre, my school and my teaching."

Gabriel Petrus,
Aam Been Dee Kindertagesstätte

dition through access to pre-schools by 2022. The government of Namibia has set itself the goal of accommodating 80% of children ages 5 to 6 in preschool classes and ensuring that at least 60% of preschool teachers are qualified by 2021-22. At the political level, this commitment is encouraging, but there is a significant gap in the funding and training of professionals.

What does the programme include?

In January 2018, we started the two-year start-up phase of the first School Readiness Initiative in Namibia as part of our new 2019-2025 strategy. We have a vision: Within eight years, we want to achieve school readiness in the sense of the Sustainable Development Goals for 70% of the children in Namibia and systematically improve school readiness nationwide. This should enable children to make a smoother transition to primary school and get a better start in their formal education. Innovation and a systemic approach led the way: every stakeholder has to accept their responsibility for school readiness and when it comes to imparting knowledge, we rely on digital and self-guided learning tools, the so-called

Interview with the Director of Lifeline/Childline, Nicolette Bessinger

How would you assess the relevance of the School Readiness Initiative in Namibia?

The SRI in Namibia is extremely relevant for Namibia to contribute to SDG 4. It complements the current trend of technology, organized learning, creating links, strengthening collaboration and foster partnerships.

What are the opportunities for your organisation as implementer?

It provided exposure and influence; allowing the organization to address current issues related to ECD. To be at the forefront with support from RFF in addressing one of the biggest challenge in education has broaden the organization and strengthened the peer relations within Government.

What was the biggest challenge for your organisation so far?

The concept was a bit vague but as we progress and engage, we all managed to advance with a common understanding. More at the beneficiary level, it took extra time to get the participants to accept the use of tablets.

Early Learning Kiosk, which we developed together with local educators and pedagogical experts based on existing national content.

For us, as for our long-term local partners, the new programme was like setting off for new horizons, as the Early Learning Kiosk had yet to be developed. To date, this includes an early education course, an app for monitoring children's development, and a toolbox with numerous tools for teachers to use in their classrooms daily. Our iAct programme in Zambia served as the reference programme. There, we had already successfully upgraded over 2,000 village schools with a didactic course using the same digital approach. Nonetheless, it was initially difficult to explain to partners and government officials what we were up to. But we signed a Memorandum of Understanding with the three relevant ministries at an early stage, laying the foundation for cooperation at the national level.

The start-up phase was carried out in four regions of Namibia, reaching 11,000 children. 150 private daycare centres and 54 public primary schools took part and were organised into a total of 71 learning groups. After the Early Learning Kiosk was developed in the second quarter of 2019, the teachers at the daycare centres, the preschools, and the first-grade teachers met almost weekly to learn and complete the early education course on the tablet. They also worked on processes to provide for better transitions to primary school. 302 teachers have completed the course, 50% more than planned. 89 teachers were introduced to the use of the newly developed app to monitor children's development. In all 150 daycare centres, teachers were motivated and coached to hold regular parenting events, supported by a manual for parents' workshops included in the kiosk.

In order to improve the learning environment in the daycare centres, an inventory analysis was made with the owners and a school development plan was drawn up as to how the institution might meet the official quality standards in the foreseeable future. The established exchange among daycare centres also provided inspiration and mutual coaching, such as how the daycare centres can be improved in a cost-effective way. As a result, numerous improvement measures have been implemented.

What impact are the measures having?

The initiative was fundamentally associated with a higher risk of failure than if we had continued our more conventional programmes. For our long-term implementation partners in particular, it was a new step to work systematically with schools and ministries. It was all the more surprising how the enthusiasm spread quickly at all levels when we were able to introduce the tools we had developed to the learning groups. School readiness seems to be the topic of the moment and we can count on great support from all sides. All regions have set up steering committees to exchange information and report on developments. Teachers and government officials are not only happy about the digital tools, but are also able to



Early childhood education must be diverse and holistic. On the picture are children doing handicrafts in a daycare in Namibia.

use them. Participation in the study groups and the digital self-learning course on early learning was much larger than ever expected.

Regarding the outcomes, we can confirm that the School Readiness Initiative is relevant and effective. The teachers greatly appreciate peer-to-peer mentoring in the established learning groups. 88% of the participants stated that they had improved their communication with their learners. 96% of the participants indicated that they had learned new ideas and methods through the exchange with the other educators. All 302 registered teachers in the early education course on our tablets have done the

“Parental involvement is very important. Therefore I started to provide parental trainings and tried to increase their involvement. Due to the programme I was equipped with new ideas on how to involve parents through the practical manual on parental involvement.”

Johanna Ndoni, John Paul ECD



Teachers from different institutions are meeting in learning groups and are establishing peer-to-peer mentoring.

course. In addition, 91 first-grade teachers did the course with a completion rate of 80%. This overall completion rate is unexpected and shows the urgent need and usefulness of the course. There are many noticeable improvements in the daycare centres. By the end of the start-up phase, 70% of the centres have met the quality standards. When it comes to the impact at the children's level, it's still too early to make any concrete statements. However, there are clear trends that indicate effectiveness. The attendance rate has improved as are the number of children who are developing in an age-appropriate manner. There is room for improvement in terms of efficiency. Due to the nature of a start-up phase, it was a constant process of learning by doing, which has led to some

misunderstandings and later learnings. In addition, the capacity at our implementation partners had to be built up to ensure the success and sustainability of the programme. Their employees had to be trained digitally before they could become mentors to the teachers themselves. The start-up phase budget was exceeded by 10%.

However, none of the challenges experienced are of such a fundamental nature which would force us to make significant changes to the initiative's approach. This is astonishing and also good news. However, there is still a lot to learn and improve for the next phase, such as the development of a second edition of the Early Learning Kiosk. We will stay on course.

Context Namibia

- ▶ The population is 2.5 million
- ▶ 130th ranking on the Human Development Index with great inequality
- ▶ 15.5% of the population lives on less than \$ 1.90 a day
- ▶ The Gini coefficient is a relatively high at 57.6%
- ▶ Youth unemployment is 43%



80 %

Children in low-income countries do not have access to early learning services

250

Million children worldwide are at risk of not reaching their full educational potential

42 %

Children in Sub Saharan Africa are dropping out of primary school too early

60

Million children worldwide are not at primary school according to their age

60 %

Children worldwide don't master neither basic language skills nor numeric skills

69

Million more qualified teachers would be needed to manage the education crisis

Information about School Readiness

Children learn an incredible amount of things from when they are born, but they learn at different rates. In developing countries only 20 % of children have access to early learning services. Starting formal education becomes therefore a major milestone and a challenge in many ways. Starting school means a new environment, new educators, new friends, a new diurnal rhythm, a new independence from parents and many more things. Therefore, when children go to school for the first time, it can be a daunting experience, especially if they are not really ready for such a huge change.

What is school readiness and why do we target it?

School readiness means that a child is prepared and ready to engage in class and benefit from early learning experiences that best promote the child's success. Learning and stimulation in the early ages are key building blocks for the future; it is the foundation of all learning. If a child starts school without being ready it might never reach its potential. It will become frustrated at an early stage, repeat several classes or even drop out. Most

early dropouts and repeaters at schools are disadvantaged children. They have developmental gaps for many reasons. Most common is that they lack of promotion at their home environment and are under several emotional pressures. To break the cycle of poverty a successful school start is crucial and has an impact on the whole further school career and economic wellbeing in a long-term.

School readiness is a topic that affects all children in every part of the world. It became a prominent term once being included as the sub objective 4.2 in the United Nation Sustainable Development Goal agenda. According to UNICEF there are three fundamental questions to be asked which form the basis of school readiness: Are all children entering school with the social and cognitive skills and competencies needed to succeed in school? Are schools equipped and ready to provide optimal learning environments for all children? Are families and communities ready to help their children make a smooth transition into school? In some countries the term school preparedness is used, which might even better describe that a successful school start is not only depending on the willingness and nature of a child, but very often the lack of a stimulating environments and teachers to promote the child accordingly. For children to begin a life-long journey of learning, all three dimensions should be implemented in congruence because school readiness is a highly sensitive time of transition. In this sense, transition is defined as children moving into and adjusting

“Pre-primary schooling is our children’s educational foundation – every stage of education that follows relies on its success.”

UNICEF Executive Director Henrietta Fore

to new learning environments, families learning to work with a socio-cultural system and also schools being prepared for new students.

Children ready for school

What does it mean for children to be ready for school? By the simplest definition, this means that a child is developmentally on track and has the necessary minimum skills and knowledge in a variety of domains that will enable the child to be successful in school. These minimum standards set the bar for what children should know and be able to do, thereby enabling a successful transition into a primary school learning environment. A study by Maureen Black published in 2017 estimated that 250 million children younger than 5 years old in low-income and middle-income countries are at risk of not reaching their developmental potential and thus not being ready for school. However, the transition phase is not only a problem in low- and middle-income countries. In Switzerland it is estimated that 15% of children not being developmentally on track when starting primary school. Unfortunately, the General Assembly of the UN could not agree on tangible indicators what children's readiness for school entails. They let it to the national level to come up with their own definitions. Thus, discrepancies arise when asking what being ready for school really means. In some countries it is quite a politically sensitive discussion. Parents typically stress pre-academic skills and knowledge, while primary school teachers tend to emphasise social and emotional aspects. This shows the general agreement that the approach to school readiness should be holistic and cover the broad range of skills children have to have. UNICEF splits it into four domains: literacy-numeracy, physical, social-emotional and cognitive learning domains. Therefore, the greater the gap between the early childhood care and the primary school system, the bigger the challenge for young children to transition smoothly from early learning to a primary school environment.

Schools ready for children

The second component of school readiness is the school's readiness for children. According to UNICEF, this is defined in terms of the school environment which helps to support a smooth transition for children (and parents) from early learning into primary. There is a tendency in some countries to forget this second component and shift the whole responsibility of school readiness towards the child. But the school being ready for the child is vitally important as young learners who enter primary school have no or varied experiences from their early learning centers or home environment. These are definitely very different from primary school and children often experience a culture shock. Furthermore every child is different. It is therefore the school's responsibility to accommodate children in an age-appropriate learning environment and with child-friendly teaching methods.

“Early-childhood programmes spark children’s curiosity, build their skills, and prepare them for a lifetime of learning.”

UN Secretary General António Guterres

Actually, schools and teachers would need to create a stimulating learning atmosphere, adapting to each child and its individual status of development. But reality on the ground is that children are requested to adapt themselves to the schools and not the other way around. And if they fail, they are punished and need to repeat class. Many different studies have revealed that having a good school environment for children has been linked to higher retention rates and lower dropout rates. What does it mean to have a high-quality school environment? It means that there is sufficient time devoted to the children, a reasonable teacher-child ratio, adequate supply of learning materials such as books and teaching aids and age-appropriate teaching, pedagogical practices and teachers' competencies as well as stimulating classrooms. According to UNICEF, one of the main reasons why children drop out of primary grade is due to poorly trained teachers and inadequate facilities as lacks of playgrounds for example. A child's initial experience in school is crucial as interventions are more likely to be successful because the way children act and learn in school has a long-term effect for cognitive and social development and the enrolment rate/dropout rate, as researched by Deborah Stipek in a study in 2017.

Families and communities ready for school

Prior to entering school, the family and the community is the most important context and influence on a child's development. Following UNICEF's definition, family with regard to school readiness encompasses the members who co-reside with the young children including biological and non-biological care-givers, siblings and extended family members. Having a stimulating home environment for the child has been shown to be among the strongest predictors of school performance during primary school and beyond. Families are the ones who prepare children for school right from birth as they are a child's first teacher. Therefore, the quality of the relationship before entering school has been shown in Deb-



Gross motor skills need to be trained and developed as part of the overall child development.



Learning environments need to be stimulating and accommodating the young learners.

orah Stipek's studies to predict the child's social and academic competence throughout elementary and high school.

One factor affecting a family's ability to engage in school readiness is poverty, as numerous studies have shown. Some evaluations suggest that at school entry, children from disadvantaged backgrounds could already be years behind their more economically advantaged peers. This is because the home environment has a strong influence on the child, and thus children may not receive the stimulation and attention they need at home to learn or the social skills needed to prepare them for school. Learning as such is not seen as a priority. Parents are not sensitized or don't feel to be in a position to stimulate their children properly. The learning environment provided in the home – as indicated by parents' engagement with their children in learning activities such as singing, reading books, telling stories and playing games – is considered to be one of the characteristics of ready families.

Studies by UNICEF reveal that threats to early development are greatest among children living in the poorest households. Thus, school readiness is an important framework for improving equity in access to education. School readiness is important at the individual level and at the global level. It is important that each child is given a high-quality education and can fulfil their full potential, breaking the cycle of poverty. Also, it is important globally as it can aid to promote and sustain the social and economic development of a country.

In conclusion, one of the best strategies to ensure development of all individuals, society and countries is through cost-effective school readiness – ready children, ready schools and ready families.

List of literature

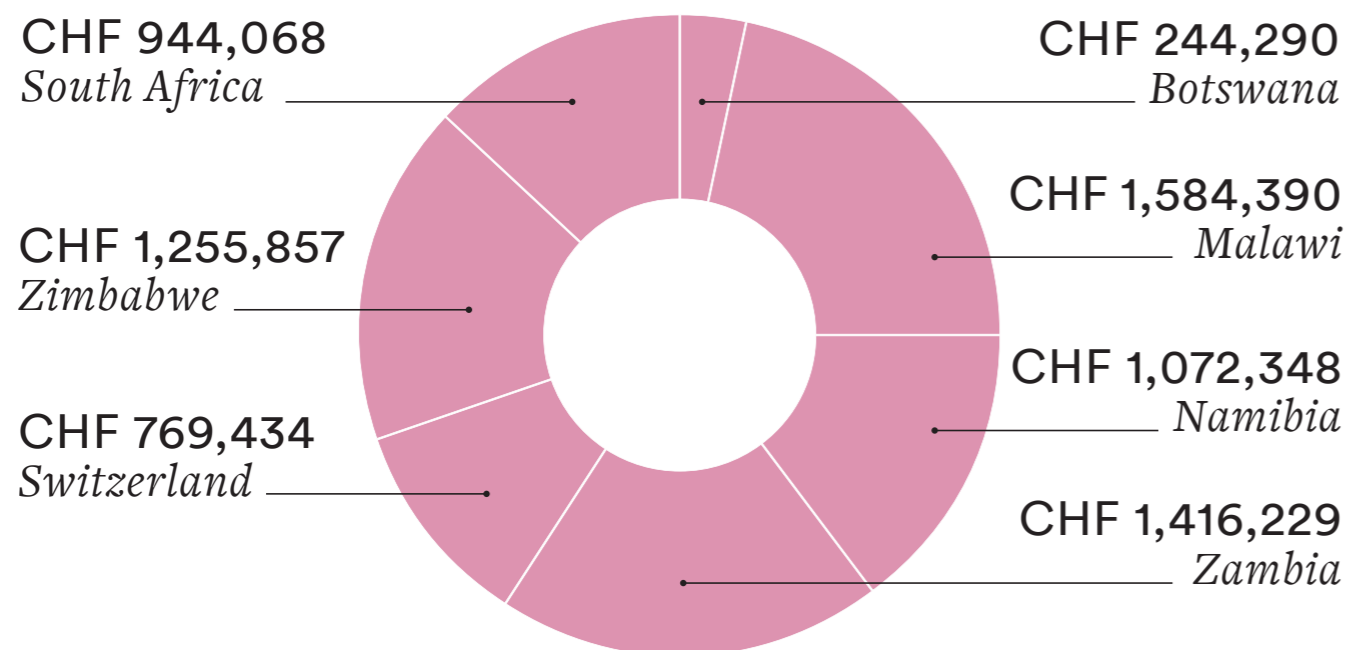
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Partners and running Grants 2019

Country	Programme	Partner	Outreach	Periode	Grant (CHF)
Botswana	School Readiness Initiative	Bokamoso, BERA	576 schools	Start-up phase: 2018–2021	1,300,000 (2018)
Malawi	School Readiness Initiative	Action Aid Malawi, AECDM, ECD Coalition, Blantyre Synod, Livingstonia Synod		Inception-phase: 2019–2020	550,000 (2019)
Malawi	Early Learning Initiative	Action Aid Malawi	480 preschools	Forth and last phase: 2018–2021	3,500,000 (2018)
Namibia	School Readiness Initiative	Church Alliance for Orphans, Lifeline/Childline, Saide	204 day care centers and schools	Start-up phase: 2018–2019	700,000 (2018)
Namibia	School Readiness Initiative	Church Alliance for Orphans, Lifeline/Childline, Saide, Women Action for Development	375 day care centers and schools	Scale-out phase: 2019–2020	965,000 (2019)
South Africa	School Readiness Initiative	Molteno, Penreach, Read, Saide	320 schools	Start-up phase: 2018–2020	1,320,000 (2018)
Switzerland	School Readiness Initiative	Primokiz/Radix	80 municipalities	2016–2020	360,000 (2016)
		Marie Meierhofer Institut	45 day care centers	2017–2020	360,000 (2017)
		Fachhochschule Nordwestschweiz	60 preschools and schools	2018–2022	500,000 (2018)
		Aprimo	26 locations	2019–2023	306,000 (2019)
Zambia	School Readiness Initiative	ROCS, Saide, ZOCS	400 schools	Start-up phase: 2019–2021	2,250,000 (2019)
Zambia	Teacher Education Initiative iAct	ROCS, Saide, ZOCS	700 schools	Third and last phase 2018/2019	685,000 (2018)
Zimbabwe	School Readiness Initiative	Camfed, Child Protection Society, Municipal Development Partnership, Zinecda	310 schools	Start-up phase: 2019–2021	2,150,000 (2019)

Financial Overview for 2019



Income Generation

Even without Match for Africa, our earnings reached an impressive amount of over seven and a half million Swiss francs. We owe this primarily to Rogers sponsors and other foundations that have joined our mission and are making substantial financial contributions. In addition to the Wyss Foundation, the Wonderland Foundation and the Fondation Botnar, we can now count on the support of Novamedia, a social enterprise that organizes lotteries in six countries. They complement the numerous smaller donors who trust us without proactive fundraising. These donations are a very special motivation for us and we would like to thank you from the bottom of our hearts. We would also like to mention our financial success, which despite 100% sustainable and socially responsible investments was over one million Swiss francs.

Programme Expenditures

In the first year of the new strategy, our spending on the country programmes launched in South Africa, Zimbabwe and Zambia increased slightly as planned compared to the previous year. The income statement now almost exclusively lists the total expenditure of the country initiatives, which now also include the costs for evaluation and monitoring. These costs also contain 80% of the wages of our programme managers and their travel expenses. The project reserves relate to planned expenditure within the country budget granted by the Board of Trustees for one program phase. A phase lasts between one and three years. Administrative costs were low at 7.2% as we were once again able to benefit from free accounting and asset management services. We thank Format A for the many years of support.



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 2019 including the referenced balance sheet and income statement (pages 32 and 33) – prepared based on Swiss Code of Obligations – in accordance with the Swiss Standard on Limited Statutory Examination.

Based on this examination, 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 based on 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
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PricewaterhouseCoopers AG is a member of the global PricewaterhouseCoopers network of firms, each of which is a separate and independent legal entity.

Balance Sheet as of December 31, 2019 (in CHF)

	2019	2018
Assets		
Liquid funds	6,902,786.16	7,514,394.38
Receivables	33,461.18	29,104.05
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	71,291.89	150,096.39
- Other donor promises	0.00	400,000.00
Prepayment	17,692.00	118,074.35
Total current assets	7,025,231.23	8,211,669.17
Financial investments	10,764,779.48	9,227,911.37
Total non-current assets	10,764,779.48	9,227,911.37
Total assets	17,790,010.71	17,439,580.54
Liabilities		
Short-term liabilities		
- Accounts payable	54,631.87	21,821.34
- Accrued expenses	27,400.00	479,729.32
Total short-term liabilities	82,031.87	501,550.66
Assigned funds		
School Readiness Initiative Namibia	0.00	290,000.00
School Readiness Initiative South Africa	0.00	784,000.00
ECD Initiative Malawi	0.00	1,229,130.00
Total fond capital	0.00	2,303,130.00
Initial capital	50,000.00	50,000.00
Tied capital		
- Action Aid, Malawi	955,858.00	2,154,268.00
- Marie-Meierhofer Institut	0.00	120,000.00
- ROCS, Zambia	0.00	335,268.00
- School Readiness Initiative Botswana	676,000.00	779,139.00
- School Readiness Initiative Malawi	286,652.39	0.00
- School Readiness Initiative Namibia	235,000.00	140,502.00
- School Readiness Initiative South Africa	0.00	485,923.00
- School Readiness Initiative Switzerland	386,000.00	416,600.00
- School Readiness Initiative Zambia	1,355,944.69	0.00
- School Readiness Initiative Zimbabwe	894,142.95	0.00
- Swiss Donation Fund	0.00	200,000.00
Total tied capital	4,789,598.03	4,631,700.00
Free capital	12,868,380.81	9,953,199.88
Total organization capital	17,707,978.84	14,634,899.88
Total liabilities and capital	17,790,010.71	17,439,580.54

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, 2019 (in CHF)

	2019	2018
Donation		
General free donations	1,761,888.64	2,088,126.88
Direct and indirect donations Roger Federer		
- Donations of Tenro AG incl. profit on merchandising	1,702,105.31	1,522,421.24
- Donations corporate sponsors	1,326,357.50	1,127,052.00
Dedicated donations		
- General dedicated donations	2,788,297.27	1,445,620.25
- Roger Federer Charitable Fund: Match for Africa 5	0.00	2,541,993.93
- Roger Federer Charitable Fund: general donations	0.00	1,000,000.00
Total donation income	7,578,648.72	9,725,214.30
Expenses		
Project expenses		
- Action Aid, Malawi	1,321,043.28	1,345,732.00
- CAMFED, Zimbabwe	0.00	449,910.00
- Child Protection Society, Zimbabwe	0.00	156,640.40
- Letloa/Bokamoso Trust, Botswana	0.00	339,384.48
- Molteno, South Africa	0.00	198,825.86
- Penreach, South Africa	0.00	170,762.98
- People's Action Forum, Zambia	0.00	184,184.00
- Read Education Trust, South Africa	0.00	560,829.18
- ROCS, Zambia	0.00	359,188.00
- ZOCS, Zambia	0.00	177,189.11
- School Readiness Initiative Botswana	244,290.95	215,547.29
- School Readiness Initiative Malawi	263,347.61	0.00
- School Readiness Initiative Namibia	1,072,348.48	408,612.92
- School Readiness Initiative South Africa	944,068.61	516,158.26
- School Readiness Initiative Switzerland	456,600.00	387,800.00
- School Readiness Initiative Zambia	1,229,323.31	0.00
- School Readiness Initiative Zimbabwe	1,255,857.05	174,592.00
- Swiss Donations Fund	312,834.10	524,202.34
- iACT, Phase I, Zambia	0.00	349,295.42
- iACT, Phase II, Zambia	186,906.91	244,187.57
Evaluation/Monitoring/Knowledge Sharing	0.00	350,119.88
Coordination and Knowledge Sharing	23,018.43	0.00
Total project expenses	7,309,638.73	7,113,161.69
Total administration expenses	564,568.23	629,918.93
Total operating result	-295,558.24	1,982,133.68
Financial result		
- Other financial expenses	-7,370.34	-10,242.88
- Interest income	130,631.85	36,977.70
- Dividends	15,768.00	49,651.07
- Investment gains	1,159,381.85	386,753.90
- Investment losses	-232,904.16	-1,016,588.12
Total financial result	1,065,507.20	-553,448.33
Result before allocation in fund capital	769,948.96	1,482,685.35
Allocation from fund capital	2,303,130.00	-1,728,130.00
Result before allocation to organization capital	3,073,078.96	-299,444.65
Allocation to free capital	-9,136,180.93	-5,717,872.35
Withdrawal from free capital	6,221,000.00	7,470,000.00
Allocation to tied capital	-6,221,000.00	-7,470,000.00
Withdrawal from tied capital	6,063,101.97	6,017,317.00
Total result after allocation	0.00	0.00

Sustainable Development Goals



At the end of September 2015, the UN member states adopted 17 Sustainable Development Goals (SDGs), which, in a multi-year process, should make our planet more liveable by 2030. They are an expansion of the Millennium Development Goals that expired in 2015. In addition to the 17 goals, the SDGs also include 169 sub-items, progress on which is to be measured using global indicators. In contrast to its predecessor, the Sustainable Development Goals also ex-

PLICITLY oblige the industrialised countries as well as state and private actors. While the Millennium Development Goals were primarily aimed at reducing poverty in developing countries, the new goals should be based on the broader basis of sustainable development worldwide. The SDGs are already celebrating great success, as they have triggered unprecedented dynamism and pooling of strengths. The world has found a common language thanks to the SDGs.

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Donations

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Zehntenfreistrasse 22
CH-4103 Bottmingen

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
IBAN: CH95 0483 5120 3303 5200 0



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