



FOUNDATION

ANNUAL REPORT
2018



A member of the children council talks about her experience.

Achieving Goals

Foreword

I would never have dared to dream that one day I would influence the lives of one million children; that I could give them a better education. When I started the Roger Federer Foundation at a young age, I just wanted to give back some of my fortune and privileges without a specific plan. That was 15 years ago. I remember it like it was yesterday when we sat down at a Foundation board meeting many years ago and set ourselves the following goal: by the end of 2018, we wanted to give one million children the chance to benefit from a better quality of education. It sounded crazy and unattainable. Yet given the need that exists in the world, it was still just a modest contribution. We had to try. This challenging goal awoke unimagined strength in all members of our team and spurred our ambition. Now that we have achieved our goal, I stand here, elated yet humble. I am filled with the laughter of children I have met on my travels, and nourished by the tremendous motivation of teachers. And I am deeply impressed by the communities' enthusiasm and engagement to improve their children's education.

I remain modest, however, because today, 64 million children across the world still do not attend primary school. In low-income countries, a shocking 85% of children do not have access to early education; that is more than 200 million children. Achieving one goal means setting new ones. Our next strategy for 2019–2025 focuses on the youngest students: whether in southern Africa or Switzerland, we want to give children the best start on their educational path through life. Our guiding principle in this endeavour is that children should be ready for schools and schools should be ready for the children. This means that not only should children be prepared to start school, but also that the schools should provide a child-friendly environment, especially for the youngest. Children who come across insurmountable barriers at an early age will never be able to reach their full potential. This is my wish for all children: that they can be healthy and develop their skills accordingly, enabling them to enjoy a happy childhood.

Yours

Roger Federer
Chairman of the Board of Trustees, March 2019

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Foundation Overview

“I am the future of tomorrow,” said Nolonwabo Batini from South Africa to Roger, when he visited her school. This conviction has evolved into the vision and central theme of the Roger Federer Foundation. The Foundation would like children affected by poverty to also be able to take control of their future and actively shape it thanks to early learning and quality education. Access to education on the African continent has improved noticeably in recent years. However, fundamental problems such as low classroom performance, high repetition rates, high numbers of dropouts, and a lack of access to early learning continue to be a cause for concern. We are convinced that early support and basic school education represent the foundation of life-long learning. The Roger Federer Foundation’s strategic objective had therefore been to sustainably improve the quality of education in early childhood care centres, preschools, and primary schools for one million children between the ages of three and twelve by the end of 2018, and to shape the

schools’ management effectively and efficiently. We also achieved this goal thanks to our partners’ tireless efforts. In Switzerland, children from disadvantaged financial backgrounds were supported both before entering school and at extra-curricular level in order to facilitate their integration and enable them to do justice to their development potential and their ambitions. We believe in the potential of all people. For this reason, the approach of the Roger Federer Foundation is exclusively focused on empowering people to improve their own situations. Instead of delivering goods to local communities, we strengthen existing skills and resources, and provide the local population with organizational and financial support so they can solve their own problems. We believe that this “strengthening approach” is the only way to improve situations both sustainably and systematically. In order to ensure cost efficiency and cost effectiveness, the Roger Federer Foundation limits its engagement to just six countries in Southern Africa plus Switzerland.

<p>7 countries where we are active</p>	<p>4,200 preschools and primary schools have increased their quality of education</p>
<p>18 partner organisations are implementing our programmes</p>	<p>17,500 trained teachers have increased their teaching capabilities</p>
<p>1,160,000 children have benefited from our interventions</p>	<p>44 million Swiss francs have been invested in our programmes since inception</p>

2018 Milestones

Sustainable Impact

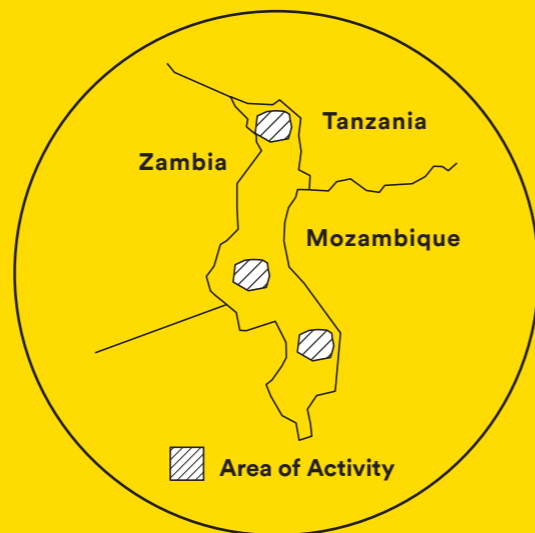
Interactive teaching methods in Zambia lead to better performance.



Reaching one million children by the end of 2018. That was our goal. In the end, even 1,160,000 children were supported by our programmes. In order to guarantee the achievement of our goal, we wanted to play it safe. For this reason, we grew steadily, scaling our programmes early to include more than 4,200 schools and preschools. It should be mentioned that we only counted each child once, regardless of how long a child was benefiting from a measure and only if he or she enjoyed a measurably better quality of education. However, our quantitative goal has one drawback: it counts all children the same, no matter how formative the effect on their lives may be. Some children have been given access to a preschool for the first time, others have benefited from their teachers' improved teaching skills. Nevertheless, by giving children a better educational start in life, we are hoping to give them the chance for a better future.

There is sufficient evidence that proves that education is a prerequisite for reducing poverty, improving preventative healthcare, and creating a committed civil society. But we specifically wanted to verify whether our commitment changed living conditions in the targeted villages in the long term and beyond the scope of our educational projects, especially in the context of our consistent approach of helping people to help themselves. Before starting our programmes, evaluators in three countries and 56 villages collected basic data on education, health, mobility, communication, economic development, and civic engagement. Four years later, they reviewed the progress achieved and compared it with average data from the respective provinces. The evaluators were able to confirm encouraging results. In 95% of the villages involved, one side effect of our educational programmes was a major improvement in the villagers' health. 84% of the villages showed a positive dynamic in terms of social participation, and 73% with regard to economic development that can be traced back to our involvement. 93% of the local population had a higher educational understanding. By contrast, our programmes had little impact in terms of transport and communication. Although major changes were recorded in these fields, they were largely down to general progress and not specifically due to our interventions. To conclude: Involving the local population and encouraging them to take personal responsibility for themselves is worthwhile. We will continue along this path.

Janine Händel
CEO Roger Federer Foundation, March 2019



Programme Insights Malawi

In 2011, the Roger Federer Foundation launched a ten-year early childhood education initiative in Malawi, which is highly successful. However, our commitment always reached the limit of its effectiveness and sustainability when the children transitioned from a good quality preschool to an inadequate primary school. Therefore, we felt obliged to extend our commitment to include primary schools. After all, schools must also provide the youngest learners with an age-appropriate learning environment so that children can get their education off to a good start.

103,070

students enjoying a child-friendly learning environment

36%

increase in enrollment rates in comparison to the start of the programme

706

teachers trained in age-appropriate early childhood education

78%

decrease in dropout rates among the youngest learners

55%

decrease in repetition rates in the first two primary grades

82%

of the schools providing their pupils with regular meals

What are our reasons for getting involved?

Malawi ranks 18th in the world's 189 poorest countries. 65% of the population lives below the poverty line. Of the 17.2 million inhabitants, 24.4% are children under the age of five and 18% are orphans. These children of preschool age, and especially the orphans, face major challenges that hinder their survival and impede them in developing their full potential. Despite many positive signs, ba-

sic education in Malawi remains at a low level due to extremely limited resources (5.6% of GDP). Due to the high dropout and repetition rates in the primary education system, Malawi is still a long way from achieving general primary education. According to UNESCO, only 54% of all students in Malawi complete primary school and 20% of children have to repeat at least one year during primary school. And looking at the first two years of primary school in isolation, 25% of all children have to repeat a year. In 2014, the Roger Federer Foundation commissioned a study to discover the reasons for the high dropout rate in schools, especially among younger students. The results of the study were sobering. Children drop out of primary school because they feel uneasy. Some of them even find school to be a scary place. This perception corresponds to actual conditions: more than 200 children are crammed into dark, stuffy classrooms because the first two primary classes are usually assigned the worst classrooms. There are no playgrounds or other attractions to satisfy the urge to play and run around that children have at this age. Teachers are unable to design age-appropriate lessons. Teaching and learning materials are scarce, as is furniture. Finally, many schools have a culture of violence and corporal punishment. Anyone who has ever visited a rural primary school in Malawi can fully understand why children do not yearn to attend school, at least the youngest learners. Last but not least, primary schools do not provide meals. Hunger drives five-year-olds to go home, or to spend the time procuring their own food instead of going to school.

“Now young ones are encouraged to go to school. They come to school thinking, I will not miss school, I will go to school and play, my class is beautiful, and my teacher is friendly.”

Standard one teachers from Chigawu primary school

What does the programme include?

The study mentioned above was the starting point for the formulation of a package of measures designed to facilitate the transition of children from preschool to primary school, and to prevent dropouts. After a call for proposals, the Malawian organisation Development People to People presented the best concept, which it im-

An Interview with Lisbeth Thomsen, Director DAPP

What makes the approach of your programme special?

The involvement of the children, parents, teachers, the preschool teachers from the ECD centres, the local leaders, as well as the district officials in establishing a child-friendly environment for standard 1 and 2 learners.

What have been your greatest challenges to date?

The greatest challenge of this project has been to ensure that the training of the teachers gave them the needed skills, knowledge and motivation to cope with the huge number of children and ensure that each and every child learns and is motivated to stay in school.

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

The Roger Federer Foundation has a clear understanding of the context in which the project is being implemented, the opportunities and constraints surrounding the project, and is therefore able to give very valuable inputs to the project implementation.

plemented over three years. The initiative included the establishment of a more child-friendly, inclusive learning environment in the lower-level primary classes of 114 schools. In courses lasting several weeks, primary school teachers learnt child-friendly teaching methods suitable for the lowest primary classes, and were shown measures to facilitate the transition of children from preschool to primary school. They were motivated to remain in regular contact with the local preschool staff, and to consciously accompany children in their transition. The

primary teachers were given practical ideas and instructions on how to make their own teaching materials, and how to make their classrooms child-friendly.

Great emphasis was placed on including the local population, especially the parents. The start-up phase of the programme included village meetings, in which local people were made aware of the problem of high primary school dropout rates and their causes. It was important for people to understand the importance of children attending school, as well as the challenges they face when starting school. This helped them to recognise their own roles and responsibilities. With the help of volunteers, all schools began providing regular meals for their youngest learners. The schools established gardens with the aim of growing and harvesting the majority of the food needed for meals, supplemented by donations from the local population. Parents were put in contact with those responsible for running the schools, and they started a regular exchange with teachers. They were also shown how to support their children in the early stages of their school experience.

Finally yet importantly, the initiative also aimed to be systemic. This required an intensive process of exchange, as well as the involvement of the state authorities. At the district level, those responsible were fully introduced to the issue of transition, and potential measures were identified. In order to make the learning environment more child-friendly on a limited budget, the participation and coordination of all relevant bodies was essential.

What has been the effect of the measures implemented?

After its completion, the programme was evaluated externally in 46 schools and was awarded top marks for its effect. In total, 103,070 children benefited from the measures. Out of 13 success indicators, six were met 100% or exceeded. These included essential values such as increasing the enrolment rate (36%) and the attendance rate of students over the year (21%). This can largely be attributed to provision of meals by the schools in cooperation with volunteers. The programme was also successful in convincing 23% of children who had previously dropped out of primary school to return to education. The repetition rate, which is also an indicator that children's education is problematic, dropped by a whopping 55%. However, the most gratifying value that evaluators were able to measure is the real reason for the initiative and the main impact we wanted to achieve: the dropout rate was reduced by an incredible 78%.

Given the relatively short duration of the programme and the modest budget of less than \$ 7,000 per school, these achievements are surprising to say the least. They are due to the fact that it was possible to mobilise all actors, and that the schools were able to create a child-friendly, attractive learning environment for young pupils. Today, 80% of the schools have playgrounds and 52% have renovated, inviting classrooms with toys. 82% of the schools



Foundation phase teachers take on their pedagogic responsibility.



Teachers make toys from locally available resources.

“We know the project has a beginning and an end, but we have taken ownership. When the project phases out we are ready to continue doing the activities, as this will help us take care of our children and the community.”

A parent from Katete primary school

regularly provide children with meals. When interviewed by evaluators, the pupils mentioned these three specific factors as the reasons they liked going to school.

Slightly less successful, yet still noteworthy, is the fact that 56% of teachers are using the early education teaching methods they learnt, and are proactively producing their own teaching materials. Our goal was to reach 75%. Presumably, several more training courses will be required to properly establish this knowledge; however, language and maths skills have still improved in 55% of the children. This value exceeded our expectations by far.

The initiative has been met with great approval by the schools involved. All of them have drawn up formal school development plans, and 93% of these plans were being implemented at the time of evaluation. The parent committees in all the schools have been strengthened, and they hold regular meetings. Their cooperation is appreciated by the schools' management teams. Regular communication with the surrounding preschools

is now standard. For example, grade one teachers now take part in the preschool students' graduation ceremony, and preschool teachers try to prepare the students for the transition to primary school before they leave.

Of course, no project is without weaknesses. While the increase in enrolment should initially be noted as a positive outcome and a desired effect of the programme, the high number of additional students also poses major challenges for some schools. Prior to the growth in student numbers, resources were already scarce or even inadequate. More children in the classes could mean a temporary reduction in educational quality due to overburdened teachers and a limited infrastructure. In the case of two of the performance indicators, less than 50% of the target value was achieved. In addition, our implementation partner found that in urban environments it was far more difficult to mobilise local people to provide voluntary services for the schools than in rural areas. Furthermore, there was often a lack of land available for school gardens (usually provided by the chiefs), meaning

that small areas on the school grounds had to be used instead. And lastly, student performance has not yet developed to the extent expected during project planning. In

the final exams, only an improvement of 9% was evident. But this indicator also requires more than three years to fully develop.

Malawi facts

- ▶ The population is 17.2 million, 22% at primary school age
- ▶ Ranks 171th out of 189 countries in the Human Development Index
- ▶ 27% of all adolescents are illiterate
- ▶ 71% live with less than \$1.90 a day
- ▶ 12% of children under the age of five are underweight



24

primary schools with improved leadership and learning environment

20,242

students with a better managed school in which they participate

6%

increase in passed examinations at all primary school levels

22%

improved implementation of learning objectives and their planning by teachers

90%

increase in accessing national data for the schools' management

35%

increase in attendance rates for teachers as well as pupils

Partner organisation: www.penreach.co.za

Programme Insights South Africa

Although South Africa has a good educational infrastructure by regional standards, school performance in rural provinces is sub-standard, which results in high repetition rates. On the one hand, this is due to the insufficient skills of a large number of the teachers and, on the other hand, to weak school management. Our partner organisation, Penreach, tackled the latter problem. It developed a novel initiative to coach school directors and school boards in order to improve their performance.

What are our reasons for getting involved?

If you look at student performance statistics in South Africa, there are big differences between the provinces. Rural areas which are mostly populated by poorer sections of the population, consequently have lower tax revenues and education budgets. Accordingly, the average performance of students is at the lower end of the scale. The factors are manifold: poorer schools have fewer teaching materials, a poorer pupil/teacher ratio, and less motivated teachers. Presumably, students are also less likely to receive support at home and, due to their cultural

background, often struggle with the English language, which is used exclusively in class from Grade 3 onwards. Tests by the "Southern and Eastern Africa Consortium for Monitoring Educational Quality" have also shown that more than half of Grade 6 teachers could not pass the language and maths exams that their own students are expected to pass. In addition, there is a lack of basic understanding of the curriculum, and of the knowledge and skills required to teach it to students. Studies have shown that, on average, less than 60% of the curriculum is actually taught in classrooms.

Another key factor is weak leadership by the school boards. In collaboration with the school board, a school's director should create and develop the school's identity, plan resources, motivate teachers, and monitor the quality of the school. The quality of the school is particularly important in being able to manage the teachers' performance and in encouraging parental involvement. However, most school directors do not have adequate training to live up to their responsibilities. School boards are often put together at random, and its members may not really be aware of their roles and responsibilities. With innovation and motivation, a good school board can provide a good education, even with reduced financial resources. To date, little attention has been paid to this part of the education system. However, an increasing number of expert opinions recognise that strengthening the school's leadership has the potential to multiply the quality of education in the long term, and also underline its cost-efficiency thanks to a cascade approach.

"As a leader you have to consult the people you are leading. Now they know what is in the school budget so they know where the money goes and they see that I am not mismanaging the finances."

Principal in Nkomazi circuit, Mpumalanga

What does the programme include?

Our long-standing partner Penreach from the Mpumalanga Province has developed an exemplary new train-

ing and mentoring programme for good school leadership and management. They took their inspiration from a pilot programme run by the Bridge organisation. The first round was attended by rectors and school committees from 24 primary schools in the Ehlanzeni district.

An Interview with Andile Ncontsa, CEO Penreach

What makes the approach of your programme special?

Stakeholder buy-in and support was garnered from the outset and this included support across all levels of government as well as local community and school community support.

What have been your greatest challenges to date?

The absence of reliable data to track the programme impact when at the end of 2015, the South African Department of Education announced that the writing of the standardized Annual National Assessments (ANAs) was not going to continue.

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

Penreach has evolved with the learning culture and flexibility that the Foundation encourages. We've built internal capacity through the leadership of the Foundation and collaborating with its other partners.

The school authorities selected the schools due to their poor track records and high student poverty rates. For 18 months, the school directors and school boards were given extra-occupational training, and for the following year, they were accompanied and advised by trained mentors in their day-to-day school life. The main focus was on creating a stimulating learning environment for the students, as well as ensuring that teachers received good leadership. In particular, school directors should be able to motivate and support teachers on an individual basis, assist with lesson planning, involve students and hold them accountable, and verify compliance with the curriculum and achievement of learning objectives. During the programme, school directors also learnt about

planning, budgeting and establishing internal school development processes, as well as methods for effectively integrating parents and the village community. They were shown a wealth of potential measures to counteract student absences, barriers to learning, and lack of support in the students' home environment.

Professional mentors provided school boards and school directors with advice on how to design and implement an analysis tool to systematically determine the school's risk factors and barriers to learning due to poor school management.

Furthermore, after the school directors had received two years of training and mentoring, a knowledge-sharing exchange was established between the schools in the district. The aim was to set up a so-called "community of practice" and to establish long-term, sustainable group mentoring among colleagues. This exchange of experiences serves not only to strengthen but also to intensify the cooperation between schools and the district administration, so that any learning barriers can be detected more quickly and overcome by implementing strategic measures.

What has been the effect of the measures implemented?

The programme was evaluated externally shortly before the end of its four-year term. A total of 24 primary schools and 20,242 students from the Malelane and Khulangwane school districts participated.

On the level of immediate impact, significant improvements in the schools' leadership were found. Overall, school management improved by 23% in all eight categories measured. In particular, the quality of financial management increased by an average of 37%. Also notable is the progress made in curbing student and teacher absences, with a 35% improvement from baseline. The final evaluation also found good quality planning and reporting/record-keeping in 100% of the participating schools. Last but not least, the competence and understanding of learning objectives and the curriculum, as well as compliance with them, increased by 22%. This had a direct impact on student performance.

The most important level of impact for us is the measurable change among students. While soft factors such as an improved school atmosphere or improved involvement of students in processes are difficult to quantify, the marks achieved in the final examinations reflect a clear factual situation. Within two years, the initiative improved student performance in all seven classes by an impressive 6%.

In retrospect, some important measures and milestones developed during the initiative contributed to this success. For example, during the first round of training, the school directors developed a "quick win" list of measures that promised visible, tangible changes in school management at no cost. The measures implemented most often as a result of these "quick win" lists were campus



Better led schools lead to better performances.

clean-up campaigns, improved archiving of school materials, storage room clean-ups, timekeeping and absence management for teachers, establishment of codes of conduct in collaboration with students, improved communication and marking of homework, remedial classes for weaker students, and time management coaching for teachers in individual subjects and topics. The “quick wins” turned out to be very important motivators for the entire programme.

Furthermore, our collaborations with the Michael and Susan Dell Foundation and the New Leaders Foundation were extremely fruitful. They resulted in the de-

“I’ve gained an understanding of teamwork and leadership and it’s assisting a lot. Especially in running schools, interacting with subordinates and solving problems. I have also received curriculum related help from the other principals in my Community of Practice.”

Principal in the Khulangwane circuit,
Mpumalanga



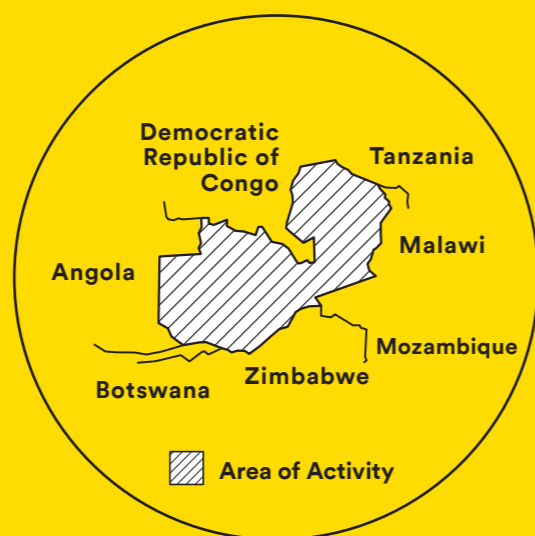
Regular school meals are crucial for a child-friendly learning environment.

velopment of a user-friendly data processing system for schools that was introduced in the continuing education courses. If schools wish to recognise their deficits and create a decision-making basis for establishing relevant measures, the collection of all pertinent school and student data is of great importance. For example, one such data set includes student and teacher absences. In addition, the school leadership was trained to make better use of the national school data systems. As a result, at the end of the programme, it was found that 90% of school directors regularly used and benefited from the existing data management systems. Comparing this to school directors who did not participate in the Penreach initiative shows a difference of 60%.

Lastly, the huge amount of support provided by district leaders and school district managers in the implementation of the initiative was crucial. They sent out invitations to training sessions, were actively involved in the training of school directors, and participated in the exchange of experiences. This is of particular importance in a context like South Africa, where public employees are used to pronounced hierarchies. The involvement of the authorities was also central to the long-term impact of the programme. The “communities of practice” are intended to continue after the programme ends. It is encouraging to see that six group mentoring dates have already been set throughout the 2019 school year without the participation of Penreach.

South Africa facts

- ▶ The population is 55 million, 13.2% at primary school age
- ▶ Ranks 113th out of 189 countries in the Human Development Index
- ▶ 17.3% of 15–49-year-olds are HIV positive
- ▶ 16.6% live with less than \$1.90 a day
- ▶ 75% of all children do not attend preschool



334,000

pupils with an improved learning performance

1,700

village schools where teachers have completed pedagogy and didactic courses

90%

teachers who are actively applying the learned didactic methods

5,520

teachers who apply at least three learned methods of the iAct course

570

school inspectors introduced to the course who support teachers

20

lessons that teach interactive teaching methods using video tutorials

Partner organisation: rocs@rocs-zambia.org

Programme Insights Zambia

How can teaching quality be achieved in a country where 30% of all teachers have no formal qualifications? In Zambia, the Roger Federer Foundation broke new ground. In collaboration with experts from the region, it developed the “iAct” continuing education course for community volunteer teachers, an introduction to pedagogy and didactics (“interactive teaching skills”). Teachers complete the course through group self-study, supported by numerous educational videos. Groups can access the course via solar-powered tablets without requiring internet access.

What are our reasons for getting involved?

UNESCO studies have shown that the greatest guarantee of educational quality lies with the teacher. Even if students are sitting under a mango tree, a good teacher can inspire them and provide quality education. Teaching quality is a fundamental problem in Africa. The majority of teachers were never taught didactically, as teachers’ seminars often focus only on the content to be taught, rather than teaching methodology. Additionally, in rural schools children are taught by teachers who have never received a formal education. In Zambia, about 30%

of the total of 10,500 schools are so-called “community schools”. These are schools that are founded and managed by the village communities themselves, as there are no public schools within a reasonable distance. Teaching is carried out by volunteers who usually have at least a secondary school education, but who have never attended teacher training college. They receive a salary from the village community. Over the years, we have encountered many highly motivated volunteer teachers. But it is hardly surprising that they are often not up to the job, given the high number of students and lack of teaching materials. Especially in adverse teaching conditions where classes often include 60 children or more, didactic methods would be helpful.

Accordingly, we have discovered that if teachers learn about education and didactics, the quality of education can be significantly improved. However, the huge number of schools and teaching staff in Zambia has prevented us from following the classic approach of providing training through workshops. Our budget and our local partners’ capacity would have been enough for only a few hundred schools, especially as we discovered that further education courses without subsequent coaching in the classroom had very little long-term effects. Therefore, if we wanted to meet the country’s needs to any sort of adequate extent, we had to develop a new approach.

“Our partnership with the Roger Federer Foundation through ROCS has been life-changing and empowered us to realise our full potential.”

School headteacher
Samamba Community School, Mafinga

What does the programme include?

In collaboration with regional education experts, the Roger Federer Foundation developed an introductory course in pedagogy and didactics for Zambian communi-

ty volunteer teachers. The course takes the form of an app on a tablet. It includes 20 weekly lessons, which teachers can complete offline through self-study. Teachers in the same school who are taking part in the course complete the lessons as a group. They then apply the lessons they have learnt to their classes over the course of the week, and discuss their experiences in the subsequent group. Through this approach, we hope to promote a new group

An Interview with Chintu Kesho, Programme Coordinator at ROCS

What makes the approach of your programme special?

The iAct approach provides flexibility for the learners on the course because it is self-guided. It provides them opportunities to collaborate, review and critique their own performance. Simply put, the learners are in charge of their own learning.

What have been your greatest challenges to date?

Being a course that mainly targets teachers in rural settings, our greatest challenge has been underdeveloped IT infrastructure. There are places where phone communication is non-existent and therefore a challenge for the course participants to communicate their course progress.

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

The Roger Federer Foundation has been a superb donor; they are honest and have helped us grow as an organisation in many ways. For example, they have assisted us in areas that require development by linking us with ignite coaching services to build our capacity in different areas.

mentoring mentality among teachers, as it is practically non-existent in schools at the moment. This offers more potential for sustainable long-term change than a one-off three-day training course.

Each school is equipped with a solar-powered tablet, as the schools usually have no electricity. New technologies not only enable cost-effective content scaling, they

can also communicate the content in more diverse ways. Tablets also offer the option of illustrating examples through instructive videos which are not tied to a specific language and which are adapted to the appropriate culture. With this in mind, we produced videos with a Zambian teacher in a community school. Tablets are easy to use and can be used in groups. While the instructions for the weekly teacher sessions always address the entire group, participants sign up individually for the tests. They send the code they receive to a central number via text message for automatic confirmation and encouragement from the system. This gives us an idea of how many teachers are participating in the courses and how they are progressing.

To develop the course, we worked with renowned South African organisation Saide. Several Zambian actors were involved in its production. We are now distributing the course in collaboration with several Zambian organisations such as ROCS, ZOCS and DAPP, who are already working with village schools. District school inspectors have been instructed in how to apply the course and can thus support the community volunteer teachers. By the end of 2018, the tablet-based course had been introduced to 1,700 “community schools”. In 2019, we plan to extend the course to a further 650 schools.

What has been the effect of the measures implemented?

We broke new ground with our “iAct” course. For the first time, we set our sights completely on self-study and the digital dissemination of a course. On the one hand, this approach is more innovative, but on the other hand, it also has more risks. It is an attempt to achieve an increase in teacher competence with minimal supervision, which brings the advantages of high cost efficiency and widespread impact. Ongoing monitoring and evaluation efforts, as well as an external review, are focusing on the question of whether group self-study via an app really can promote better teaching skills, and as a consequence, improve student learning outcomes.

As mentioned earlier, the SMS feedback feature integrated into the educational software enables us to track the level of activity in every school, even without physical presence. We have seen how important, yet unfortunately, also how vulnerable this feature of the approach is: due to technical difficulties with the development of the database and with local SMS providers, in many cases participants did not receive automatic responses for a long time.

Participants were also prone to forgetting about the SMS function. To avoid these difficulties in the current round of participants, a new database developer has been hired. The idea of implementing one-to-one supervision by school inspectors enjoyed varied success from district to district and from person to person. However, as support for teachers participating in the course could sometimes be central to the course’s continuation, in the next round



A community volunteer teacher completes the iAct course on the tablet.

of the programme (where necessary) our implementation partners will be more involved in supervision than originally planned and than is ideal for sustainability reasons. The number of teachers who started the course and completed at least 5 out of 20 lessons met our expectations at around 6,800, considering that the course was entirely voluntary and no special incentives were offered. Nevertheless, this is a value that could be improved by implementing various measures, the majority of which, however, would usually involve long-term financial costs, such as wage incentives.

A total of 70% of teachers who registered for the course completed it, returning 15 or more test results. These are good values, which prove that this course for community volunteer teachers is fundamentally attractive, understandable and technically feasible for digital illiterates. However, the most important impact indicator for us is the number of teachers who actually apply what

“We have been exposed to different skills and, through ROCS, we are now able to engage with the Ministry at district level by going to DEB office.”

Teacher Kanyolonyolo Community school,
Lundazi



Teachers learn in groups and establish peer to peer mentoring.

they have learned. In this regard, the evaluation results show that 85–89% of participants have made great or very significant progress in the areas of applying group work methods, sourcing teaching materials from locally available resources, using encouraging questioning methods, and structuring lessons. The only area in which less positive results were recorded was that of systematic lesson preparation. The overall value, however, is well above our expectations. It is so promising that the new Roger Federer Foundation Strategy 2019–2025 includes the approach of promoting decentralised further education through tablet-based group self-study courses with a strong video component. In addition, co-operation with local authorities and school inspectors

has also led to teachers at state schools wanting to use the iAct learning software. In 2019, therefore, we intend to develop a version of the app that can be downloaded for free via GooglePlay.

The extent to which the fundamental success of the approach will ultimately affect students' learning outcomes will only become apparent after several years, because the only measures that can be used are the uniformly regulated final examinations at the end of the 7th year. However, it is more than plausible that teachers will be more successful if they substitute some of the teaching methods they experienced when they were still students themselves with modern pedagogical techniques.

Zambia facts

- ▶ The population is 17 million, 19.6% at primary school age
- ▶ Ranks 144th out of 189 countries in the Human Development Index
- ▶ 52% of adolescents from poor regions do not go to school
- ▶ 57% of the population live in rural areas
- ▶ Life expectancy is slightly less than 62 years

Status of Programmes 2018

→ Botswana



BOKAMOSO

Education and coaching of preschool teachers

Start: 2012
Children reached: 21,000
Expenditure: 1,634,192

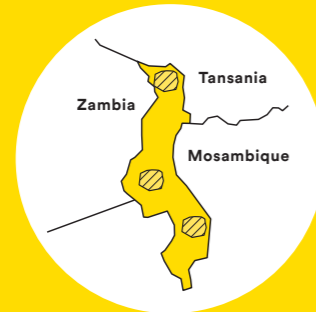


SCHOOL READINESS INITIATIVE

Nationwide programme to offer children a good start in education

Various partners
Start: 2018
Expenditure: 215,000

→ Malawi



ACTION AID

Nationwide early education initiative in 480 preschools

Start: 2011
Children reached: 160,000
Expenditure: 11,030,079

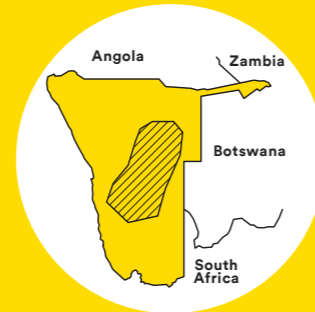


DAPP

Initiative to offer children a good start in education in 114 schools

Start: 2015
Children reached: 103,000
Expenditure: 775,000

→ Namibia



LLCL & CAFO

Improve the quality of 95 existing preschools

Start: 2014
Children reached: 9,400
Status expenditure: 730,326



SCHOOL READINESS INITIATIVE

Nationwide programme to offer children a good start in education

Various partners
Start: 2018
Expenditure: 410,000

→ Zambia



PAF

Strengthening 230 community schools in rural areas

Start: 2011
Children reached: 95,000
Expenditure: 1,400,508



ROCS

Improved early education in 140 community schools

Start: 2013
Children reached: 47,000
Expenditure: 1,475,764



ZOCS

Improved early education in 100 community schools

Start: 2016
Children reached: 12,000
Expenditure: 534,826

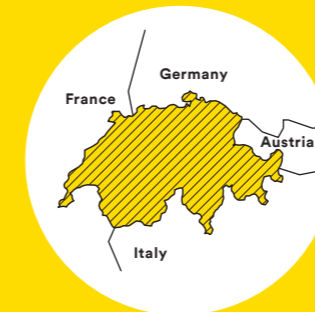


iACT

Interactive teaching skills initiative for volunteer teachers

Start: 2016
Teachers reached: 5,227
Expenditure: 1,708,018

→ Switzerland



SCHOOL READINESS INITIATIVE

Nationwide programme to offer children a good start in education

Partners: MMI, Primokiz, FHNW
Start: 2016
Expenditure: 443,400

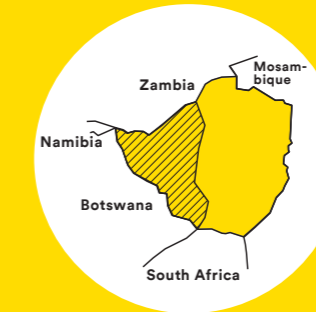


SWISS DONATION FUND

Various donations for disadvantaged children in Switzerland

Winterhilfe, Sporthilfe, Region Valbella Fund, Kinderspital Zurich
Expenditure: 2,600,000

→ Zimbabwe



CPS

Comprehensive early learning initiative in 165 village preschools

Start: 2014
Children reached: 32,000
Expenditure: 1,496,000



CAMFED

Improved social networks and education in 210 primary schools

Start: 2011
Children reached: 231,000
Expenditure: 3,630,797

→ South Africa



PENREACH

School leadership initiative in 24 primary schools

Start: 2012
Children reached: 35,000
Expenditure: 1,330,000



MOLTENO

Teacher training programme for 760 foundation phase teachers

Start: 2014
Children reached: 128,000
Expenditure: 1,400,000



READ

Early education programme in 60 schools and 85 preschools


Start: 2010
Children reached: 66,000
Expenditure: 3,200,000



SCHOOL READINESS INITIATIVE

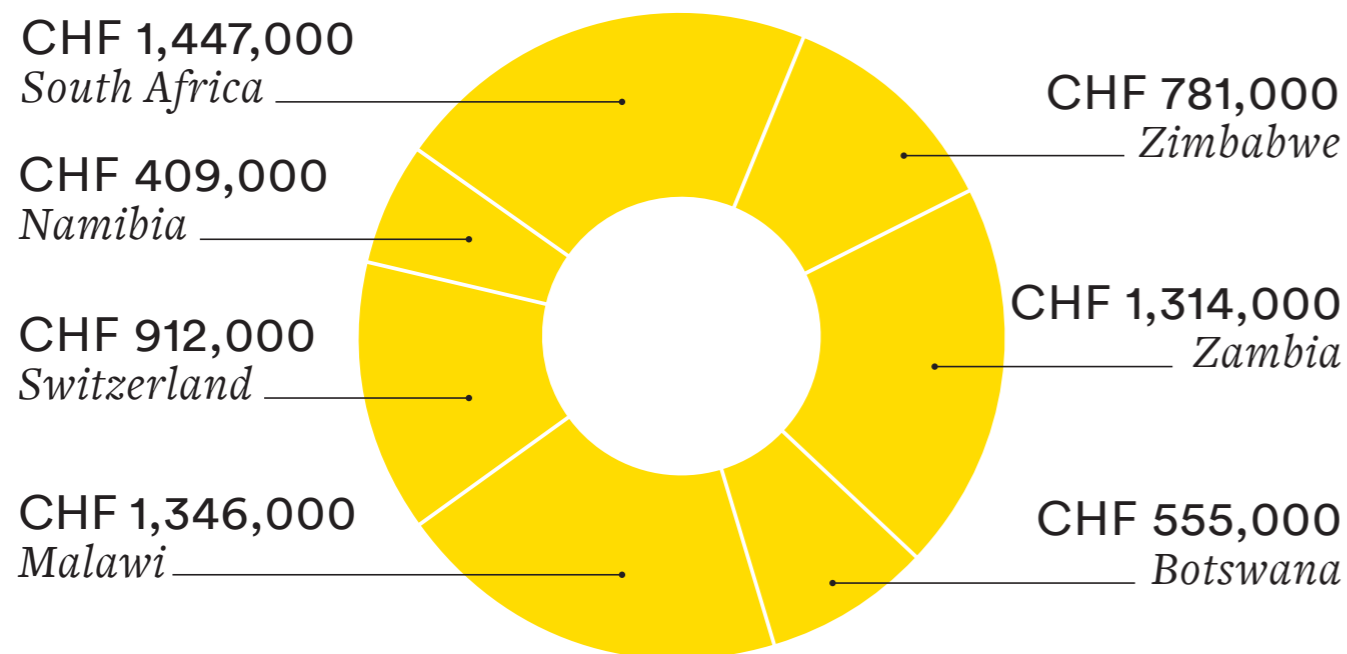
Nationwide programme to offer children a good start in education

Various partners
Start: 2018
Expenditure: 516,000

 Area in which the programme is implemented.

Expenditure:
Invested amount since the start of the programme

Financial Overview for 2018



Income Generation

The Roger Federer Foundation once again succeeded in increasing its revenues in 2018. The “Match for Africa” held in Silicon Valley generated \$2.5 million and has raised a total of over \$10 million in the five times it has taken place. Furthermore, we are grateful that this year, two large foundations made long-term financial commitments to support our efforts: the Wyss Foundation and the Fondation Botnar. This allows us to maintain our existing partnerships with seven foundations, which, in addition to financial support, also include synergies and knowledge transfer. However, we are also delighted and highly motivated with the trust placed in us by many smaller and larger individual donors from all over the world. Despite this, we were not quite able to tie in financial success last year due to financial market developments.

Programme Expenditures

Our long-term planning was geared so that the project terms correlated with the end of our strategy. Many programmes came to an end during the year. This is in accordance with the project logic that no substantial expenditures are made in the last year of a multi-year project. As a result, overall project expenditure at the Roger Federer Foundation decreased somewhat, although the number of project partnerships remained stable. We have already launched new initiatives in four countries in accordance with our 2019-2025 strategy. We are therefore expecting renewed growth next year. As we have expanded our team in our South African regional office by one person, as well as carrying out a large-scale evaluation of several programmes, the costs accompanying our programmes have increased somewhat. Administrative costs remain at low 8.1%.



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 2018 including the referenced balance sheet and income statement (pages 32 and 33) prepared on the basis of Swiss Code of Obligations in accordance with the Swiss Standard on Limited Statutory Examination.

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 on the basis of Swiss Code of Obligations as well as the complete audit report can be requested from the Foundation.

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

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

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, 2018 (in CHF)

	2018	2017
Assets		
Liquid funds	7,514,394.38	4,553,600.66
Receivables	29,104.05	17,052.36
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	150,096.39	956,309.60
- Other donor promises	400,000.00	200,000.00
Prepayment	118,074.35	20,132.80
Total current assets	8,211,669.17	5,747,095.42
Financial investments	9,227,911.37	10,008,084.50
Total non-current assets	9,227,911.37	10,008,084.50
Total assets	17,439,580.54	15,755,179.92
Liabilities		
Short-term liabilities		
- Accounts payable	21,821.34	9,263.55
- Accrued expenses	479,729.32	236,571.84
Total short-term liabilities	501,550.66	245,835.39
Assigned funds		
Interactive Teaching Initiative (iAct) Zambia	0.00	295,000.00
Transforming the Lives of Children in Zimbabwe	0.00	280,000.00
School Readiness Initiative Namibia	290,000.00	0.00
School Readiness Initiative South Africa	784,000.00	0.00
ECD Initiative Malawi	1,229,130.00	0.00
Total fond capital	2,303,130.00	575,000.00
Initial capital	50,000.00	50,000.00
Tied capital		
- Action Aid, Malawi	2,154,268.00	0.00
- CAMFED, Zimbabwe	0.00	170,000.00
- Child Protection Society, Zimbabwe	0.00	154,000.00
- Letloa Trust, Botswana	0.00	356,200.00
- Marie-Meierhofer Institut	120,000.00	240,000.00
- Molteno, South Africa	0.00	196,000.00
- Penreach, South Africa	0.00	128,228.00
- People's Action Forum, Zambia	0.00	187,397.00
- Radix/Primokiz, Switzerland	0.00	186,000.00
- Read Education Trust, South Africa	0.00	564,168.00
- ROCS, Zambia	335,268.00	388,973.00
- Winterhilfe, Switzerland	0.00	400,000.00
- ZOCS, Zambia	0.00	198,051.00
- Small Donations Fund	0.00	10,000.00
- Swiss Donation Fund	200,000.00	0.00
- School Readiness Initiative Botswana	779,139.00	0.00
- School Readiness Initiative Namibia	140,502.00	0.00
- School Readiness Initiative South Africa	485,923.00	0.00
- School Readiness Initiative Switzerland	416,600.00	0.00
Total tied capital	4,631,700.00	3,179,017.00
Free capital	9,953,199.88	11,705,327.53
Total organization capital	14,634,899.88	14,934,344.53
Total liabilities and capital	17,439,580.54	15,755,179.92

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, 2018 (in CHF)

	2018	2017
Donation		
General free donations	2,088,126.88	1,677,741.36
Direct and indirect donations Roger Federer		
- Donations of Tenro AG incl. profit on merchandising	1,522,421.24	1,823,754.87
- Donations corporate sponsors	1,127,052.00	1,264,972.00
- Match for Africa 3	0.00	451,656.92
Dedicated donations		
- General dedicated donations	1,445,620.25	198,100.00
- Roger Federer Charitable Fund: Match for Africa 4	0.00	2,344,106.50
- Roger Federer Charitable Fund: Match for Africa 5	2,541,993.93	0.00
- Roger Federer Charitable Fund: general donations	1,000,000.00	667,593.50
Total donation income	9,725,214.30	8,427,925.15
Expenses		
Project expenses		
- Action Aid, Malawi	1,345,732.00	575,532.00
- CAMFED, Zimbabwe	449,910.00	696,000.00
- Child Protection Society, Zimbabwe	156,640.40	761,044.14
- DAPP, Malawi	0.00	225,697.26
- Letloa/Bokamoso Trust, Botswana	339,384.48	411,767.65
- Lifeline/Childline, Namibia	0.00	276,224.52
- Molteno, South Africa	198,825.86	570,992.97
- Penreach, South Africa	170,762.98	306,168.87
- People's Action Forum, Zambia	184,184.00	310,607.11
- Read Education Trust, South Africa	560,829.18	463,640.70
- ROCS, Zambia	359,188.00	385,481.68
- ZOCS, Zambia	177,189.11	269,590.70
- School Readiness Initiative Botswana	215,547.29	0.00
- School Readiness Initiative Namibia*	408,612.92	0.00
- School Readiness Initiative South Africa	516,158.26	0.00
- School Readiness Initiative Switzerland**	387,800.00	207,800.00
- School Readiness Initiative Zimbabwe	174,592.00	0.00
- iACT, Zambia	593,482.99	1,050,407.82
- Swiss Donations Fund***	524,202.34	390,416.50
Evaluation/Monitoring/Knowledge Sharing	350,119.88	236,837.70
Total project expenses	7,113,161.69	7,138,209.62
Total administration expenses	629,918.93	552,106.63
Total operating result	1,982,133.68	737,608.90
Financial result		
- Other financial expenses	-10,242.88	-5,979.57
- Interest income	36,977.70	45,869.33
- Dividends	49,651.07	43,924.78
- Investment gains	386,753.90	783,857.49
- Investment losses	-1,016,588.12	-131,631.16
Total financial result	-553,448.33	736,040.87
Result before allocation in fund capital	1,482,685.35	1,473,649.77
Allocation from fund capital	-1,728,130.00	-575,000.00
Result before allocation to organization capital	-299,444.65	898,649.77
Allocation to free capital	-5,717,872.35	-7,304,806.77
Withdrawal from free capital	7,470,000.00	2,515,000.00
Allocation to tied capital	-7,470,000.00	-2,515,000.00
Withdrawal from tied capital	6,017,317.00	6,406,157.00
Total result after allocation	0.00	0.00

* Grants to Lifeline/Childline and other mandates

** Grants to Radix/Primokiz and Marie Meierhofer Institut

*** Grants of Region Valbella/Small Donation Fund and to Sporthilfe, Winterhilfe and KISPI

Closing Words

A child without education
is like a bird
without wings.

Tibetan Proverb

Education is the passport
to the future,
for tomorrow belongs to those
who prepare for it today.

Malcolm X (1925–1965)

What's important
isn't adding years to your life,
but adding life to your years.

Alexis Carrel (1873–1944)

Contact

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Donations

Credit Suisse Paradeplatz 8
CH-8070 Zurich

Beneficiary:
Roger Federer Foundation
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: CRESCHZZ80A
IBAN: CH95 0483 5120 3303 5200 0

