



FOUNDATION

ANNUAL REPORT
2016





Hygiene prior to a meal is crucial in a kindergarten.

Better Together

Foreword

Tennis is essentially an individual sport. And yet in tennis too, success is also dependent upon a well-functioning team. This was something brought home to me very clearly during my recent injury break. Without my team, I would probably never have made it back to the professional tennis tour.

The same principle applies to the work of the Foundation. On both the Board of Trustees and in the operating team, everyone brings their different experiences from various continents to bear. The various skillsets and different areas of expertise complement one another perfectly. Only together can we manage the Roger Federer Foundation successfully and steer it effectively toward longer-term viability. Which is another reason why I'm delighted to welcome an experienced education professional and new trustee to the team in the person of Susanna Lemann. She replaces Urs Wüthrich-Peloli, who was keen to take on new challenges after 12 years on our Board of Trustees. Urs has made a major contribution to the healthy development of the Foundation since its very earliest days.

We likewise expect teamwork from our partners, both within and outside of the organization. Competent business management is not enough on its own. The effective implementation of any program requires motivated staff devoting themselves tirelessly to their work in remote villages in difficult conditions. It is also important to us that our partners are networked with one another and learn together. They are all confronted by the same challenges in their day-to-day work. In our regular partner meetings, they work together to find solutions and provide each other with reciprocal inspiration.

Last but not least, our programs also pursue the approach that the local population should develop its own self-initiative. They need to work together to improve the quality of education in their village. We are active in some of the poorest countries of our world. But I always wonder about the extent to which human forces are released to powerful effect when people come together and bundle their capabilities and resources.

On which note, I would strongly encourage everyone to look around them for a team, for partners. Because together we are simply better.

Yours

Roger Federer

Chairman of the Board of Trustees, March 2017

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Foundation Overview

“I am the future of tomorrow,” said Nolonwabo Batini from South Africa to Roger, when the latter visited her school. This conviction has evolved into the vision and central theme of the Roger Federer Foundation. The Foundation would like children affected by poverty to also be able to take control of their future and actively shape it thanks to early learning and quality education. Access to education on the African continent has improved noticeably in recent years. However, fundamental problems such as low classroom performance, high repetition rates, high numbers of dropouts, and a lack of access to early learning continue to be a cause for concern. We are convinced that early support and basic school education represent the foundation of life-long learning.

The Roger Federer Foundation’s strategic objective is therefore to sustainably improve the quality of education at early childhood care centers, kindergartens, and primary schools, and to shape their management effectively and efficiently. The Foundation exclusively sup-

ports existing education institutions for children aged between three and twelve. In Switzerland, children from disadvantaged financial backgrounds are supported both before entering into school and at extra-curricular level in order to facilitate their integration and enable them to do justice to their development potential and ambitions. We believe in the potential of all people. For this reason, the approach of the Roger Federer Foundation is exclusively focused on empowering people to improve their own situations. Accordingly, we only work with carefully selected local organizations in long-term partnerships. Instead of delivering goods to local communities, we strengthen existing skills and resources, and provide the local population with 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.

7

countries where we are active

1555

kindergartens and primary schools have increased the quality of education

16

partner organizations that are implementing our programs

7605

trained teachers who have increased their teaching capabilities

650,000

children who benefited from our interventions

28.5

million Swiss francs have been invested in our programs since inception

At the Heart of Things

Children at the kindergarten in the Lilongwe district in Malawi are accessible and alert.



The Roger Federer Foundation is first and foremost a grant-making foundation. We make financial resources available to other organizations so that they can implement projects. However, experience has taught us that financial promoting alone leads to inadequate results. We therefore see ourselves as a promoting organization that is at the heart of things right from the start. We also contribute with our knowledge and analyses, which have been enriched in a major way thanks to our new team in South Africa. We are involved when it comes to formulating new programs and their objectives. We are regularly present in the field, seeing for ourselves both successful and failed examples of implementation. We coach our partners and work out together how we can improve our programs further and reach a higher impact.

Last year we took another important step forward, taking on responsibility for managing ourselves a program in two cases. Because the more we are active in the education context, the easier it is for us to identify existing gaps in which no one is active. One such gap is the lack of knowledge of interactive teaching methods – or their application – on the part of teachers in Southern Africa. This has motivated us to develop a program and implement it on our own initiative. “IACT” is a self-learning course with which teachers can acquire pedagogical and didactic skills. The underlying material, which is accessible on tablets, is primarily conveyed through local learning videos of local teachers and pupils, and needs to be developed in teachers groups. In an initial step, paraprofessional teachers at 2,500 community schools in Zambia will take part in the course. Developed with the assistance of regional experts, the course is provided to schools by various local NGOs. In a second step, the plan is to make the course available to further target groups.

In Switzerland too, we have assumed joint responsibility for a program, in this case together with the Jacobs Foundation. “Primokiz” is designed to network all those actors involved in early childhood within a town or community, and to help them develop an overall strategy. Interested communities can apply to join this program now.

These two initiatives provide a perfect example of the way the Roger Federer Foundation has developed in recent years: We started off as a donor organization, and are now right at the heart of things as a promoting foundation.

Janine Händel
CEO Roger Federer Foundation, March 2017



Program Insights South Africa

Early childhood education is not part of compulsory school education in South Africa. Preschool facilities are privately organized and tend to be of inadequate quality. This is one reason why local primary schools deliver below-average performance. The “Education Quality through Coaching” program, which has been run in partnership with the Read Educational Trust since 2010, helps 85 kindergartens in remote areas to achieve higher education quality, and teaches pedagogical approaches to teachers in 60 schools in these areas.

52,232

children benefit from improved education quality

80%

of schools have measurably improved performance as a result

85

kindergartens offer early education of convincing quality

900

teachers have been given pedagogical and didactic skills

60

rural primary schools prioritize language and reading skills

95%

of teachers put the methods they have learned into practice

Partner organization: read.org.za

Why is the Roger Federer Foundation involved?

As it is well known, Roger’s mother Lynette originally comes from South Africa. It was therefore obvious that the Foundation would become involved in his other ancestral country too. But South Africa is huge, and the needs of its education sector equally so. In order to have a systematic impact nonetheless, the Foundation targets its efforts at remote areas of the Limpopo Province in the north-west of the country, an area heavily afflicted by poverty. For example, Limpopo suffers from the country’s highest unemployment, the greatest rates of child mortality, and the lowest levels of primary school performance. 30% of all schools in the province are assigned to the very lowest quality tier. Paper and reading material is missing, and teachers do not have a sufficient

level of training. A study published in 2014 has shown that more than a half of all Grade 6 teachers were unable to pass the language and maths exams of their own pupils. They were found to have an inadequate mastery of the curriculum, and their pedagogical skills were virtually non-existent.

But the most crucial shortcomings actually arise at the early learning stage. According to a study produced by UNISA, 64% of children are taught at school before they are ready for the experience. Admittedly, substantial progress has been made since 2015 with the expansion of the mandatory schooling period to encompass one preschool year. In addition, the number of children attending kindergarten from the age of four has risen to 75%. However, there are no formal quality standards in place. Kindergartens are for the most part managed as small enterprises by staff with no pedagogical qualifications, and their objectives often have little in common with early development. Essentially they are places for small children to spend the day. It is therefore hardly surprising that 35% of Grade 1 children have minimal language skills. The majority of kindergartens cannot afford teaching material or books, nor do they have suitable premises. As things stand, there is no national qualification program to become a kindergarten teacher.

“The children from the Read kindergartens are much more advanced. You notice a real difference. For example, they can recognize colors or count in the Tsonga language.”

Primary school teacher

What does the program include?

The program started as a small initiative six years ago, but has consistently developed in the interim thanks to the experience gained on the ground. The program started in mid-2010 with just a few kindergartens, and has grown to the point where it is now complex and mul-

tifaceted, encompassing 85 kindergartens, 60 primary schools, and one learning center. However, we have remained true to our original geographical focus on the Gyani District. The initial objective was to develop 15 rural kindergartens into excellent early childhood education centers thanks to a comprehensive package of measures. The owners of these centers were coached on the management side and motivated to invest in their businesses and increase quality. The kindergarten teachers received both theoretical and practical training, as well as a monthly coaching session. The local village commu-

Three questions to Program Coordinator Riette Els

What makes the approach of your program special?

The coaching of trained teachers is a crucial aspect for us. Trainers visit teachers in the classroom, compare their observations, and then share these in the group with all teachers. Everyone learns as a result.

What have been your greatest challenges to date?

The most difficult thing is always to gain the trust of the local population, the village leaders, and officials working in the education area. This is a prerequisite for a successful project.

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

The Foundation has always encouraged us to be innovative and try new approaches. It has also enriched our work with plenty of experience and know-how gained from other projects in the education area.

nity and its leadership were equally mobilized to invest in the kindergarten. For example, they were asked to provide land, plants, construction material, and labor. Sensitizing teachers to the importance of early childhood education was crucial. In addition, each kindergarten facility was provided with a basic stock of learning material, and kindergarten teachers were instructed how to produce such material from local resources. Last but not least, it was also important to network the kindergarten facility with the relevant national authorities, in order to help it gain access to state subsidies. After establishing the new compulsory preschool year in the surrounding primary schools, the Foundation

then invested in the latter too. In 2012, a further 25 kindergartens in the region joined the program, which had proved its effectiveness at an early stage in an external evaluation. A year later, the program was then expanded to the foundation phase of the 30 primary schools of the catchment area, in order to ensure that pedagogical and teaching content was appropriate to the age of children. The initiative focused coaching in language, reading, and writing, as well as communication.

In all primary schools, working groups were established in which teachers exchange experiences and discuss implementation of the language program in teams. As a supplementary measure, kindergarten teachers in neighboring kindergartens were taught how to provide introductory teaching on reading and writing. At director and departmental levels too, coaching sessions were provided to ensure that the comprehensive language program could be independently continued and managed at the schools even after its exit from the Read program.

The end of 2015 saw the final expansion of the program and the introduction of a new component: In addition to a further 45 kindergartens and 30 primary schools, Read launched a novel development for South Africa in the form of an integrated learning and activity center within the school itself. In the morning, parents with small children receive instruction, while in the afternoon schoolchildren are given additional support. Once a week, all the kindergarten teachers of the surrounding region are given further training.

What impact are the measures having?

The program has been evaluated twice by external experts since inception. Its impact on preschool children is impressive when one compares the key figures with children who do not attend kindergarten in the same region. For example, their perceptive ability stands at 95% on average, which means they are focused, understand the task, and can execute it in a given time. The equivalent figure for children of the comparative group is just 30%. The picture is even more pleasing when it comes to language development: Again, 95% of our kindergarten children can listen to a story, read out loud and answer questions on the story intelligibly. The equivalent figure for the children of the comparative group is just 17.5%. In terms of fine motor skills, our kindergarten children have reached 80% of the level appropriate for their age, whereas in the case of the other children such skills are virtually non-existent.

The kindergarten program has shortcomings in two areas that are better addressed in the new phase. Although the sensitization of parents has led to greater interest in early childhood education and parents have been putting certain advice into practice at home too, participant numbers in the workshops are still too low, and fathers in particular have too little involvement. Although the enrollment rate has improved continuously, there is still



Teachers are now also using group work as an interactive teaching method.



Kindergarten children learn to count to 10 in a playful fashion.

“The Read training strengthened my language and literacy skills in English. I now feel better able to teach pupils and motivate them in a positive way. The class has noticeably improved.”

Teacher, Grade 1

a long way to go. More work must also be done to involve the authorities. Plans are also in place to establish a mentor system for the kindergarten teachers.

The program has likewise had a major impact on the preschool year. 80% of pupils have managed to improve their language skills. 85% of pupils have developed integrated and abstract thinking skills. They are able to explain something and formulate a solution for a problem, which is something children of their age without preschooling were unable to do. 93% of children were able to draw, paint, cut, glue things neatly, and count. In the evaluation, all classrooms were found to be safe and conducive to learning. 95% of classrooms had a good play area, which was also used well. 90% of kindergarten teachers adhered appropriately to the themes and learning objectives set out in the curriculum.

With respect to the impact in the primary schools, observations in the classroom have revealed that 95% of foundation phase teachers really did put all the pedagogical methods they had learnt in training into practice. The equivalent figure for middle level teachers is just 62%. This may be because the methods have impacted positively

on the motivation of young pupils at foundation phase even more clearly. In addition, the teachers working at foundation phase are on average younger, which makes them more open to changes in teaching styles. Improved incentives for teachers will be investigated here in conjunction with the authorities.

The improved teaching quality appears to have positive repercussions for the performance of pupils. Viewed across all schools, the grades in language and reading have improved by an average 52%. When the focus is narrowed to just Grade 3 pupils, it is clear how the stronger methodological skills of foundation phase teachers feed through into pupil performance. These pupils have improved as much as 134%. That said, they are still performing at a level that is below the national average.

Who is our implementation partner?

Read Educational Trust is a non-profit organization active in both rural and urban schools in South Africa. Read provides teachers with further training opportunities as well as making material available to schools. Teachers

are shown how to use these resources for literacy purposes and what options exist for incorporating these effectively into their teaching. Read also trains preschool teachers and provides them with pedagogical play material and toys. Read was founded in 1979. Its first project

consisted of providing schools in Soweto with libraries. Today Read works closely with the the Department of Education, private donors, and schools themselves in order to contain the crisis afflicting South Africa’s education system.

South Africa facts

- ▶ 53 million inhabitants, of which 30% are below the age of 20
- ▶ Ranks 116th out of 177 countries in the Human Development Index
- ▶ South Africa has 11 official national languages
- ▶ Average life expectancy is 49
- ▶ 65% of the population live in urban areas



Program Insights Zambia

More than 30% of all primary schools in Zambia are community schools. In the absence of any provision of education by the state, the local population establishes, manages, and finances such schools on its own initiative. The Roger Federer Foundation focuses in Zambia exclusively on these community schools with a view to strengthening their quality. Reformed Open Community Schools is the first organization to now launch kindergarten facilities too in these schools.

140

community schools are measurably improving education quality

16,000

children from rural areas get access to early education for the first time

2,166

parent councils, school boards, and village leaders enhanced education

680

children dropping out of school have been re-enrolled by schools

140

children's councils work proactively for children's rights

32,200

children are benefiting from an improved primary school

Partner organization: rocs@rocs-zambia.org

Why is the Roger Federer Foundation involved?

There are very few Government schools in the majority of remote and rural areas of Zambia. In the wake of growing sensitization of the population to the importance of education, a new and unique movement swept through the country. Ever since 1990, communities have been establishing schools themselves. These schools organize and mobilize the necessary resources for their premises and school operations themselves, and appoint paraprofessional teachers from among their own number. This is a remarkable example of a successful self-initiative story. Nonetheless, these schools still have significant

disadvantages compared to Government schools. The teachers have no qualification, classrooms are in many cases in a lamentable state, often consisting of little more than roofed shelters, and teaching material and books are typically in very short supply.

Much has changed politically over the last few years. Whereas community schools were previously ignored by the system, schooling in such institutions is now formally recognized, and pupils can now transfer to Government school. Curricula have been adapted to national standards. In less remote areas, Government-trained teachers can be found in some places, teaching children themselves as well as coaching their unqualified colleagues. Nonetheless, community schools remain hugely undersupplied and are in some cases in a very dilapidated condition, while the unsatisfactory and often irregular payment of teachers by the community leads to significant staff turnover. Furthermore, such schools have still not been put on par with Government schools: They receive insufficient teaching material, if any, and are almost never taken into consideration when it comes to the provision of further training. As things stand, more than 30% of all primary schools in Zambia are community schools of this kind. They make a substantial contribution to universal access to education. And this trend is gathering pace. It is hardly surprising that the great majority of the schools lag behind in terms of education quality.

In Zambia, early learning is still very much at the nascent stage. Kindergartens are typically only found in more affluent urban areas, and are fee-paying. A total of 3% of

“We always used to be fearful when visiting the district authorities. But we now know how to lobby in the right way – with significant repercussions for the school.”

Alfred Zimba
Teacher at Zaninge Community School

children from rural areas and 12% of children from poorer families have access to early learning. In the majority of communities, preschooling is far from a priority. They prefer to focus their limited resources on the primary school level. Older children generally get more attention and recognition than small children. For precisely this reason, early childhood education is particularly important if small children are to develop in a healthy and holis-

Three questions to Marlon Phiri, Director of ROCS

What makes the approach of your program special?

We provide effective and at the same time cost-efficient early education in rural village communities, with significant input from the local population.

What have been your greatest challenges to date?

Village communities often struggle to find the salaries to pay the teachers. This leads to high turnover rates, which in turn has a negative impact on the children.

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

I would describe the relationship as warm and sincere. Every visit on the part of the foundation team leads to helpful feedback and highlights ways in which programs can be improved.

tic way. The political establishment appears to have been gradually discovering the concept of early childhood education in recent times, as the number of kindergartens attached to Government schools is gradually increasing. That said, it is likely to take another generation before preschooling is widespread throughout the country.

What does the program include?

In 2013, the Roger Federer Foundation launched a novel initiative in the east of Zambia, in the rural district of Lundazi, together with the local non-profit organization Reformed Open Community Schools (ROCS).

The aim of this comprehensive program was not just to deliver a substantial boost in education quality to 60 community schools in a measurable way, but also, thanks to newly established kindergartens, to strengthen insti-

tutions and guarantee access to early learning for local children.

In mid-2016, after the positive results of the first phase were confirmed by an external evaluation, the program was expanded to 80 new community schools in the neighboring districts of Chama and Mafinga. Once again, the package of measures comprises pedagogical training for paraprofessional teachers and child-focused teaching, as well as the first-time training of kindergarten teachers in comprehensive early learning support, including nutrition and hygiene. In each case, a parents committee is set up to assist with the construction of a kindergarten in keeping with traditional building methods. In addition, the focus lies on strengthening the parent and school councils at the 140 primary schools. The idea is for these bodies to be in better position to exercise their management responsibility and thereby drive forward development of their school. They too receive coaching, namely in respect of the kinds of public subsidies for which the school is eligible, and the way in which these can be applied for.

A wholly new element in the program is the establishment of so-called children's councils. All children in a school are members of the children's council, and 10 children are democratically elected to the Executive Committee. Committee members are provided with weekly coaching in children's rights and proper school governance. The aim is for children to enhance the school council by providing suggestions from the children's perspective, and to make their voices heard in the event of deficient school management. They should also make their voices heard in the event of any violation of children's rights, such as if a child is not being allowed to attend school.

What impact are the measures having?

The program has proved its effectiveness after the first three-year phase. The local population has taken to the early learning initiative outstandingly well in all 60 village associations. In each case, the traditional community building has been constructed by the local population itself within the space of three months. As a consequence, so many children have enrolled into the small kindergartens that access has had to be restricted in some schools. For the first time in this part of the country, some 5,500 children have received access to early learning for the very first time. With the new additional 80 kindergartens it will be 16,000 children. The learning environment is child-friendly, which among other things is also attributable to the meals that are organized and prepared by the parent committee. However, child-friendly toilets and a play area also contribute to the appeal of these kindergartens. In the third quarter of the year in the particular, the self-sufficiency of these facilities comes up against its natural limits, and supplies become exhausted. ROCS is attempting to combat this problem with agricultural training and income-generating measures. The registra-



Paraprofessional teachers with no formal training teach children with enthusiasm.

tion of children will likewise have to be improved. The evaluator has ascertained that of the children who attend school, only a fraction have been formally registered in many cases.

According to the evaluation, the training of more than 900 school and parent governors, village leaders, and community councilors has likewise made a significant contribution to improving school quality. In the second phase another 1,260 will be trained. The number of school pupils enrolled has risen by 13% in the supported community schools. The teachers are better supported and managed, and wages are paid regularly. In particu-

“I really enjoy coming to kindergarten every day, as there are always plenty of games, as well as singing, dancing, or learning nursery rhymes. We also have a playground. That’s what I like most.”

Rhoda from Chandeke
Community Kindergarten



The spectator stand built by the local population is very popular.

lar, this means that very few resignations of paraprofessional teachers are now recorded. Teachers apply the knowledge they have acquired in training sessions. Many teaching aids are now produced and used by the teachers themselves. Classrooms are decorated. Teaching methods follow pedagogical principles, as classroom observations have confirmed. Pupil absences are followed up on. A key indicator is the number of pupils that sit and pass the final exams in Grade 7, before then moving on to Government school. 2013, the baseline showed a passrate of 49%. In 2015, already 82% of children passed successfully in Grade 7 with an increasing tendency.

As a rule, children in Africa do not raise their voices when in the company of adults. Accordingly, the results of the newly initiated children’s councils were awaited with considerable skepticism. Which made it all the more remarkable to find that the local population both accepts and respects children’s councils. The executive committee members take part in official meetings of school and parent councils, and are proactively asked for their opinions and proposals for school improvements. The children’s councils make a significant contribution to reducing school dropout rates. They visit the homes

of the absentees and seek to find out why a child is no longer attending school. They try to find solutions to problems together with the family in question, using the techniques they have learned. In many cases, they succeed in persuading a child to come back to school when he or she would otherwise have dropped out of the school for good. The number of cases of success is unfortunately not clearly documented as this information was not recorded precisely during children’s council sessions. However, the evaluator attempted to reconstruct a result on the basis of the recollections of children and support teachers. Although the data should be treated with caution, it shows that a total of 680 children have successfully been re-enrolled. This works out at an average of 13 pupils per school. The actual number is likely to be somewhat higher.

Who is our implementation partner?

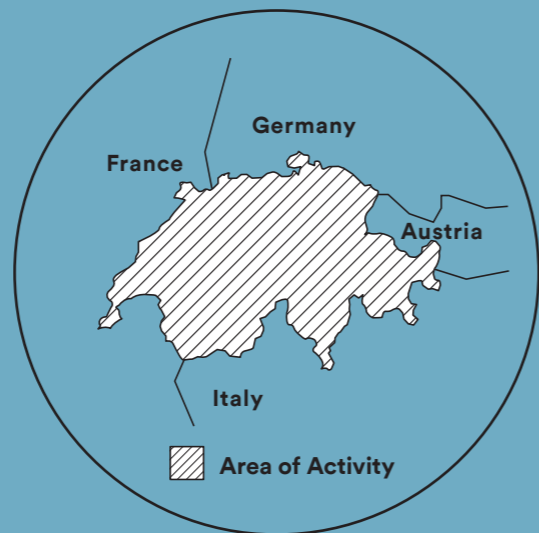
Reformed Open Community Schools (ROCS) is a non-government organization in Zambia whose work is focused on supporting disadvantaged children in rural communities. ROCS strengthens and supports the

communities in their efforts to improve the quality of the schools founded and managed by them. The focus here is on self-responsibility and self-initiative on the part of communities. Since it was founded in 1997, ROCS has supported more than 250 communities, strengthening parent committees and training more than 1,500 teachers, who

provide their services to the school on a voluntary basis without any teacher training. 90 of these teachers have since completed the state teaching curriculum, and are currently teaching in the community schools. After a few years, a number of these teachers were also employed by Government schools.

Zambia facts

- ▶ 15.5 million inhabitants, 46% are below the age of 15
- ▶ 44% of the population live in urban areas
- ▶ Ranks 139th out of 177 countries in the Human Development Index
- ▶ Life expectancy has risen hugely to 60
- ▶ Each year, 60,000 people are newly infected with HIV



72,000

children in Switzerland are affected by poverty

460

children received extracurricular support

90%

children make new friends as a result of our program

85%

of children have developed positively, according to teachers

626

francs per child is all it takes to prevent social isolation

85%

of parents establish new contacts thanks to the leisure activities

Partner organization: winterhilfe.ch

Program Insights Switzerland

The Roger Federer Foundation is also active on a smaller scale in Switzerland, where it supports four programs. In 2012, together with the association “Winterhilfe”, it established a new fund that gives children from financially disadvantaged families access to extracurricular support. Because in Switzerland, one of the reasons for inequality in education is the lack of resources for extracurricular activities.

Why is the Roger Federer Foundation involved?

Poverty is given different definitions depending on the specific country and environment, but in all cases it comes down to a form of inequality. The consequences are typically comparable: For financial reasons, people afflicted by poverty are not in a position to obtain the goods and services they need for a socially integrated life. They live in isolation, without support, and find it difficult to break out of the vicious circle of poverty. Parents who live in poverty will in all probability bring up children who will themselves be poor when they reach adult age.

In the affluent country that is Switzerland, the minimum basic existence is considered to be CHF 2,243 per person

per month. The equivalent threshold for a sole parent with two children under 14 amounts to CHF 3,580. This sum must suffice to cover all expenditure on housing, clothing, nutrition, and health, as well as participation in work and social life.

According to the Swiss Federal Statistical Office, 6.6% of the Swiss population lived below this income threshold in 2014. In absolute figures, this means that 530,000 Swiss people should be designated poor. This number includes 76,000 children below the age of 18. In other words, every 20th child in Switzerland is affected by income poverty, and will have difficulty overcoming this disadvantage in life. What’s more, 234,000 children live in households with little financial leeway, which equates to an at-risk-of-poverty ratio of 16%. This is the equivalent of one in every five children in Switzerland. Particularly hard-hit are children who grow up in households with just one parent or no earning parents. These children are frequently confronted with material restrictions and unsatisfactory housing situations.

Studies have shown that children from disadvantaged economic backgrounds in Switzerland do not thrive at school and in later academic life to the same degree. Although schools do their best to close these gaps, their efforts do not appear to be enough. This is explained by the fact that these families typically do not have the capabilities and resources to support their children in a meaningful way in leisure time. This puts them at a disadvantage to their fellow pupils, which often leads to social isolation and inequality in academic development. In many cantons, social welfare institutions are also not prepared to take on the costs of leisure activities.

There are actually numerous offerings in Switzerland that are free of charge and specially aimed at low-income families. As a rule, however, not enough use is made of

“It’s great that this support exists. My son is a committed footballer. He has made many friendships through sport, which gives him a great outlet for his abundant energy.”

Mother of a boy in the program

them. Or to put it another way: In too many cases they fail to reach their target group sufficiently. The problem is that people afflicted by poverty in Switzerland are liable to withdraw and lead isolated lives. They are unlikely to receive relevant information, and tend to be reluctant to engage with the world outside of their homes. For example, many outstanding institutions offer afternoon craft sessions and communal singing, which would have a particularly supportive and integrating impact on children from disadvantaged families. And yet the majority of children who attend these sessions come from relatively well-educated families.

What does the program include?

This situation has prompted us, together with the association Winterhilfe, to establish a new offering that is targeted solely at children from disadvantaged families. The establishment of a support fund is designed to close a gap in the education system, making it possible for children who cannot afford to enroll on courses or take up an association membership to nonetheless participate in development-promoting and integration-enhancing leisure activities. This in turn is designed to counter the social isolation of these children and promote positive personal development.

Three questions to Jürg Ingold, Winterhilfe Central Secretariat

What makes the approach of your program special?

The program extends equality of opportunity to the children who take part. Membership of the club is conducive to integration, for both children and their parents.

What have been your greatest challenges to date?

Launching this initiative within the Winterhilfe organizations required a certain amount of persuasion and time, as committing to financing projects in the leisure area over a period of many years represented a new area of activity for us.

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

Our collaboration with the foundation has been very professional, trust-based, and extremely pleasant. Quite rightly, demands are also made of our organization in the sense of benefit and counter-benefit.

With the help of their parents or a teacher, children between the ages of 7 and 12 can apply for funding for a specific leisure activity, either by writing or in the form of a drawing. Winterhilfe then clarifies the financial need of the applicant in keeping with the guidelines of the Swiss Conference for Social Welfare (SCSW). In keeping with the principle of complementarity, Winterhilfe also reviews whether or not another public body should be providing the funding in question. Each child is only eligible for one support offering. A basic requirement is that the selected activity should both promote development and have an integration effect. Priority is given to team sports or musical activities that involve groups. For this reason, preference is given to ongoing activities that can be monitored over many years. Continuity of support activity is deemed important: As a rule, changes in the activity being supported are not desirable. For that reason, careful attention is given to the degree to which the selected activity genuinely corresponds to the desire of the child and his or her capabilities.

Support is provided for expenditure on membership subscriptions, the costs of camps and courses, and the purchase of equipment. If an activity is considered to be too costly, an appropriate alternative is sought together with the child in question.

The impact of the support provided is reviewed on an annual basis. The objective is social integration and positive development of the child's personality. The supported activity must be seen to have a positive impact, whereby attention is paid to the following indicators in particular: How has the child's relationship network changed over the last year, are more non-family relationships cultivated than before, have new relationships and friendships been forged or is the child still isolated at home, has an increase in interest on the part of the child been noticed, have new fields of experience been opened up, is progress noticeable at both the specialist and social level, are there any other positive developments? Consideration is also given to whether it makes sense to continue the support: Has the child attended the activity regularly, were they motivated, did they receive support from those around them, and would they like to continue with the activity in question? This status assessment is conducted on the basis of discussions with parents and the child, as well as through telephone calls to mutually agreed contact persons in advance, such as the trainer or teacher of the activity.

What impact are the measures having?

After four years, the support fund was evaluated externally, and the degree of social integration and positive personality development on the part of the supported children was measured. After a slow start, the offering succeeded in gaining a foothold in almost all cantons, and has been hugely welcomed by teachers and social welfare offices. 460 children are currently being sup-



Team sport is conducive to new networks and integration.



Children apply for support by writing a letter of motivation or doing a drawing.

ported by the fund, of which a majority have been enrolled for many years. Indeed, the support is continued following the annual review in an average 96% of cases. Slightly more boys (55% of approved applications) have benefited from the scheme than girls (45%). The scheme is expanding to the tune of around 150 new children every year. The average expenditure per child amounted to CHF 626. 53% of children opted for sporting activities, 48% for music courses.

The evaluation surprisingly revealed some impressive results, particularly when one considers the relatively modest outlay per child. 95% of children attended their selected activity regularly, and 96% appear to be highly motivated to continue with the activity. According to the statements of children themselves or their parents, 90% of children made new friends as a result of the leisure activity in question. Moreover, 85% of parents forged new contacts and built up a new network. We had not even envisaged this latter result in our impact planning, which makes it all the more remarkable. All these statements were obtained on the basis of interviews and questionnaires from the families themselves. It is also worth noting that the evaluator was surprised by the high number of returned forms, which is a further indication of how highly this offering is valued. A rather more objective measurement is the appraisal of the interviewed teachers and trainers: 85% confirmed that the social development of their pupils had noticeably changed for the better. The program is convincingly reaching its target group. However, some cantons are much more strongly represented than others. The positive feedback obtained from parents and guardians shows clearly that the program is very important to the participating children. The demand for the support offered is therefore proven, and it is assumed that there is further potential for growth.

“The evaluation seems to be now very positive, but it is all absolutely correct. R. comes to his lessons very willingly and is a motivated pupil.”

Music teacher

Who is our implementation partner?

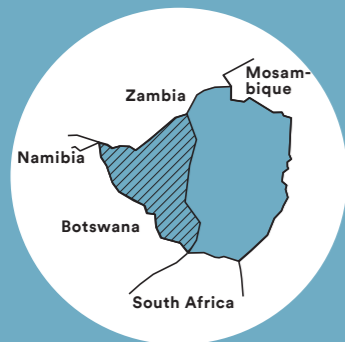
Winterhilfe is a non-government, Swiss non-profit organization that was founded 75 years ago. Ever since 1936, a time of great global economic crisis, Winterhilfe has been helping people in Switzerland who have been living in very modest circumstances. Although the name of the organization means “Winter Aid” in German, it nowadays provides year-round support, as deprivation is no respecter of seasons. The aim of Winterhilfe is to alleviate the repercussions of poverty. The organization intervenes in situations where public welfare benefits cannot be claimed or are insufficient. Winterhilfe provides support in the form of specific financial contributions, shopping vouchers, contributions-in-kind such as beds, clothing, shoes and sewing machines, subsidized vacations, as well as advice and information in respect of further assistance options.

Switzerland facts

- ▶ 8 million inhabitants, 20% are below the age of 20
- ▶ Ranks 3rd out of 177 countries in the Human Development Index
- ▶ Foreigners account for 24.8% of the population
- ▶ The 26 cantons are responsible for primary schooling
- ▶ 16% of school-leavers have deficient reading and writing skills

Status of Programs 2016

Zimbabwe



CPS

Comprehensive early learning initiative in 80 village kindergartens in the rural area of Matabeleland

Start: 2014
Children reached: 17,992
Status expenditure: CHF 743'000



CAMFED

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

Start: 2011
Children reached: 195,582
Status expenditure: CHF 2,480,000

Botswana



LETLOA & BOKAMOSO

Early education for disadvantaged children and qualification of preschool teachers

Start: 2012
Children reached: 7,600
Status expenditure: CHF 1,190,000

Namibia

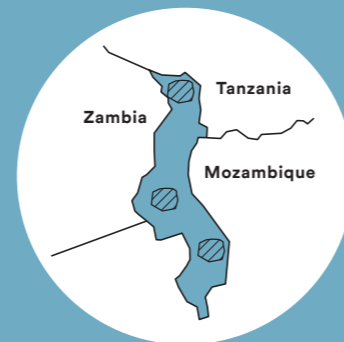


LLCL & CAFO

Improve the quality of early childhood education in 95 existing preschools

Start: 2014
Children reached: 5,600
Status expenditure: CHF 465,000

Malawi



ACTION AID

National early education initiative in three regions and 480 preschools

Start: 2011
Children reached: 51,619
Status expenditure: CHF 9,090,000

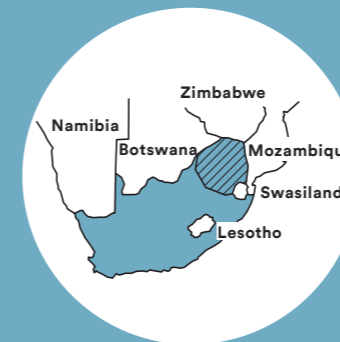


DAPP

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

Start: 2015
Children reached: 49,500
Status expenditure: CHF 541,000

South Africa



PENREACH

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

Start: 2012
Children reached: 98,659
Status expenditure: CHF 855,000



MOLTENO

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

Start: 2014
Children reached: 20,300
Status expenditure: CHF 635,000

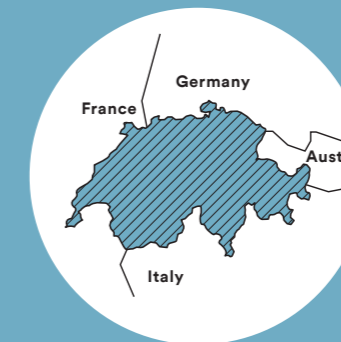


READ

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

Start: 2010
Children reached: 52,232
Status expenditure: CHF 2,500,000

Switzerland



A:PRIMO

Parent mentoring for better early learning support in families facing financial hardship

Start: 2012
Children reached: 287
Status expenditure: CHF 375,000



WINTERHILFE

Extracurricular support fund for children from financially disadvantaged families

Start: 2012
Children reached: 460
Status expenditure: CHF 1,000,000



SPORTHILFE

Sponsorship program for talented young athletes from financially disadvantaged families

Start: 2007
Children reached: 89
Status expenditure: CHF 804,000

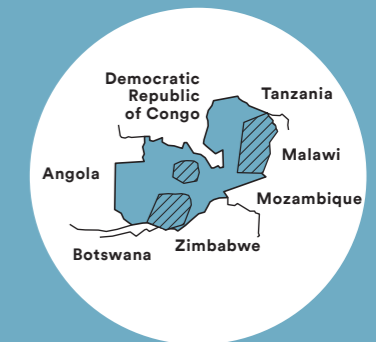


PRIMOKIZ

Communities develop a holistic concept for supporting early childhood

Start: 2016
Communities reached: none as yet
Status expenditure: CHF 87,500

Zambia



PAF

Initiative for the comprehensive strengthening of 140 community schools in rural areas

Start: 2011
Children reached: 75,000
Status expenditure: CHF 1,090,000



ROCS

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

Start: 2013
Children reached: 36,000
Status expenditure: CHF 740,000



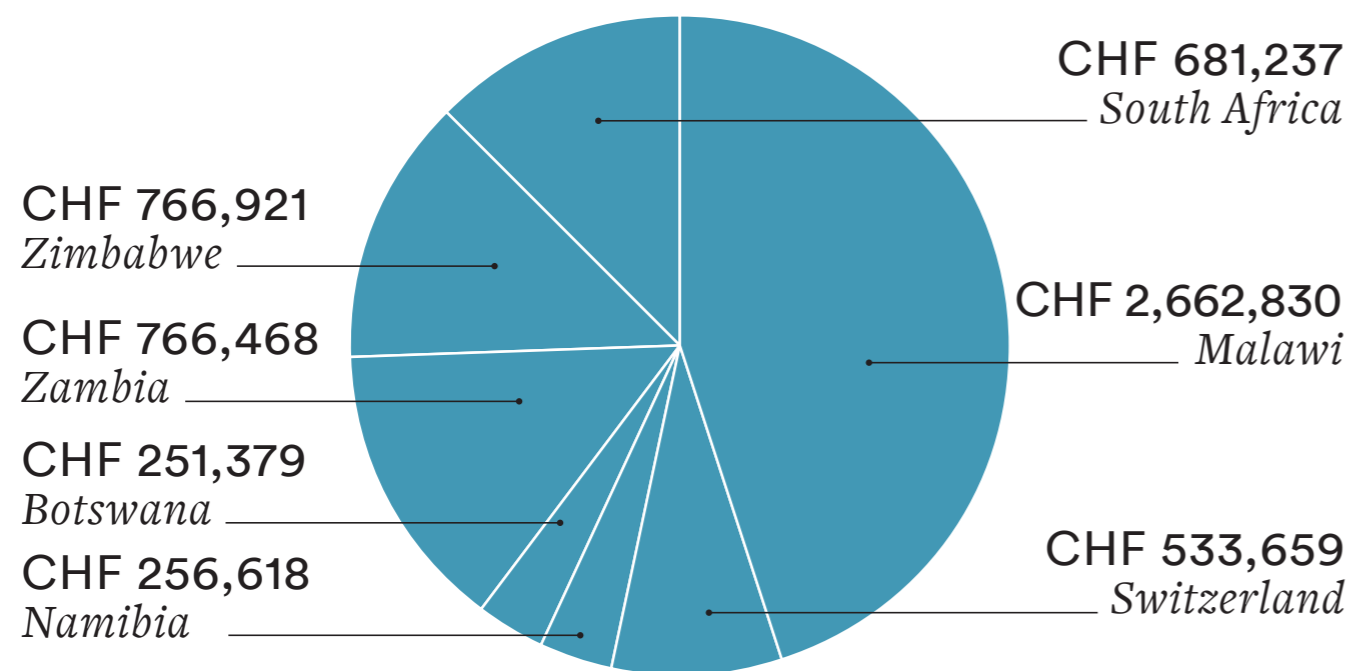
ZOCS

100 communities work to provide better basic education

Start: 2016
Children reached: none as yet
Status expenditure: CHF 180,000

Area in which the program is implemented.

Financial Overview for 2016



New accounting standard

Since 2010, the Foundation's accounting standard has fulfilled the requirements of Swiss GAAP FER 21, the highest standard for non-profit organizations. A number of key changes entered into force in 2016. The breakdown of the balance sheet has changed significantly compared to the previous year. The liabilities side is now broken down into liabilities, fund capital, and organization capital. Fund capital contains the donations of third parties that have to be used for a specific purpose on the basis of an existing agreement. Organization capital now has a new breakdown. Foundation capital is understood to mean the start-up or so-called initial capital provided when the Foundation was set up. Tied capital consists of the existing project reserves, in other words contractually agreed, multi-year donations that have yet to be fully paid out. In the operating statement, a new distinction is made between free and earmarked donations.

Our financial year

As a result of Roger's injury break, the revenues of the Foundation have developed rather differently than originally envisaged. The program volume was nonetheless boosted to CHF 6.2 million. This in turn explains the slight decline in organization capital. As a so-called spend-out foundation, the Roger Federer Foundation is permitted to both reduce its capital and use it up altogether. However, this is not the long-term intention, any more than a significant expansion is envisaged. At 7.8%, administration expenses are of a typical magnitude. However, the Foundation has invested in knowledge transfer between its partners and in the monitoring of programs. These costs amount to 3.8% of direct program costs. Among other things, this also contains the wage costs of the team in South Africa, whose sole task is to increase the impact of programs.



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 2016 including the referenced balance sheet and income statement (pages 32 and 33) prepared on the basis of Swiss Code of Obligations in accordance with the Swiss Standard on Limited Statutory Examination.

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

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

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

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Balance Sheet as of December 31, 2016 (in CHF)

	2016	2015
Assets		
Liquid funds	4,895,596.05	4,286,718.71
Receivables	28,352.87	12,461.51
Other short-term receivables		
- Donor pledges Roger Federer/Tenro AG	532,643.30	1,105,480.73
- Other donor promises	40,000.00	256,540.00
Prepayment	18,831.60	23,064.45
Total current assets	5,515,423.82	5,684,265.40
Financial investments	8,571,341.34	8,991,843.95
Total non-current assets	8,571,341.34	8,991,843.95
Total assets	14,086,765.16	14,676,109.35
Liabilities		
Short-term liabilities		
- Accounts payable	14,098.44	56,553.05
- Accrued expenses	36,971.96	50,800.95
Total short-term liabilities	51,070.40	107,354.00
Initial capital	50,000.00	50,000.00
Tied capital		
- Action Aid, Malawi	847,425.00	1,120,320.00
- CAMFED, Zimbabwe	1,151,491.00	0.00
- Child Protection Society, Zimbabwe	41,000.00	125,697.00
- DAPP, Malawi	230,000.00	503,076.00
- Letloa Trust, Botswana	443,686.00	46,945.00
- Lifeline/Childline, Namibia	205,950.00	353,373.00
- Molteno, South Africa	387,289.00	556,946.00
- Penreach, South Africa	474,390.00	508,339.00
- People's Action Forum, Zambia	15,000.00	45,220.00
- Radix/Primokiz, Switzerland	273,000.00	0.00
- Read Education Trust, South Africa	1,052,780.00	1,052,780.00
- ROCS, Zambia	785,000.00	26,780.00
- Schweizer Sporthilfe, Switzerland	100,000.00	85,000.00
- Winterhilfe, Switzerland	600,000.00	120,000.00
- ZOCS, Zambia	453,163.00	0.00
- Small Donations Fund	10,000.00	20,000.00
Total tied capital	7,070,174.00	4,564,476.00
Free capital	6,915,520.76	9,954,279.35
Total organization capital	14,035,694.76	14,568,755.35
Total liabilities and capital	14,086,765.16	14,676,109.35

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, 2016 (in CHF)

	2016	2015
Donation		
General free donations	1,618,208.06	1,789,337.09
Direct and indirect donations Roger Federer		
- Donations of Tenro AG incl. profit on merchandising	248,017.95	1,168,238.10
- Donations corporate sponsors	1,541,870.00	1,945,106.00
- Match for Africa 2	0.00	128,518.13
- Match for Africa 3	1,101,500.00	0.00
Dedicated donations		
- General dedicated donations	473,040.51	0.00
- Roger Federer Charitable Fund	926,439.94	588,980.73
Total donation income	5,909,076.46	5,628,938.10
Other income	11,973.74	8,758.05
Expenses		
Project expenses		
- Action Aid, Malawi	2,417,650.24	1,463,147.56
- CAMFED, Zimbabwe	642,895.00	677,000.00
- Child Protection Society, Zimbabwe	124,026.93	353,670.54
- DAPP, Malawi	245,180.32	298,888.75
- Emfuleni Trust, Zimbabwe	0.00	70,022.40
- iAct, Zambia	317,764.13	0.00
- Letloa Trust, Botswana	251,379.43	216,499.74
- Lifeline/Childline, Namibia	256,618.79	222,855.06
- Molteno, South Africa	327,856.16	170,832.78
- Penreach, South Africa	121,815.21	107,738.72
- People's Action Forum, Zambia	127,592.69	166,974.57
- Primokiz/Radix, Switzerland	87,800.00	0.00
- Read Education Trust, South Africa	231,566.70	424,244.00
- ROCS, Zambia	142,750.11	236,829.87
- Schweizer Sporthilfe, Switzerland	85,000.00	85,000.00
- Verein A:primo, Switzerland	0.00	60,000.00
- Winterhilfe, Switzerland	324,950.00	360,000.00
- Yonoco, Malawi	0.00	12,992.78
- ZOCS, Zambia	178,362.00	0.00
- Small Donations Fund	35,909.00	36,600.00
Evaluation/monitoring/knowledge sharing	234,528.05	68,592.39
Total project expenses	6,153,644.76	5,031,889.16
Total administration expenses	524,287.47	390,675.03
Total operating result	-756,882.03	206,373.91
Financial result		
- Other financial expenses	-6,087.95	-5,360.52
- Interest income	49,536.53	50,686.72
- Dividends	40,713.19	31,391.02
- Investment gains	221,756.81	180,366.08
- Investment losses	-82,097.48	-270,353.87
Total financial result	223,821.10	-13,270.57
Result before allocation to organization capital	-533,060.59	193,103.34
Allocation to free capital	-4,511,241.41	5,613,103.34
Withdrawal from free capital	7,550,000.00	-6,214,181.68
Allocation to tied capital	-7,550,000.00	-5,420,000.00
Withdrawal from tied capital	5,504,302.00	5,827,975.00
Total result after allocation	0.00	0.00

Closing Words

If you are neutral
in situations of injustice,
you have chosen
the side of the oppressor.

Desmond Tutu, *1931

Man must continually
help himself in this world.
Teaching him
to do this is our task.

Johann Heinrich Pestalozzi, 1746–1827

If we are to teach
real peace in this world,
we shall have to
begin with the children.

Mahatma Gandhi, 1869–1948

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IBAN: CH32 0483 5120 3303 5100 0

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www.rogerfedererfoundation.org

Masthead

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