



FOUNDATION

**ANNUAL REPORT
2021**



Roger Federer not fearing contact with children in Zambia, 2018

Foreword

The pandemic continued to disrupt our lives in 2021. It was once more a year full of restrictions, changes and uncertainty. However, it's in my nature to bring a positive outlook on the year. I am proud to share three unique highlights.

After many months of battling injury, my return to the tour in March, after my first operation, highlighted and energized me to continue my tennis career. I'm grateful for every minute I was able to spend with my fans and tennis family on court. My experience in Doha illustrated to me that my journey as an elite athlete isn't over yet. The progress I make every day strengthens my belief that I will be healthy and strong enough to return to the tennis court at the highest level.

In June, another highlight was our auction of 320 items of memorabilia by Christie's auction house in support of the Roger Federer Foundation. It was a major task that was primarily overseen by my wife, Mirka. This unprecedented occasion could only be realized thanks to her careful storage and cataloguing of my numerous outfits, racquets and shoes throughout the years. We were able to raise 3.9 million Swiss francs for the Foundation. These proceeds complemented the numerous and generous donations from our loyal supporters, friends and sponsors. For the first time, the foundation received more than 10 million Swiss francs in donations for our programmes last year. Especially in these times of crisis, this solidarity cannot be taken for granted and I would like to thank all our donors from the bottom of my heart.

In summer, I was able to celebrate my 40th birthday marking the mid-point of my life with family, friends and my team who have supported me throughout my tennis and private life. I am grateful everyday for the people that have helped me get to where I am today and have guided and provided me insights across many difficult decisions. Seeing that I have so many great people in my corner, I look forward to this next phase of my life with great optimism. I have no doubt that it will be filled with new, exciting and joyful things, with all of you by my side.

Yours,

A handwritten signature in black ink, appearing to read 'R. Federer', written in a cursive style.

Roger Federer, President
March 2022

Our values



Empowerment

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



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.



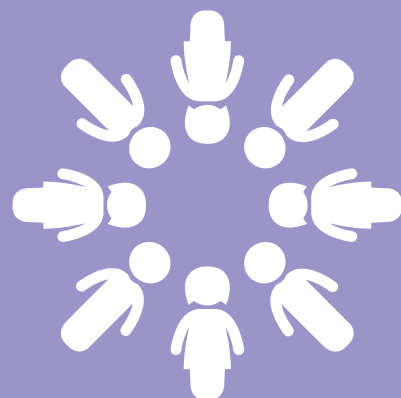
Respect

Every person concerned and every stakeholder deserve 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, and this is how we measure our success.



Partnership

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

Foundation Overview

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

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



7 countries
where we are active with
our programmes.



9,358 educational
institutions that have
improved in quality.



29 local partner organisations
that implement
our programmes on site.



36,900 teachers
who have improved their abilities
thanks to further training.



1,980,000 children who have
benefited measurably from
a better quality of education.



68 million Swiss francs
spent by the Foundation
by the end of 2021.

Milestones 2021

Outside of Africa, people were astonished how we were able to implement almost all of our programmes as normal. Travel and meetings were possible, although with the addition of face masks to protect people's health. Life followed or had to follow its normal course. The countries we support could not endure another lockdown without this leading to a humanitarian crisis. It was only in Zimbabwe and Lesotho where schools remained unfortunately shut for several months. These were also the countries where our programme implementation will see some delays as a result. Otherwise, we have learned our lesson and both we and our local partners are adapting as necessary to the pandemic's developments. The digital tools and communication channels that we had established during the first year of COVID helped us remain in contact with the preschools and educators.

The ceremonial termination of our first systemic early learning initiative after a decade in action was a key milestone for the Foundation. Firstly, it saw the formal handover of 480 preschools to the State Secretary of the Ministry for Gender, Community Development and Social Welfare as part of an official ceremony in one of the preschools. Secondly, the Minister of Education hosted a conference in the capital Lilongwe, in which we presented the results of the initiative to national and international stakeholders including numerous members of parliament. The results of the initiative exceeded even our most audacious expectations. To highlight just one indicator, at the beginning of the initiative only 29 % of children had access to preschool education; today it is more than 50 %. We invite you to take a look at our final summary report, which you can find on our website. Another encouraging sign of further development in the sector is that new, key allies have become actively involved in early childhood interventions, such as the World Bank and the EU. Acting on behalf of many countries in the region, we carried out a study to calculate the costs required to provide all children in Malawi with access to quality early education within ten years. With an investment of 50 million per year, an entire nation could ensure pre-schooling for all. This is a basic requirement for the macroeconomic development of the country according to statements by the World Bank. We are now taking our commitment to the next level!

Janine Händel, CEO
March 2022



CEO Janine Händel during the handover of the programme to the Malawian government, September 2021

Status

School Readiness Strategy

The Roger Federer Foundation engages in a systemic and long-term manner. Therefore, the board of the Roger Federer Foundation adopted a geographically and content-focused funding strategy for 2019-2025 that the Foundation implements consistently and measurably. We are guided by the United Nation Sustainability Goal 4.2 and concentrate fully on improving children's readiness for school, but also on making schools ready for the children. Our goal is to give more than one and a half million children a good start to their education. Children should have access to at least one year of organised learning before starting formal basic school. We are committed to ensuring that the children develop in an age-appropriate manner and are developmentally on track. Also, that they survive the first years of school without repeating the class or dropping out of school early. To achieve a system that can ensure this, we are sensitising all the child relevant stakeholders such as parents, teachers, communities, and government officials for the needs of a healthy child development and are empowering them to take responsibility. Thanks to their commitment, the children are given access to preschool, where they encounter an age-appropriate learning environment. Processes are established so that the transition of the children to primary school goes smoothly and they can quickly feel accommodated. Thanks to self-guided, digital-based continuing professional development, pre-primary educators and teachers are improving their skills comprehensively in learning groups and in peer-to-peer mentoring sessions. The aim is to implement the school readiness strategy in six countries in southern Africa and in 1,500 to 3,000 institutions per country.



70 % preprimary children

have developed in accordance with their age in terms of health, learning and psychosocial well-being.



138,000 children

have participated in structured learning activities for at least one year before starting primary school.



7,904 educators

are able to support young learners in an age-appropriate and quality manner.



4,235 preschools

and schools have participated in the programme and offer an age-appropriate learning environment.



88% of preschools

and feeder schools have established a mentoring system among teachers to ensure quality and transition.



212 districts

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



4,800 natural playgrounds

have been built jointly by the village communities and parents using local materials.



82% of preschools

ensure regularly nutritious meals for young learners as a key element of child development.



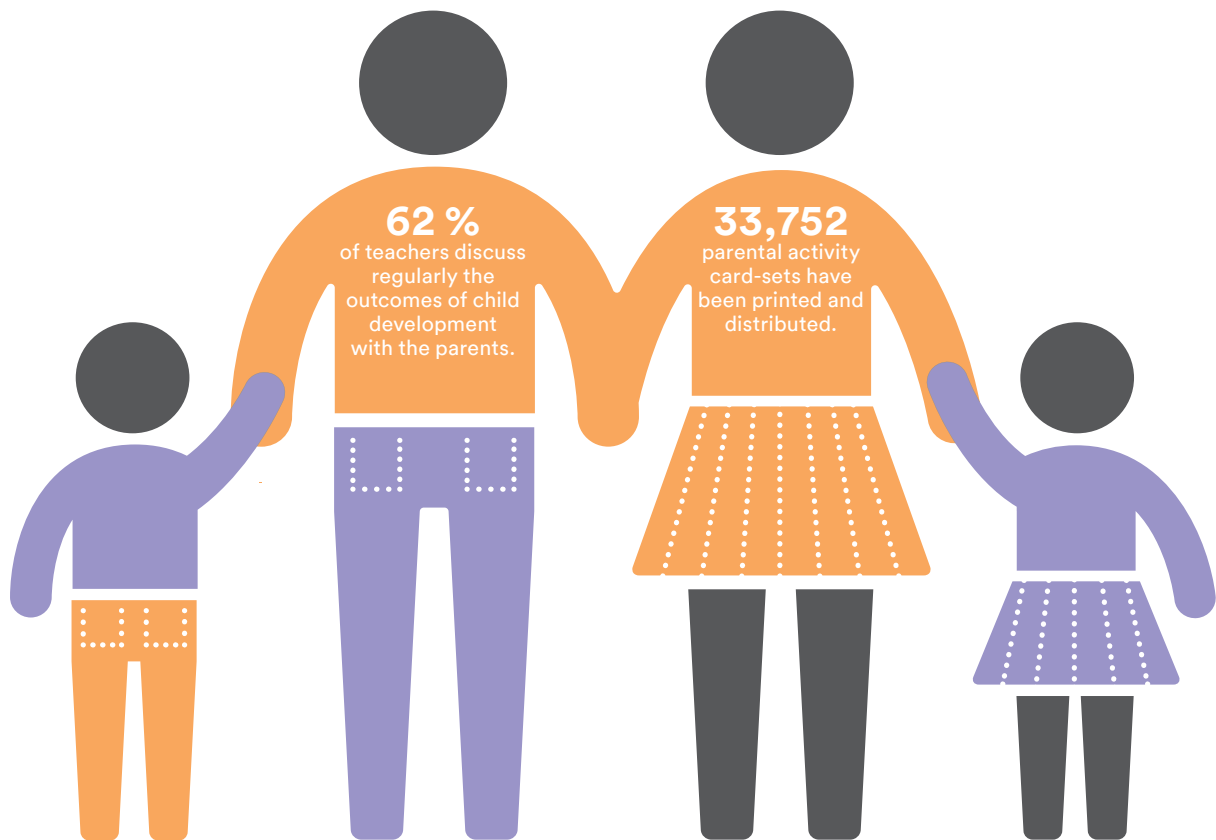
80% of educators

and teachers regularly and explicitly discuss the children's learning and development with the parents.



5,570 educators

and teachers are making use of the «ChildSteps» app to continuously assess the children's development.



**Parents are key-stakeholders in the education of their children.
The programme enhances their active role at school.**

Parental involvement and mobilisation

Parental involvement is key to increasing the quality of education in our programmes. Parents must ensure that their children at least receive early education. The effect of good early education in preschools can be significantly improved if parents also encourage and support their children at home.

A lot of work to raise awareness is required here.

Early education is new territory for most parents

Preschool education does not have a long-standing tradition worldwide and has only recently established itself in richer urban centres over the past few decades. Our programmes focus on the poorest regions in southern Africa. There, pre-schooling is only slowly on the rise. The parents of today's preschool children never experienced early education themselves. The children grew up in a village without any special support. Therefore, in many communities, the concept and benefits of pre-schooling firstly need to be explained and understood. It takes a lot of convincing to ensure that children regularly attend lessons in countries where preschools are fee-based and voluntary. Furthermore, parents' expectations of lesson content must be managed. The educational concept of learning through play is not easily accessible. Many parents feel disappointed and consider the lesson as sub-standard if children spend their time playing rather than learning their ABCs and counting.

As many children as possible should be educated

In all countries where we are involved, early education is now a major, political priority. However, although this is happening in capital cities and administrations, it takes time to filter down to rural communities. We focus on supporting the traditional village leadership and mobilising the local community in order to convince parents that attending preschool is necessary. A 'Chief' can move mountains with a simple command, or alternatively thwart the entire preschool operation if they are opposed to it. Their understanding of the importance of early education and its impact contribute significantly to successfully increasing the enrolment rate. In addition, regular village meetings are held in which we demonstrate the

benefits of early education. Parents motivate other parents, discussing their children's learning achievements, with support from representatives of the Ministry of Education which outlines the country's official policy.

An attractive preschool facility has advertising appeal

In our last annual report, we described in detail our programme's work to build natural playgrounds. The playgrounds are built by the village community who provide and organise the materials themselves. In Malawi and Zambia, our programmes enable community members to build also classrooms themselves. We emphasise the value of an attractive building with decorative, colourful elements and a child-friendly atmosphere. Furthermore, the construction days are events which provide an opportunity to raise awareness. Many villagers watch the goings-on and want to find out more about what's being built there. The colourful and attractive playground is soon filled with village children. It's the best figurehead for the preschool and encourages children to ask at home if they can attend.

***«The resource cards
effectively support
parental coaching
and build a key bridge
to school.»***

Martha Moemi, Molteno Institute
for Language and Literacy

Parents take on institutional responsibility

Traditionally, schools in Africa keep parents at arm's length. The most effective means of getting parents to take an interest in their children's education is by breaking down these barriers and giving parents an institutional role at school. In many countries, parent committees have been a long-standing tradition. We help parents of new or existing preschool committees to get involved and better understand their responsibilities. These steering boards are at the core of our work. They coordinate all of the initiatives regarding improving preschool

«It's astonishing to see the wonderful toys that children are bringing to preschool from home when they previously had no toys.»

A teacher in Limpopo

facilities, mobilising the village community and involving parents. They also ensure that children are provided with a nutritious meal each day. We help them start up small businesses to support the preschool budget, providing coaching and training in the areas of accounting and business management, with a start-up fund specifically for this purpose. This also serves for microcredit. Since parents on committees typically rotate annually, in time a wider circle among the village community benefits from the knowledge gained which can also be applied to their own private circumstances.

Educators enhance parental education

For many unqualified preschool educators, dealing with parents is a difficult task. Conversations – if they take place at all – are purely based around organisational and financial matters rather than the learning content or development of their children. One aspect of our programme involves training and coaching pre-primary educators on how to collaborate with parents. Together with our local partner organisations, we have developed a practical guide with step-by-step instructions for four parental workshops on different topics. It includes theo-

retical explanations, numerous exercises, diagrams and tasks for parents to undertake at home. The aim is for teachers to organise meetings with parents and cover these topics. At the start of the academic year, the focus is on general learning through play, followed by the transition to school and ensuring that children are ready for school.

Regular parents' meetings reinforce responsibility

In addition to group meetings to educate parents, we encourage educators to engage in bilateral parental discussions. The focus here is on the child's individual development. The 'ChildSteps' app developed by us serves as the basis for ongoing monitoring of children's learning development. The app provides pre-primary teachers and educators with a list of activities covering all learning skills. The children are observed while carrying out these activities and their development status is recorded. The app can generate reports at any time, although this is typically done on a quarterly basis, to show whether a child's or an entire class' skills in various fields are unsatisfactory, satisfactory or extremely advanced. We recommend that the educators discuss the report with parents and encourage them to carry out specific exercises with their children. For each learning skill, the app suggests activities to help each child develop any areas of weakness. Our data shows that 80 % of teachers in our programme effectively exercise this responsibility.

Supporting parents with home learning

The pandemic resulted in school closures for many months and, even after the reopening of schools, many countries were only providing irregular lessons in reduced shifts or children were staying at home due to fear of infection. The system offers no form of home schooling for the bottom classes. Last year, we therefore developed a print edition of 'ChildSteps' for parents to follow at home. Selected activities were presented in comic format and printed on large resource cards. Each card set comprises five activities; one for each day of the week. They are supplemented by two suggestions for encouraging play using basic items that everyone has at home. Teachers give parents a set of cards for the month. These are then replaced with a new set the following month. This enables teachers to stay in regular contact with parents and consequently encourages parents to engage in the learning process. In total there are nine different

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A Namibian preschool teacher speaks to parents about their child's development



Interview with Lumbiwe Lulu Limbikani, Specialist for education, technology and teacher development from Lusaka, Zambia

You have translated assessment activities for teachers in parental activities to stimulate children at home, what were the challenges?

It was important to remember that parents are not trained teachers and that the activities needed to take place in their homes. It was also important to consider that the cards are used in rural areas, which likely have a low literacy level and that they would not be able to read the instructions if they were too wordy. The resource cards with their picture instructions and practical activities were a great solution for parents to implement at home with their children, with little to no wording.

How important is it for parents to engage with their children and supplement the work that teachers do?

It is very important for parents to interact with their children and supplement the work of the teachers, particularly in the early stages of child development where children learn through play both at school and at home. The children take what they have learned at school home with them and that's where parents can support teachers by participating in this learning process while the child is playing or when the family is spending time together at home.

Since we are primarily active in rural regions, how accustomed are the parents there to supporting their children?

Children always learn, whether it's in a structured system at school or at home. Parents are not pedagogically trained, though, so they aren't aware of the developmental stages and indicators they need to take into account with their children. During one of the field studies, we noticed that parents did in fact understand how to support their children but didn't know exactly how to promote certain areas of development at home. That's why the resources suggested on the activity cards make use of things that can be found in or around an African home. Furthermore, the cards help parents carry out the activities during everyday events such as family time or play time.



sets of cards, and they have been positively embraced by teachers and parents alike. Evaluation is still underway, however initial feedback shows that parents are enthusiastically making toys, conducting the activities and that the cards are being reliably rotated.

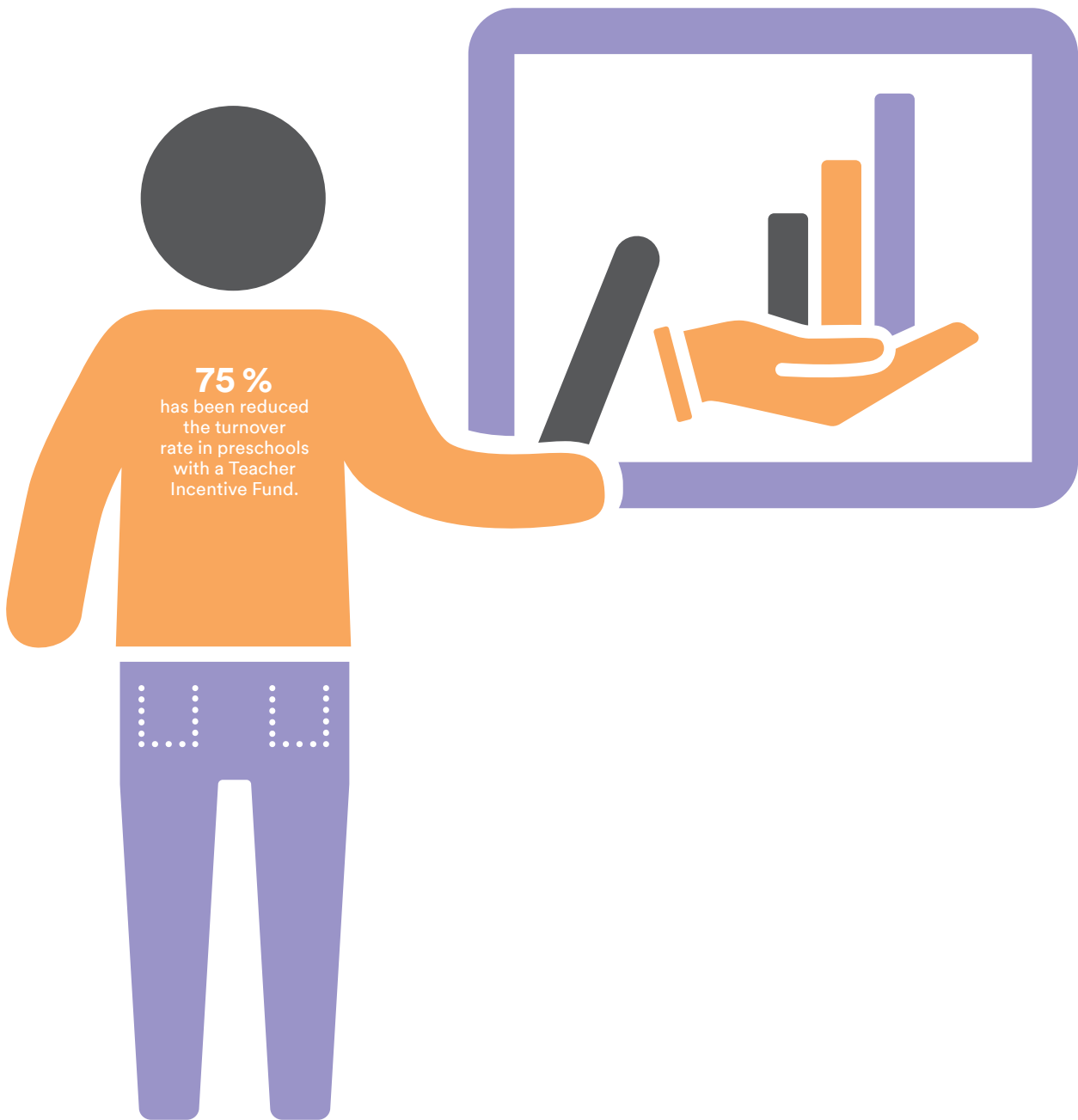
The pandemic has complicated implementation

Last year, the programme was implemented with only a few delays. The village community committed itself



A Malawian preschool teacher demonstrates learning through play during a parental workshop

to building the infrastructure while observing the hygiene regulations. Teachers completed further training in small groups and remained in contact via WhatsApp. Work with parents, on the other hand, is undoubtedly the part of the programme that has suffered most as a result of pandemic-related restrictions. Meetings and workshops were largely impossible this year too. The above-mentioned resource cards were therefore even more welcomed by parents at home. While group meetings weren't an option, teachers visited families on an individual basis.



In most of the countries of our programmes, the income of educators are minimal. The fund offers additional important incentives.

Teacher Incentive Fund

In many African countries, preschool is still excluded from the formal and compulsory education system. Educators work on a voluntary basis and are paid by parents or get some compensation from the community. Turnover rates are high, which in consequence has a negative impact on the quality of education provided. A fund that generates income for preschool facilities tackles the problem.

Good teaching staff must be rewarded

Motivated teachers are necessary to ensure a good quality of education and should not only be qualified but also motivated to work in preschool facilities for a longer period of time. This is a particular challenge in countries where preschool education is not yet part of the formal education system. It is left up to the village communities or private individuals to organise, finance and provide access to early education. Educators work on a voluntary basis and are poorly paid, if at all. It is therefore no surprise that the motivation of these volunteers wanes after a short time. At the start of our early education initiative in Malawi, 32 % of staff quit within the first three years. An investigation into the reasons for this high turnover rate revealed lack of recognition and reward as two important factors. After a certain amount of time, educators were forced to stop working at the preschool and return to supporting their own families in order to survive. This was a major threat to the success of the programme and to the provision of consistent, long-term, high-quality early education for children.

Preschool facilities need an income

Free, open access to early education has been globally promoted since the turn of the millennium. In the absence of government support for preschools, financial support cannot be left up to parents with no means of income. In the past, we have explored various approaches to supporting preschool facilities with their income to ensure that educators were able to receive a minimum wage and make other investments. Among other things, we have advised preschool committees on how to carry out income-generating activities, as well as providing seed money and further training, with little success. The committees often started and relied on labour-intensive agricultural projects which were unsuccessful or only produced a small amount of revenue in the long term.

Access to the market is a challenge for rural areas, and those involved soon lost motivation as the revenue only benefited the preschool facility as a one-off. Another approach proved to be more successful. We donated two goats to each preschool facility. The educators were then able to keep the offspring for themselves, which provided a small income in the rural areas.

A preschool fund to benefit all

While searching for measures to generate income with minimal labour input, we established the so-called 'Teacher Incentive Fund'. The preschool receives a start-up capital of three hundred, which is available to the staff and committee members for short-term loan purposes.

«I was one of the first women to receive a loan, which I used to buy and sell vegetables. I used the profits to pay my son's school fees.»

Preschool teacher in Malawi

ses. The fund is self-managed on a voluntary basis. This eliminates any administration costs. The educators pay a small interest rate of 10 % to 15 % and have first priority for a loan. If capital is still available, other villagers may borrow money at a higher interest rate of up to 25 %. Loans should be paid back within one to four months.

This enables many people who would otherwise have no access to financial services to take out small loans. As a result, they can set up their own micro-businesses and support their families. Any fund profits are invested into the preschool.

Self-management requires specialist knowledge

Each preschool has a committee of ten members comprised of educators, representatives of the management committee, parents and independent members of the village community. One member of the committee is trained to manage the fund. Our local partners provide training in the areas of business management and accounting. Together, they create a rudimentary moni-

«I'm now the owner of a kiosk thanks to the fund. It has completely changed my life. We now have enough to eat, are able to pay the school fees and even have a television.»

Member of the management committee, Malawi

ring and reporting system. The committee also establishes the rules for the fund and then opens a bank account. The rules specify how the fund's profits are to be used, for example. Typically, this may include several items, such as renovating the infrastructure, salaries, play material, food for children's mealtimes and water costs. At least 20% is put aside to increase the fund.

The fund has proved to be impressively effective and sustainable

We undertook a more detailed evaluation of the 'Teacher Incentive Fund' in 480 preschools in Malawi. After a three-year period, 80% of the funds remained still in circulation. According to the evaluation results, 13% of people who borrowed from the fund are educators. The priority given to teachers for loans was respected. 95% of educators took out more than one loan. 87% were additional borrowers who borrowed money at a higher interest rate. As a result, the fund grew faster and generated

more profits. During discussions and interviews with the focus group, it was ascertained that the general use of the fund for the entire village population had promoted solidarity between various committee members, parents and teachers. However, the fund also came with its challenges, such as increased competition among micro businesses, limited business capital and thus limited profits and non-repayment of loans.

The fund generates significant income

As mentioned above, the fund grows as a result of interest payments. On average, the fund committee invests between 10-20% of the monthly generated interest into the preschool. The monthly expenditure varies depending on requirements. For example, most committees spend more at the start of term to purchase additional teaching and learning materials or to buy food in bulk. Of the preschools evaluated, an average of 13% was spent on teacher wages, 16% on infrastructure maintenance and around 10% on play materials. The committee invested the highest single contribution of over 30% into food for the children. They recognised the importance of nutrition for young children and are working to provide healthy meals every day, all year round. This is a very strategic way of boosting enrolment and ensuring children's attendance. Other expenditure items included well maintenance, graduation parties, maintenance of play materials, fertiliser purchase, bank fees and so on.

The loans improve quality of life

Investigations were made into how the loans were used. 68% of people used the money to invest in micro-businesses. It also showed that business revenue contributed to a significant improvement in livelihoods, to paying children's school fees, and to building and renovating houses. Over 70% of the micro-businesses are agriculture-based and trade largely in fruit and vegetables, fish, poultry and snacks. In the long term, the fund has the potential to improve the quality of life among the entire village community.

Teacher motivation is measurably higher

Prior to the introduction of the fund, 47% of educators were unmotivated while only 16% were motivated. After the fund was introduced, our surveys show that all tea-

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Fund profits finance daily meals in the preschool facility





Preschool teacher Dorothy has improved her maize harvest thanks to the loan

chers were motivated, whereby 74 % were highly motivated and 26 % fairly motivated. Interviews showed that they were proud of working in preschool for various reasons. Thanks to the fund, they felt recognised and respected in their role. Access to loans with low interest rates enables them to set up their own businesses and increase their income. The assessment shows that over 70 % of tea-

chers were managing healthy companies. They were also able to improve their livelihood thanks to a regular salary. However, the main indicator of motivation remains the turnover rate. The evaluation showed that the fund had reduced the turnover rate by 75 %. Interviews even showed that no teachers had left due to lack of motivation but rather as a result of divorce or family relocation.



Interview with Marlon Phiri, Head of the Reformed Open Community School

Did you believe from the start that the Teacher Incentive Fund would be successful?

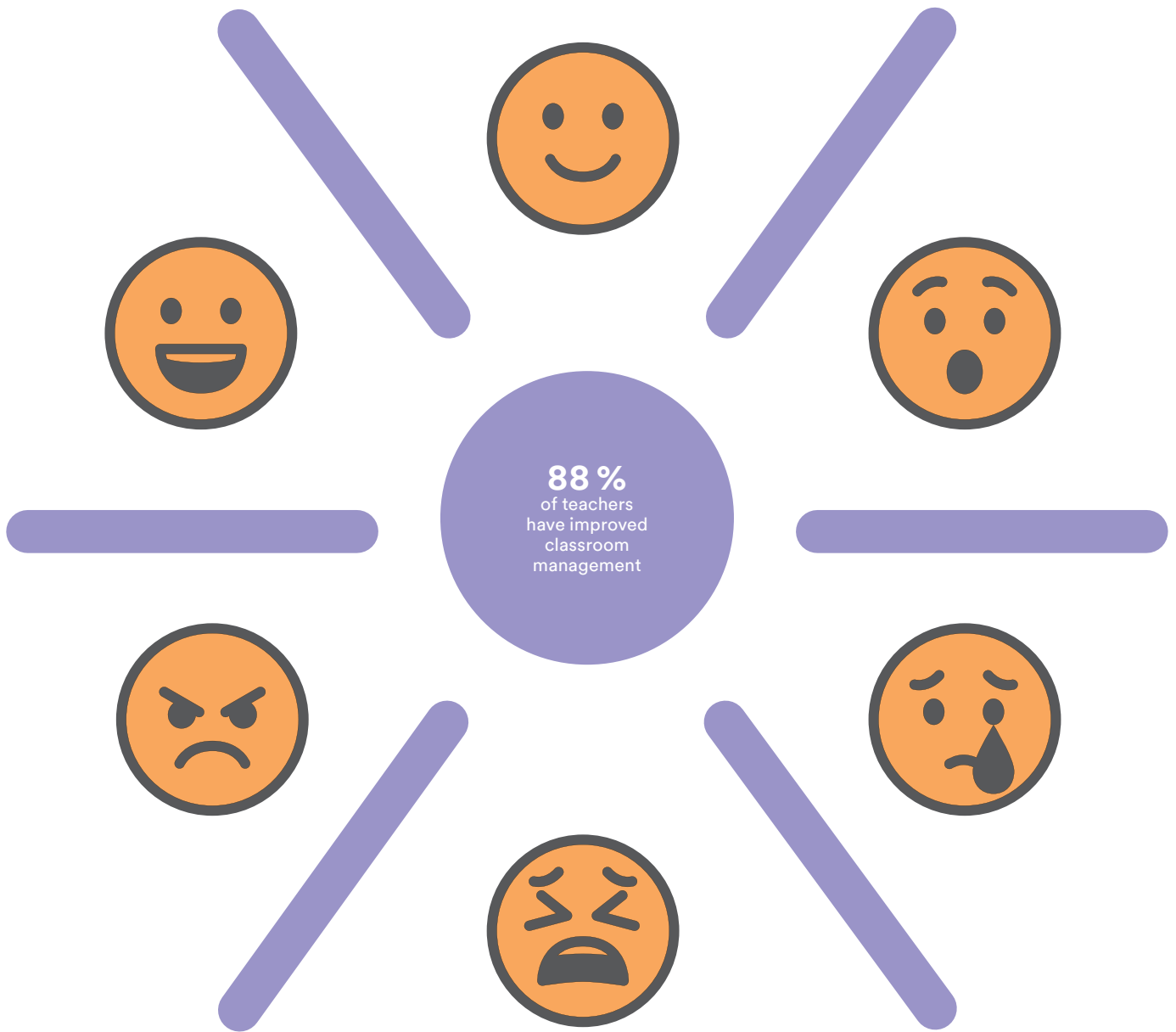
We were convinced that the fund would be a success right from the start as it would reduce the turnover rate and increase motivation among teachers. The fund had the potential to reduce pressure on the school committee and parents when it came to mobilising resources and securing voluntary teachers in the long term. Since most village schools in Zambia are situated in poor regions, it is usually very difficult to mobilise resources to pay teachers. That's why the provision of the fund felt like a huge relief.

What are the key success factors?

The fund has encouraged teachers to spend more time teaching, which has reduced the likelihood of them looking for other sources of income. The fund has also helped to stop teachers from leaving the profession. We have seen this in practice, with village schools being able to hire, train, develop and keep the best teachers. The number of teaching staff has increased significantly as a result. As a result of the training we provide in the area of entrepreneurship, the number of villagers starting their own companies has risen. This has increased income in the village, which in turn improve the support provided to the children attending the school. Last but not least, the fund has helped to boost the teachers' social status.

Overall, how essential is the fund for sustaining the School Readiness Initiative?

A continuous source of income for voluntary teachers is of fundamental importance in ensuring the success of the entire programme. We have seen that schools which invest money in village savings and loans had greater chances of success than those which invested in other income-generating activities. In future, we recommend supporting borrower groups rather than individual borrowers to further increase the success rate.



A feeling finder helps the children to recognize and express their own emotions.

Insight programme in Switzerland

As in Africa, the Roger Federer Foundation's engagement in Switzerland focuses on the topic of school readiness, providing support to a scientifically evaluated programme for self-regulation of young learner in schools and families. This is a scientifically supported programme to provide children with behavioural problems from disadvantaged families with support in preschool and the first year of primary school.

Not everyone has the same opportunities

Children from socially deprived families are at a significant disadvantage in the Swiss education system. When they begin school, they are more likely to demonstrate developmental deficits that threaten their school career. They achieve poorer results and are more likely to have behavioural issues in class, which can lead to an unfavourable education experience. In preschool and lower school, behavioural issues often also arise due to a lack of self-regulation. The ability to self-regulate – to control their own emotions and behaviour – is one of the key skills children must acquire during the developmental process. This poses disadvantages for the children concerned, and results in organisational and teaching problems for the schools and significant consequences for the communities. Often, these children also have a difficult home environment. Some of the families are dealing with severe financial and/or health issues.

A difficult start in school has long-term consequences

In particular, a lack of support at home contributes to children not being ready for school, a situation which cannot be adequately remedied in preschool and at school. In Switzerland, depending on the canton, between 5 and 35 % of children are not ready for school and are thus unable to meet academic requirements. This can lead to children repeating preschool or being assigned to an entry-level class. As a result, these children are at risk of exclusion from schooling and in later life will have fewer chances of securing an apprenticeship and will be at increased risk of unemployment and psychosocial issues. Schools require measures to deal with these matters in order to prevent major behavioural problems in the future.

Helping children to self-regulate

The FHNW School of Education implements the programme for self-regulation of young learners in schools and families (so-called 'FOSSA'). The intervention is tailored to children aged four to eight who display behavioural problems at school due to insufficient social and emotional skills. This includes all children who displayed externalising behaviour such as restlessness, lack of self-control or aggression towards people and objects. The intervention model was implemented with 201 primary and preschool children as well as their parents and 114 teachers. The combination of teacher training with a family outreach programme is an innovative method. The 'FOSSA' approach involves the coaching of teachers and parents on specific strategies to encourage self-regulation and minimise children's behavioural issues in lessons and at home. The aim is for children to be able to integrate into preschool and school life (www.fhnw.ch/ph/fossa).

Parents are a key success factor

Kompetenzhoch3, the institute for effective youth support, developed a family programme with support measures for children and their parents. The children and parents were coached in self-regulation by a qualified expert for socio-educational family support who visited their homes. The children thus received tailored support in their natural family environment. The children completed emotional and cognitive activities with the support and involvement of their parents. As part of eight structured sessions, the children's parents also received advice on parenting matters to boost their skills. They learnt parenting skills and how to better support their child at school. Parents were also able to research and discuss opportunities to network in the living environ-

Interview with Prof. Dr. Markus Neuenschwander, Head of the Centre for Learning and Socialisation, FHNW School of Education

“FOSSA” is a programme to support children with behavioural difficulties from disadvantaged families. When is a child considered to have behavioural issues and are there specific reasons for this?

Children are considered to have behavioural issues if their behaviour does not conform to school norms. Children who bully, annoy or provoke other children, or often have tantrums and are unable to control themselves for example, fall into this category. There may be many reasons for this type of behaviour. Prenatal or early childhood issues can put a strain on families, an insecure attachment between the child and caregiver or poor parenting strategies in the family often play a major role. Other reasons can include the composition of the child’s class and classroom management techniques.

What are the consequences for children whose behavioural issues are not recognised and supported early on?

Children with behavioural difficulties have worse educational opportunities than other children with the same degree of intelligence. They are less successful in school and have a greater risk of being excluded from schooling. In addition, children with behavioural issues are at greater risk of delinquency and consumption of addictive substances. Based on these disadvantages, it is important to support children with behavioural difficulties early on so that they can be as well integrated into the education system as possible and have a normal school life.

What specific actions should parents and teachers take in the event of behavioural difficulties?

The ‘FOSSA’ approach shows that we are able to provide parents and teachers with several specific strategies and tools to improve the situation. For example, parents learn to structure their daily family lives more clearly and respond more appropriately to their child’s needs. Teachers are given specific exercises to encourage the child to self-regulate. They also learn methods on how to improve the classroom environment and their classroom management techniques.





ment (e.g. leisure activities) and supporting activities (e.g. homework support or parenting courses).

Teachers learn to adapt to special requirements

In two rounds, 114 preschool and lower grade primary teachers received targeted further training and individual coaching. When working with children with behavioural issues, it is essential that the teacher has a positive, appreciative attitude. Teachers attended three group training sessions every three months to learn classroom management measures and how to work with parents. The training focused both on the teachers' attitudes and their behaviour in the classroom. Between the first and second training day, the teachers' lessons were observed and coaching was carried out. At the end of each training day, the teachers were tasked with transferring the course content into their own lessons.

«With some children, I regularly use the methods in my daily teaching. The pupils are highly motivated and enjoy getting involved.»

Primary school teacher at Reinach AG
and participant in FOSSA training

Effectiveness is being scientifically tested

The effectiveness of these new schooling and family support measures by 'FOSSA' is currently being reviewed as part of an accompanying research project by the FHNW School of Education. Before and after the training and the home visit programme respectively, teachers and parents were asked for details about the child in question's characteristics, the family situation and lessons. The children were also reviewed at the start and finish of the school year with regard to their socio-emotional

←
Teacher talking to a child about their feelings with the help of a feeling finder

development. The first survey results show that the programme has been largely accepted by both teachers and parents. The initial version of the programme was evaluated by all three groups – parents, teachers and family coaches – as suitable for the target group.

High proportion of parents confirm positive change

The majority of parents found that their strategies for dealing with their child have generally improved (92 %) or partially improved (7%). Family coaches have also seen a positive development: 69 % of parents have partially (30 %) improved their strategies for dealing with

their child. According to evaluations, parents' understanding of their child's behaviour improved greatly during the programme. After the initial implementation of the programme, 88 % of parents said they would recommend it to others. In terms of children reaching their emotional awareness and acceptance goals, three-quarters of parents and family support workers considered this goal to have been achieved by the end of the programme (approx. 20 % as partially achieved).

Teachers benefit considerably

Teachers have benefited from the further training and can also use the content to provide individual support in



future. They were able to integrate the ideas for implementation ideas into their everyday teaching. According to teacher statements, the training content and exercises stimulated their examination of their pupils' behaviour, but also of their own behaviour and attitudes towards the children. Another aspect they found positive was the repeated opportunity to work in small groups and benefit from the practical ideas of other training participants. The majority of teachers also valued the one-on-one coaching as it focused on their own individual requirements. According to the self-assessment, understanding of the children's behaviour leapt from 55 % at the start of the programme to 86 % three months after the programme finished. The scientific data proves that

the training has led to improved classroom management by the teachers. Teacher strategies for handling children also significantly improved: 88 % of teachers largely or partially agreed that they had sufficient strategies after the training, whereas prior to the training it was just 66 %.

A tried-and-tested concept is systematically embedded

The accompanying research aims to find out which aspects of the programme achieved which effects, or how the mechanisms play out. In summer 2022, final conclusions will be drawn by the FHNW School of Education

**«Maja took something
away from each
session. She looked
forward to every
session and really got
involved. I've
learned how to better
support Maja.»**

A mother involved
in the family programme

and widely published. This will form the basis for the programme's further development, as well as to develop new interventions for this target group of children. The project presents a tried-and-tested, evaluated concept to support socially disadvantaged children from struggling families which can be implemented in other school districts. The concept shows new methods for the prevention of problematic schooling and promotes equal opportunities in school. From summer 2022, individual teachers and school teams from all over German-speaking Switzerland can book and attend the training sessions, which are compatible with the 'Lehrplan 21' curriculum. This will allow an increasing number of children to benefit from this tried-and-tested approach.

←
**Parents and children
are coached during
eight home visits**





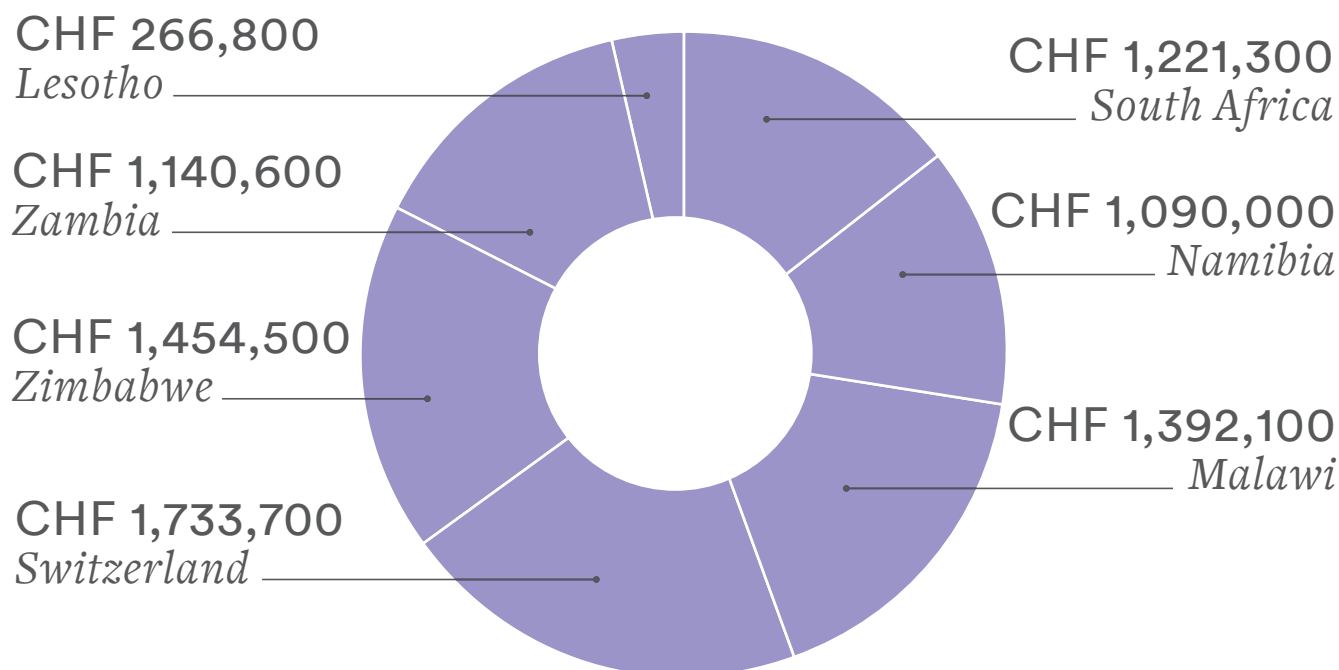
Current grants and partners 2021

Country	Programme	Partner	Outreach	Grant duration	Grant (CHF)
Lesotho	National School Readiness Initiative	Network for Early Childhood Development of Lesotho, University of Lesotho, College for Education and Training	50 preschools and schools with preschool classes	Phase I: 2020-2022	550,000 (2020)
Malawi	National School Readiness Initiative	Action Aid Malawi, AECDM, ECD Coalition, Livingstonia Synod, Saide	900 preschools and 360 primary schools	Phase I: 2020-2022	2,305,000 (2020)
Malawi	Comprehensive Early Childhood Initiative	Action Aid Malawi	480 preschools	Fourth and final phase: 2018–2021	3,500,000 (2018)
Namibia	National School Readiness Initiative	CAFO, Lifeline/Childline, WAD	1,470 kindergartens and preschools	Phase III: 2021-2024	3,330,000 (2021)
Zambia	National School Readiness Initiative	ROCS, Saide, ZOCS	1,200 village schools with preschool classes	Phase I: 2019–2021 Phase II: 2021-2024	2,250,000 (2019) 3,605,000 (2020/2021)
Switzerland	School Readiness Project: Primokiz	Radix	200 districts	Phase II: 2021-2024	620,000 (2021)
Switzerland	School Readiness Project: Learning stories	Marie Meierhofer Institut	Blended Learning package	Phase II: 2020-2022	240,000 (2020)
Switzerland	School Readiness Project: FOSSA	FHNW, KompetenzHoch3	60 preschools and primary schools	2018-2022	500,000 (2018)
Switzerland	School Readiness Project: Pingpong	Aprimo	26 districts	2019-2024	235,000 (2019)
Switzerland	School Readiness Project: Natural playgrounds	Naturama, Radix, ZHAW	29 natural school playgrounds	2020-2022	1,565,000 (2020/2021)
Zimbabwe	National School Readiness Initiative	Camfed, Child Protection Society, Municipal Development Partnership, Zinecda	905 primary schools with preschool classes	Phase I: 2019–2021 Extension phase I: Phase II: 2021-2023	2,200,000 (2019) 310,000 (2021) 3,000,000 (2021)
South Africa	National School Readiness Initiative	Molteno, Penreach, Read, Saide	1,048 primary schools with preschool classes	Phase II 2020–2023	3,560,000 (2020)



Playful early mathematical learning in a preschool in rural Zambia

Financial Overview for 2021



Income Generation

The Foundation's income was difficult to predict last year, as an auction of sport memorabilia for the benefit of the Foundation was organised for the first time ever on such a global level. We therefore had no reference event upon which we could base our expectations. As a result, we were correspondingly conservative while planning. This made the final result of over 3.88 million Swiss francs even more astonishing. This contribution has helped the Foundation pass the 10 million mark for the first time. It enables us to strengthen the Foundation's capital in order to potentially deal with difficult periods in the future. We were also able to rely on loyal and generous donation partners such as the Fondation Botnar, the Postcode Lotterij, the Wonderland Foundation, the Fondation Alfred & Eugénie Baur and the support of Roger Federer's sponsors Credit Suisse AG, Jura, Lindt, Moët Chandon and Rolex. Their donations were used in their entirety for ongoing programmes.

Programme Expenditures

Last year, programme expenditure rose by more than one million Swiss francs. This was due to the cycle of the School Readiness Strategy. We focused on a smaller number of educational institutes during the initial phases in order to test our approach in each country. In 2021, the programmes were scaled up almost everywhere into a second phase with a wider reach. Expenditure will continue to increase in 2022. Furthermore, we have reinforced our team in the regional office in the area of monitoring and evaluation, which has impacted costs in the coordination and knowledge exchange budget line. Last but not least, the Foundation Board has once again discussed measures to react to the pandemic. Administration costs have likewise increased as we have created a new Office Manager position. However, as programme expenditure has also increased, the Foundation's overhead remains at a low 7.1%.

Balance Sheet as of December 31, 2021 (in CHF)

	2021	2020
Assets		
Liquid funds	9,859,104.56	7,189,331.12
Receivables	21,291.66	60,553.29
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	98,176.45	42,882.57
Prepayment	21,358.87	28,306.50
Total current assets	9,999,931.54	7,321,073.48
Financial investments	12,363,590.17	12,397,745.78
Equipment	8,556.38	7,405.32
Total non-current assets	12,372,146.55	12,405,151.10
Total assets	22,372,078.09	19,726,224.58

Liabilities and capital

Other short-term liabilities	79,477.59	16,220.54
Accrued expenses	33,270.00	28,900.00
Total short-term liabilities	112,747.59	45,120.54
Assigned funds		
- School Readiness Initiative Namibia	0.00	257,172.48
Total fond capital	0.00	257,172.48
Initial capital	50,000.00	50,000.00
Tied capital		
- Action Aid, Malawi	0.00	0.00
- School Readiness Initiative Botswana	0.00	0.00
- School Readiness Initiative Lesotho	134,173.77	370,787.00
- School Readiness Initiative Malawi	1,132,217.38	1,518,251.57
- School Readiness Initiative Namibia	2,413,343.09	122,172.48
- School Readiness Initiative South Africa	1,743,874.28	2,722,277.89
- School Readiness Initiative Switzerland	549,525.77	1,252,262.90
- School Readiness Initiative Zambia	3,234,191.37	1,121,363.19
- School Readiness Initiative Zimbabwe	2,293,859.03	396,172.50
- COVID 19	55,444.45	0.00
Total tied capital	11,556,629.14	7,503,287.53
Free capital generated	10,652,701.36	11,870,644.03
Total organization capital	22,259,330.50	19,423,931.56
Total liabilities and capital	22,372,078.09	19,726,224.58

PricewaterhouseCoopers AG, Zürich, is the registered statutory auditor. The complete set of financial statements including notes prepared based on Swiss Code of Obligations can be requested from the Foundation.

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

Operating Statement January 1 to December 31, 2021 (in CHF)

	2021	2020
Income		
General free donations	1,570,997.94	1,613,959.34
Direct and indirect donations Roger Federer		
- Donations from Tenro AG incl. profit on merchandising	4,147,274.31	307,210.89
- Donations corporate sponsors	1,569,190.00	1,226,264.00
Dedicated donations		
- General dedicated donations	1,986,033.60	1,859,301.51
- Direct and indirect dedicated donations Roger Federer	1,350,000.00	0.00
- Match in Africa 6	0.00	3,552,092.55
Total donation income	10,623,495.85	8,558,828.29
Expenses		
Project expenses		
- Action Aid, Malawi	0.00	876,506.40
- School Readiness Initiative Lesotho	236,613.23	179,213.00
- School Readiness Initiative Malawi	1,336,034.19	1,073,400.82
- School Readiness Initiative Namibia	1,038,829.39	442,827.52
- School Readiness Initiative South Africa	978,403.61	837,722.11
- School Readiness Initiative Switzerland	1,537,737.13	723,737.10
- School Readiness Initiative Zambia	1,087,171.82	639,581.50
- School Readiness Initiative Zimbabwe	1,412,313.47	497,970.45
- Swiss Donations Fund	164,832.89	107,500.00
COVID 19	284,555.55	1,078,578.90
Coordination and knowledge sharing	222,772.80	75,667.14
Total project expenses	8,299,264.08	6,532,704.94
Total administration expenses	634,523.99	471,497.83
Total operating result	1,689,707.78	1,554,625.52
Financial result		
- Other financial expenses	-2,744.31	-15,116.53
- Interest income	34,174.75	51,961.74
- Dividends	34,832.20	40,032.10
- Investment gains	1,108,918.35	803,687.59
- Investment losses	-286,662.31	-462,065.22
Total financial result	888'518.68	418,499.68
Result before allocation in fund capital	2,578,226.46	1,973,125.20
Allocation from fund capital	257,172.48	-257,172.48
Result before allocation to organization capital	2,835,398.94	1,715,952.72
Allocation to free capital	-10,847,057.33	-8,842,263.22
Withdrawal from free capital	12,065,000.00	9,840,000.00
Allocation to tied capital	-12,065,000.00	-9,840,000.00
Withdrawal from tied capital	8,011,658.39	7,126,310.50
Total result after allocation	0.00	0.00

My story



**Emmanuel Ramaphakela, Father and Chair
of the Kgwadu Primary School Board, South Africa**

Part of the School Readiness Initiative in South Africa involves the school community building natural playgrounds. Natural playgrounds create spaces for children which make schools more child-friendly. Children are given the opportunity to learn through play and develop the motor and socio-emotional skills they will need for school. We coach teachers and heads of schools on how to work with parents and other villagers to design and build playgrounds from recycled and reusable materials such as wood, stone and old tyres. Emmanuel tells his story:

I am a single parent and Chair of the Board at Kgwadu Primary School. Previously, our school grounds simply consisted of bare earth baked in the sun, a few metal swings and a seesaw. There wasn't enough room for all of the children to play and it wasn't much fun for them either. However, the Roger Federer Foundation inspired us to build our own natural playgrounds with treehouses, rivers and imaginative areas where children could play together. They explained to us what we as parents could achieve using recycled materials at home, such as plastic, wood and old tyres. While the presentation was taking place, I went outside, called my friends and asked them to bring wood for a treehouse and tyres for a tunnel. I had this vision and

began discussing it with other people as I could already imagine the playground. With the help of our headteacher and local leader, we built everything ourselves; even wild animals such as crocodiles and giraffes, a toy tractor and an ambulance. The following year, when we set our school budget, we allocated more funds to improve the playground and included a river, mountain and large rock. The natural playground has become a key part of our school. Now, after each test, the ten students with the highest marks get to climb into the treehouse and the entire school cheers them. Building this playground has brought me even closer to the school. I am part of the school and part of our children's education.

Contact

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