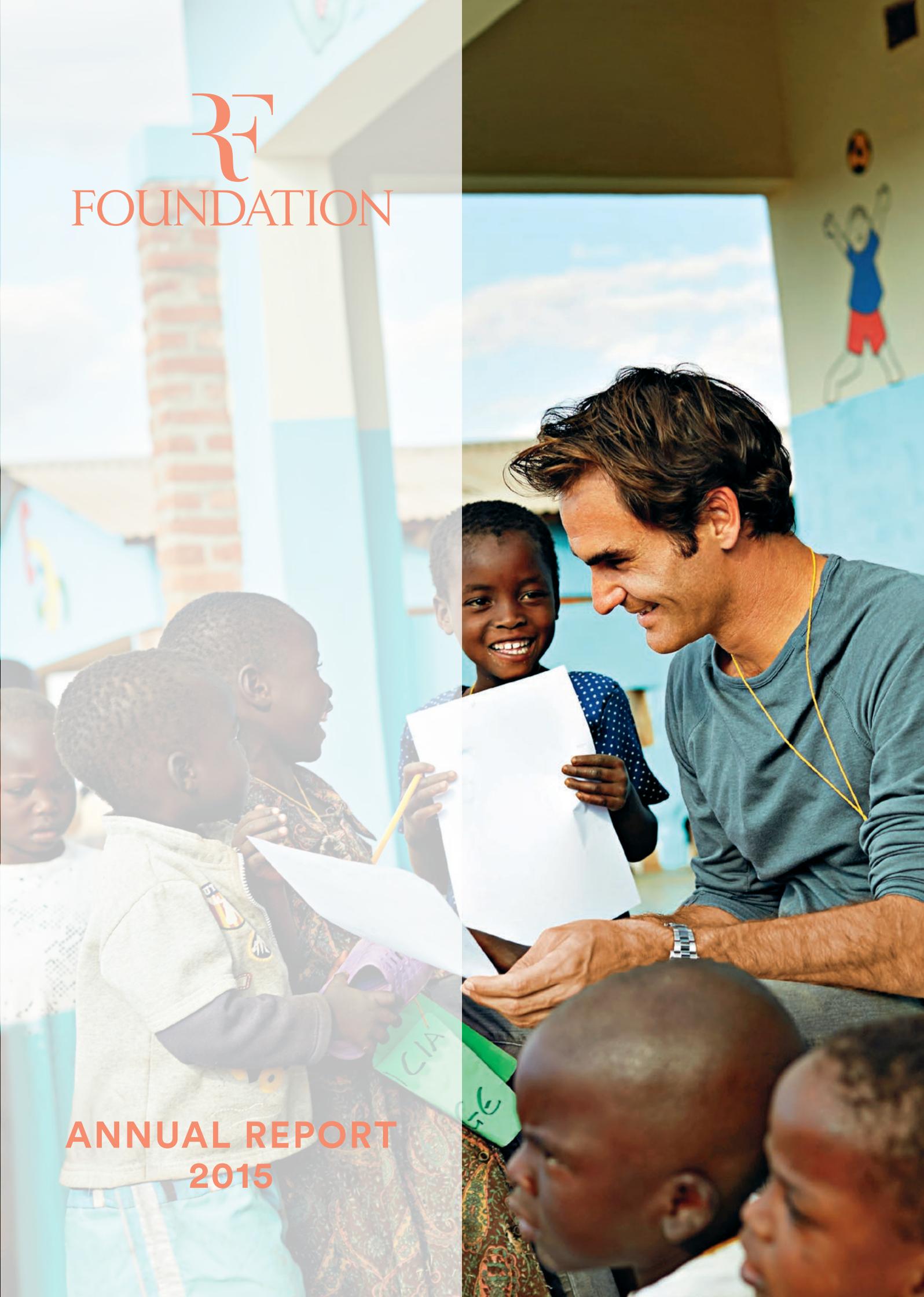




FOUNDATION



ANNUAL REPORT
2015



Taking on responsibility

When I was 14 years old, I told my parents that I wanted to switch to the National Tennis Center in French-speaking Switzerland. This was an important step in my life. It was the moment when I took on responsibility for my future, although the surrounding circumstances were not easy. I had to move away from home and my friends, to a region where another language was spoken. But I wanted to enhance my tennis and was fortunate to have parents who supported me.

I took on a completely different type of responsibility when I started the Roger Federer Foundation more than 12 years ago. I wanted to help improve the lives of those who were not as privileged as I was. It was important to me for the Foundation to bear my name because this is evidence of my responsibility. I am responsible for ensuring that the Foundation obtains enough funds and achieves positive impact. I work intensively with the Foundation's Board of Trustees and the Foundation team to accomplish this goal. In order to better meet this responsibility, we have established a new team in South Africa that will closely monitor our activities in the region.

We also expect all of those involved in our programs to assume responsibility to ensure that children from the poorest backgrounds receive a better education. We encourage and support the local population to get involved in order to increase the quality of education in their village. The parents, in turn, are responsible for ensuring that their children attend school regularly. And ultimately it is up to the children themselves to take advantage of the educational opportunity that has been presented to them.

To date, we and our partners have created educational opportunities for more than 375,000 children in southern Africa and Switzerland. We are thus on track to achieving our target of creating educational opportunities for one million children by the end of 2018. We didn't do this on our own – it was only possible thanks to the efforts of all of our partners who assumed that responsibility with us. Thank you!

Yours

Roger Federer

Chairman of the Board of Trustees, March 2016

Focal Topics 2015

16 _ Malawi



VILLAGES GET INVOLVED IN EARLY EDUCATION

The Foundation's first long-term early education initiative in Malawi was launched in 2011. The initiative is set to last ten years and is now at its mid-point. Find out more about what has been achieved so far. — page 16

10 _ Zimbabwe



A SOCIAL AND EDUCATIONAL NETWORK FOR THE POOREST CHILDREN

Children affected by poverty are often left on their own or excluded from society. This deprives them of the opportunity to break the spiral of poverty. Find out how we are tackling this problem. — page 10

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Better understanding and learning through in-depth engagement

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PREVENTING DROPOUTS THANKS TO EARLY EDUCATION

The children of the San ethnic group find it difficult to access formal education and have above-average dropout rates. With culturally sensitive early education and special coaching in schools, finishing school becomes the norm. — page 22

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We give the floor to wise people

I am tomorrow's future

Nolonwabo Batini, a 15-year-old girl from Ndzondelelo High School in Port Elizabeth, South Africa, made this self-confident discovery when Roger visited her school. Her conviction became the vision and the central theme of the Roger Federer Foundation. The Roger Federer Foundation enhances a world where children living in poverty are able to take control of their future and actively shape it thanks to access to high quality early learning and education.

We therefore wish to empower as many African children as possible by further developing existing educational services and early support in a sustainable way. Although access to primary education has significantly increased in recent years, fundamental problems such as low classroom performance, poor attendance, high numbers of drop-outs and low completion rates still persist or lack of early childhood education. The quality of early support and basic education is crucial as it is the foundation of all learning. The Roger Federer Foundation's strategic priority is therefore the support of existing but poor sup-

port services in early childhood care centers, preschools and primary schools for children 3 to 12 years old as well as the improvement of their efficiency and effectiveness. In Switzerland we promote underprivileged children in their recreational activities.

We believe in the potential of all people and do everything to empower them to improve their situation by themselves. As a consequence the Roger Federer Foundation only works with carefully selected local organizations in long-term partnerships. We support the development of skills and ensure that the population accepts responsibility to solve the problems. We don't deliver hardware to the people but empower them to organize the needed resources by themselves. We follow strictly this approach because we truly believe that this is only way to reach sustainable systemic change and improvement of the situation. In order to be cost efficient and cost effective we limit our engagement on one region in Africa and are conducting programs in six countries in Southern Africa plus Switzerland.

7

countries where we are active

931

preschools and primary schools where we have increased the quality of education

15

partner organizations who are implementing our programs

7931

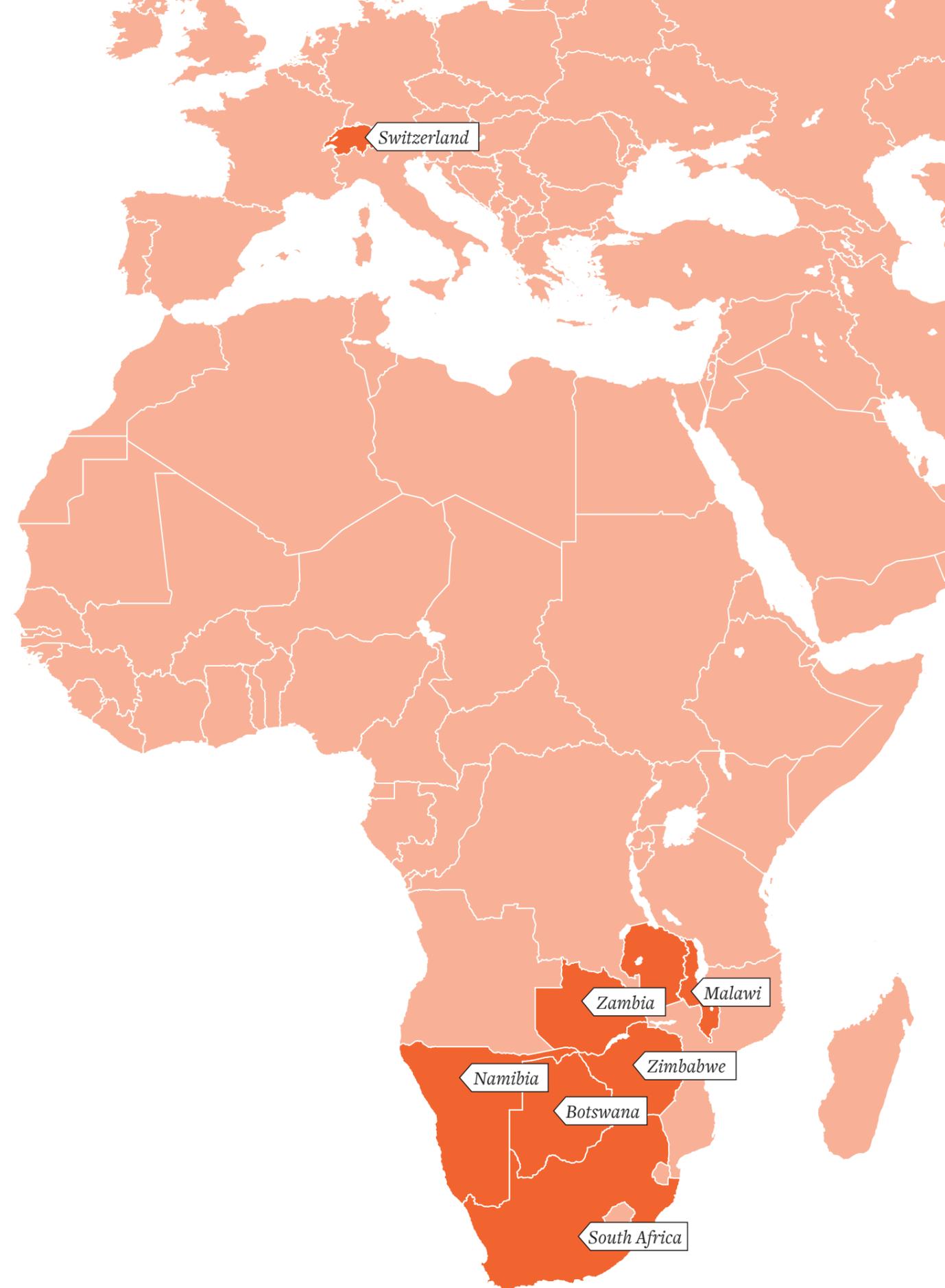
teachers which increased their capacity in teaching due to our trainings

375,000

children which have benefitted from our interventions

20.5

million Swiss Francs have been invested directly in our programs since inception



Understanding *and* learning



Last year was marked by in-depth engagement. We took a lot of time to understand the context in which we work, to get to know the needs of the people on the ground and their potential, and to recognize the strengths and weaknesses of the local partner organizations. This is because five of the programs were about to enter a new stage, which offered an opportunity to stop and take stock, to look in-depth and critically at what we had achieved and, more importantly, what we had not achieved. Only by thoroughly understanding what we had accomplished and learning from it could we best define the next face and thus have a greater impact in our work. As a result, we had to postpone an expansion of the program in two cases. We are patient and give our partners the time they need to successfully grow.

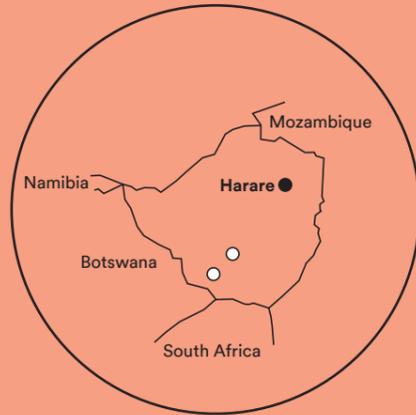
We also launched three new initiatives in Namibia, South Africa, and Malawi. The first few months working with a new partner always involve a lot of intensive discussions – expectations have to be clarified and the programs put on the right track.

The past year showed that you can never have enough local presence, at least not when you work directly with local organizations as we do. The geographical and cultural distances between Switzerland and southern Africa are enormous. So rather than increasing the staff at the office in Zurich, we decided to establish a regional office in South Africa with two employees, one from Malawi and the other from Zimbabwe. For us, this was a major step toward expanding our team and our expertise, but we also wanted to send a signal that Africa can ultimately only achieve long-term change through Africans themselves.

We also wanted to enhance the way we report on our activities. So we modified the old format. In this new report we look at three programs in-depth, analyze the context, and report on implementation as well as the impact that the programs had or did not have. With this type of reporting, we provide you with an even more detailed look at our work. We hope you enjoy reading it.

Janine Händel, CEO Roger Federer Foundation, March 2016

1 — Zimbabwe *Camfed*



90

primary schools
and preschools
offering meals

1981

mothers volunteering
in groups for the
children in the village

124,393

children with
improved hygiene
and health

26,271

preschool children
engaging in stimulating
early education

Partner organization: camfed.org

The partnership between the Roger Federer Foundation and Camfed in Zimbabwe has been under way since August 2011. What started as an experiment is now a successful program that was expanded to other regions in 2014. The children become part of and are supported by a comprehensive social network. Organized mother support groups, who have an enormous amount of persistence, ensure this.

What are the reasons for the involvement of the Roger Federer Foundation?

The Matobo region in southern Zimbabwe is breathtakingly beautiful, with its world-famous rock formations, plateaus, and cave drawings. However, it is also very dry and poor. In some villages, more than 40% of children are orphans. It takes a lot of hard work, but the members of the Nbele tribe manage to produce crops in the region's soil. Nevertheless, malnutrition, particularly in the dry season, is a widespread phenomenon. But how can children with empty stomachs focus on their lessons? Most go to school without breakfast and some have also had a meager dinner the evening before. Because the region is thinly populated, the road to school is long and arduous. So some children stay at home, not only to help around the house, but also in order to save energy and money.

Many also do not attend school because they do not have adequate clothing. Although they would be accepted without a school uniform, they would not be respected. Without shoes and a clean T-shirt, they would regularly be sent home by the teachers. The shame factor cannot be underestimated. In addition, some of the students have no pens or pencils for jotting down notes in the lessons. Yet this is crucial for learning success in an environment where there are no exercise books or textbooks that students can take home with them in the evening.

Finally, parents have little appreciation for school education. They are not very interested in school quality or learning content. Or, they do not feel confident about becoming involved in the educational process because of their own lack of education. The children are not motivated or encouraged to attend school on a regular basis or to learn on their own. Theoretically, all parents are required to make a financial contribution to the school. This money is used to improve infrastructure, finance sporting events, and pay better teachers' salaries. However, on average only a small minority of 25% of parents pay these contributions. Not because they are unable to do so, but because there is no attachment to the school and the utilization of these funds. When the coffers are empty, it is difficult to improve what little stimulation the learning environment has to offer.

This is particularly true at the preschool level, which was just introduced in Zimbabwe a few years ago. At this lev-

«The feeding program has increased school enrolment and attendance at my school and the most vulnerable children are assisted by the community and do not face hunger, as compared to before.»

head teacher at Gohole Primary School

el, there is a lack of infrastructure and trained teachers. The benefits of preschool education are still relatively unknown to parents.

Given these circumstances, it is hardly surprising that absences are high, while student achievement at primary schools and the rate of enrollment at the preschool level are low. These are the areas where the program will focus.

What does the program include?

A new concept has been developed in order to take account of the special circumstances and needs of the region as described above. The aim is to include impoverished children in a social network and to improve the learning environment. This approach is in line with the African saying: It takes a village to raise a child. Ensuring that children receive a good education will become the duty of the entire community.

Mother support groups have been mobilized and established at 90 primary schools and shown how they can offer a school meal each day or at least several times a week. The mother support groups procure the necessary food in different ways, for example, by generating

income for the program or planting a garden. They learn about the components of a healthy and balanced meal and prepare it at the school. They organize themselves to ensure that the meal initiative is maintained on a regular and long-term basis. The decision as to how often and how many children can benefit from the meals rests with the village community and what it is capable of providing. However, in nearly all schools the program starts small and only for a limited number of children, and then expands to all children.

The villages set up emergency funds, which are used to support children at risk of dropping out of school. Often, the amount of money needed is small, for example, for a pair of shoes or pens and pencils. However, school uniforms are also generally paid for from the fund for children who would otherwise be too ashamed to attend school. A committee manages the fund and decides which children it benefits. In this way, the fund serves a dual purpose. First, it provides specific material support for the children. Second, it makes the village community aware that these children are in need in the first place. In many cases, the support also goes much further and provides the children with comprehensive assistance. In the first three years, the money for the fund is provided by the Roger Federer Foundation. After that, the village community and, in particular, the mother support groups ensure that the fund receives additional money. The school committees at the 90 primary schools are instructed and given advice on improving the learning environment at the early education level. They are provided with a small amount of seed capital to purchase the necessary materials that are not available in the village. The classrooms are arranged in a child-friendly manner by the village community, playground amenities are built, and the importance and benefits of early education are explained.

The children are given hygiene and health lessons in order to reduce absences as a result of illness. These les-

sons are provided by young women whose path to employment would otherwise be blocked. They are given the appropriate training and become valuable teaching assistants. They receive a small amount of compensation from the program for the first three years. The posts are then financed from the school fund once it has been established.

Generating an income is crucial to maintaining the quality that has been achieved. Fundraising committees are trained at all 90 schools so the schools can finance the emergency fund, meal programs, and teaching assistants themselves. One-time training is not enough. Instead, the committees are supported and coached for several years to ensure that they can develop and implement business ideas that provide sufficient income with as little investment as possible. The business ideas therefore differ from village to village.

What is our impact?

To date, a total of 124,393 children have benefited from the program in various ways. After three years, the program was evaluated by an external expert and the approach reviewed. The evaluators gave the holistic impact and cost efficiency of the program excellent marks. Only the generation of income, and thus the accumulation of a social fund, still requires additional work.

The meal program is operating successfully at all 90 partner schools, even after the end of external support. Spot checks at schools from the initial round have shown that even four years after the introduction of meals the initiative is firmly rooted and the village community views it as essential to the learning success of the children. However, deviations in the number of meals per week are the norm. Particularly during periods of drought, many schools provide meals only twice a week. However, the achievements of the mother support groups in what are, as has already been noted, very poor regions are very impressive. Take the example of the Sun Yen Sen school, where the meal program was introduced in August 2011. In 2015, eight mothers provided more than 60,000 meals for the children. This corresponds to an economic equivalent of more than USD 15,000.

All of them received five sessions each of hygiene and health training. The trained teaching assistants provided their lessons not only at the 90 partner schools, but also at other schools in the region. The hoped-for impact of this measure is a reduction of absences among pupils. Many other factors also have an impact on this indicator, however, so it is difficult to make reliable conclusions here. Nevertheless, spot checks show that 90% of students can explain the importance of washing their hands after using the toilet and 70% can name the components of a healthy meal.

At all 90 primary schools, the two preschool classes meet 90% of the safety and child-friendliness criteria. As a result, a total of 26,271 children benefit from stimulating early education. According to a survey, the school

«I received a tracksuit from the school this year. I didn't have a tracksuit anymore because my grandmother didn't have money to buy one. Now that I have a tracksuit I come to school feeling warm.»

10 years old girl from Umzingwane



Children receive a daily meal prepared by mother support groups.



Enthusiastic mothers from the support groups welcome the visitors in Matopo.

«We need to keep this idea of supporting children in our schools and be people who are committed to building, impacting and promoting progression of students.»

District Education Officer, Umzingwane

administration and school committee rate this level of education as important and they now support these classes adequately with money from the school fund. As a result, the rate of preschool enrollment has risen by an average of 35%. A total of 34,661 children were monitored and registered by the school committees, which allowed them to receive small stipends from the social fund in order to prevent them from dropping out of school. This may have contributed to an average increase of 9% in the number of students at primary school level. However, it turned out that the amount of the school fund to be covered by the village community itself was set too high. For this reason, the start-up capital required of new partner schools has been reduced by half.

Who implements the program locally?

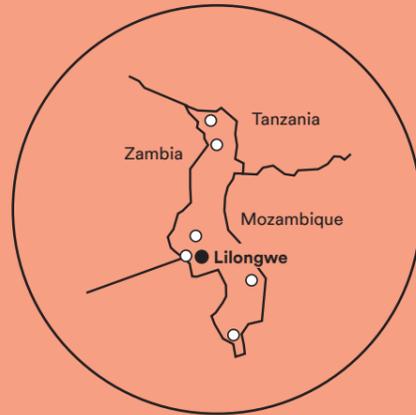
Camfed has been fighting rural poverty and AIDS in Zimbabwe for over two decades. The organization focuses

on educating girls and empowering young women. The girls who are supported are not only given tuition fees and books, but also receive comprehensive support for their entire schooling to enable them to successfully conclude their education and start a promising future. Camfed sets an example in involving the local community. The transfer of knowledge from one generation to the next is also very important for the organization. Students previously supported by Camfed are already working in the programs. As part of its partnership with the Roger Federer Foundation, Camfed has for the first time learned about the institutional approach and its experience has been very good. This experience will now be applied in other countries where Camfed is active in addition to its successful programs for empowering girls and young women.

Zimbabwe facts

- ▶ 13 million inhabitants, 39% under age 15
- ▶ Second-highest rate of population growth in the world at 4.4%
- ▶ 10 million people with a mobile phone
- ▶ Ranks 155th out of 177 countries in the Human Development Index
- ▶ Around 25% of the adult population is affected by HIV/AIDS

2 — Malawi *Action Aid*



210

preschools
offering high-quality
early education

2100

qualified preschool
teachers offering better
education

34,000

children given
access to early
education so far

210

school committees
given training and now successfully
managing their preschools

Partner organization: actionaid.org/malawi

In 2010, the Roger Federer Foundation decided to launch a long-term early education initiative. Because of the promising framework conditions, Malawi was selected as the country where the initiative would be implemented the local non-governmental organization Action Aid Malawi was chosen as the implementation partner. The initiative is at its mid-point and is well on track, with numerous successes, lessons learned, adjustments, and expansions.

What are the reasons for the involvement of the Roger Federer Foundation?

Malawi is one of the smallest and poorest countries in the world, despite its political stability and democratic structures. More than 65% of the population live below the poverty line. Of its 16.7 million inhabitants, around one-quarter are children under the age of five, including 18% who are orphans. Childhood in Malawi is not easy. Too many factors prevent children from growing up healthy, mentally and emotionally strong, or even from surviving at all. Only a few reach their full potential. They have no access to education, health care, or equal opportunities.

Studies have shown that it is precisely in such a difficult environment that early learning can have an incredible impact. If children are well-nourished and socially, emotionally, and cognitively well developed for their age

when they start school, they will be more receptive and intellectually agile and can accordingly achieve more. In a country such as Malawi, where around 62% of children drop out of primary school and 25% of children are held back, this would represent substantial progress.

The Malawi government created the legal framework early on so children would benefit from early education. Progress has been made over the last few years as well. However, the government budgets for early education remain small, as they compete with other priorities in the country. In addition, much more in the way of resources and commitment on the part of the international donor community is also required. The Roger Federer Foundation is currently the largest investor in early education. Given the huge needs at the primary and secondary school levels, however, it is clear that investments in education are spread too thin.

As a result, still only 40% of children have access to preschool. The majority of these institutions do not offer truly high-quality education. In rural areas, up to 95% of preschool teachers have no qualifications. There is scant infrastructure and what infrastructure there is, is not child-appropriate. We cannot even begin to speak of adequate early education in many preschool classes. This is due in no small part to the lack of parental involvement, which would help make this level of education successful. This is not surprising, as early education is a relatively new concept and the mostly rural communities, who usually have inadequate levels of literacy, place little value on educating their children.

What does the program include?

The program has a long-term focus and will be rolled out in a total of 80 areas in six districts of the country by 2020. A model preschool is set up in each area that publicizes the desired early education standard in the country and offers people a reference point: the learning environment is safe, child-friendly and stimulating; the preschool teachers are qualified and promote the poten-

«We are very thankful to the donor for their support they have been giving us. Now I don't see children in my village just roaming around because they go to the CBCC and parents are able to do other work.»

Chief of Suwali



In preschool children learn how to use a brush.

tial of the children to the greatest extent possible; children receive a balanced meal on a daily basis; and parents are involved in the early education of their children. The initiative has reached its mid-point and there are already 50 such model preschools up and running.

In the second stage, satellite preschools are integrated into the program around the model preschools that have already been established. For each model preschool, there will be an average of five existing satellites. However, these satellites will not receive the full infrastructural support of the model preschools. Nevertheless, we hope that they will be motivated and inspired by them and move closer to the model of their own initiative. Currently, there are already 250 such satellite preschools in the program.

Some 2,100 early educators have already received training through the program. The experience of the first few years has shown that the educational background of the preschool teachers varies greatly, and not all were able

nity itself, with guidance from a dedicated supervisor. Committees are formed for each preschool, and the members of these committees are shown how to run the preschool well and represent their interests to the government. They are shown how to run micro-businesses in order to generate income for the preschool to ensure the long-term maintenance of the institution and be able to make further investments. Finally, the committees are also responsible for mobilizing the population to provide food or maintain a community garden, so the children receive a daily meal.

Particular attention is focused on the parents. They are made aware of the need for early education and included in all of the activities carried out on behalf of the preschool.

What is our impact?

The program was evaluated by an external expert after the initial phase. Another evaluation is planned for the first quarter of 2016. The fundamental set-up proved effective, although some components were changed and others stepped up.

To date, 34,000 children have received access to preschool education of an acceptable to very good standard. The mental, cognitive, and spiritual development of a control group of 10% of all children was measured after two years of early education. At the start of the program, 37% of children had age-appropriate development and passed the corresponding tests; last year, this figure was 65%. The children in the first few classes since the introduction of the program are already in the second class of primary school. Here, the development of a control group is being observed over the long term, but it can already be stated that 89% of the children from our preschools are at or above the class average in terms of performance. Twenty-four percent are even among the best for their age group.

The evaluators were particularly impressed with the quality of the infrastructure of the new or renovated model preschools. They have child-friendly sanitary facilities, three classrooms with stimulating learning materials, a kitchen, a storage room, and a children's play area. The water supply for the preschools also meets the standard. This attractive learning environment had a great impact on attendance rates, which rose by an average of 614%. The rates at the satellite preschools in some districts have also tripled, with the rate at least doubling in all other districts.

At the start of the program, 95% of preschool teachers had never received training in early education. The quality of instruction was correspondingly low in the base study. It reached 33% on average. Today, all preschool teachers have formal training and quality averages 75%. The measurement includes satellite preschools that have much a simpler infrastructure than the model preschools.

The changes among parents are impressive. At the start of the program, an average of 30% of parents actively supported their children at home. Now, 64% of parents

«Every caregiver would just come and do whatever they pleased with the children. It was after the training that we got to know that there is a daily program that has to be followed.»

head caregiver at Suwali preschool

to complete the official government course. As a result, Action Aid Malawi developed a somewhat easier training course for aspiring teachers who have not completed primary school. All candidates learn how to structure lessons, and how to better encourage, nurture, and educate children. Another important educational objective is to be able to produce games and learning materials using local resources.

The village community is the key to the long-term success of this program. The building materials for the model preschools that are to be built or renovated are provided as far as possible by the local community. This generally comprises bricks, sand, wood, stones, and water. The roof, cement, and windows are provided by the Roger Federer Foundation. The construction work, too, is carried out as much as possible by the village commu-

«I benefited a lot from that income generation training. It was meant to help our childcare center for sustainability but I applied the same business principles on my personal business and it has helped to improve the economic situation of my family.»

member of Selemani CBCC management committee



The kitchen of Mbetu Preschool at sunset.

are actively involved in the early development of their children and in the preschool, and they also carry out early childhood development activities at home. Finally, 68% of the village communities organize regular nutritious meals for the preschools, thus improving the children's nutritional status. This figure is below expectations, as floods over the past year were a big problem for food security. However, the commitment of the communities and the personal initiative are great, which are fundamental to maintaining the established quality of preschools over the long term. In our view, this should be the case in 80% of the preschools.

Who implements the program locally?

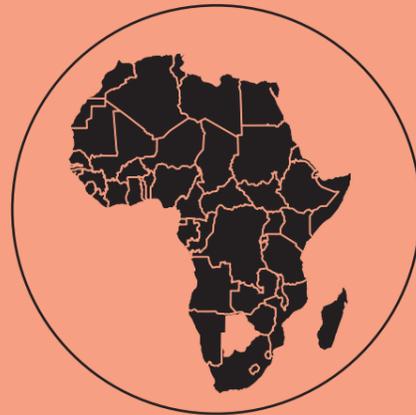
Action Aid Malawi is a non-governmental national development organization that was founded in Malawi in 1990. It is a member of the South Africa-based international federation of more than 40 national Action Aid

organizations. However, Action Aid Malawi is an entirely local non-governmental organization that operates and makes its decisions independently and is managed exclusively by local employees. It is focused on fighting poverty and is active in 14 of Malawi's districts. Action Aid Malawi specializes in helping rural and particularly isolated areas through long-term programs. Involving local communities and fostering their sense of ownership are a particular focus of its work and part of its consistent approach. In its role as a consultant to the Malawian government, Action Aid Malawi gives this often marginalized segment of the population a voice in the capital city.

Malawi facts

- ▶ 16 million inhabitants, 45.8% under age 15
- ▶ Second highest rate of population growth in the world at 4.4%
- ▶ Women have an average of 5.5 children
- ▶ Ranks 173rd out of 177 countries in the Human Development Index
- ▶ The average life expectancy at birth is 50 years

3 — Botswana *Letloa & Bokamoso*



14

preschools
offering high-quality
early education

24

preschools teachers
getting a formal
qualification

3500

San children
receiving access
to early education

12

primary schools decreasing
dropout rates
thanks to teaching assistants

Partner organization: kuru.co.bw/Letloa.html

Three years ago, the Roger Federer Foundation decided to make early education accessible to San children. The program built on ten years of previous work by another European foundation. However, the preschools that had been built had fallen into a state of disrepair after the withdrawal of the donor and, with one exception, all of them were closed. Our ambition was to revive the preschools over the long-term using a different approach.

What are the reasons for the involvement of the Roger Federer Foundation?

Botswana is not actually one of the poorest countries in Africa. Thanks to the income from the production of diamonds and other raw materials as well as stable political conditions, in comparison to other countries, the budget is solid. Particularly striking is that in recent years 30% of the total budget has gone toward the country's education sector. General basic school education is now a reality. At 89%, the literacy rate, from a regional perspective, is very good. A relatively high percentage of 93% of children complete primary school.

«We need playgroup buildings close by the homes of the young children, so that they can feel free and are not intimidated.»

head village development committee
of West Hanahai

However, there is significant catching up to be done in preschool education. In rural areas, just 18% of children between the ages of three and five are registered for preschool and receive early childhood education. Mandatory preschool was not introduced until 2014. State-recognized and regulated training for preschool teachers has existed only for the last two years.

Another factor is that not all segments of the population benefit equally from the government's latest efforts. The San (bushmen) are considered to be the original inhabitants of southern Africa. They are thought to have lived in the Kalahari as hunters and gatherers as far back as 200,000 years ago, but certainly no fewer than 50,000 years ago. In recent decades, however, they have been forcibly resettled. But many left voluntarily to pursue the call of civilization, preferring a permanent place to live to the life of a nomad. The education statistics speak for themselves: San children drop out of school at above-average rates (30%), their overall performance at the primary school level is significantly lower, and the San are rarely found at the tertiary level. The reasons for this are manifold and they have been looked at in-depth by studies.

Many San families live and work on farms. For this reason, at the early age of six the children have to go to boarding school, where they feel uncomfortable and unprotected. Violence and sexual abuse at the schools are not uncommon. A San child typically needs up to three years to get used to his or her new situation; a third are unable to do so and drop out of school. In particular, there are linguistic and cultural reasons that make successful schooling difficult for San children. On a basic level, because of their special cultural background, San children lack emotional reference points. In addition, families do not proactively encourage their children to receive schooling. There are no role models within their own ethnic group to show them that education is something worth striving for.

What does the program include?

For this reason, since 2013 the Roger Federer Foundation has supported an initiative to promote early childhood development and education in all 14 San settlements

that is intended to reach a total of 5,500 San children. The aim of the culturally specific and high-quality preschool education is to significantly reduce the dropout rate among San children and thus also to pave the way to higher education, which should, in turn, lead to more decision-makers from the San community in the long term. The foundation of the program is the formal qualification and training of 24 preschool teachers.

Primary schools, too, should not only provide students with a generally stimulating learning environment, but also have teachers who understand their culture and language. For this reason, the new position of teaching assistant was created at 12 primary schools. The assistants, who come from the San community, ensure that there is a welcome environment for the children and provide them with support in all areas. The salaries of the teaching assistants are paid by the government.

An important piece of the puzzle is to establish a database that includes the San children and thus makes them visible to all school officials. For the first time, dropouts

**«I stayed in school,
although the
community didn't
pay my teacher salary
for two months.
But the children
need me.»**

teacher in the community East Hanahai

and absences will be recorded for all at-risk children, not just for San children. These efforts also include an awareness campaign in schools and in the offices of the responsible authorities about the needs of and challenges faced by the San. As a result of decades of discrimination, this knowledge is often lacking in public schools.

Also of major importance is the mobilization of parents so that they take a proactive interest in their children's education, provide them with support, and act on their behalf. The hope is that they will become involved in school committees and, in particular, that they will ensure that their children attend school regularly.

At the start of 2015, the program was expanded to provide initial training to other preschool teachers from the often marginalized rural areas. To this end, Letloa developed its own state-recognized qualification. The aim is to have at least one candidate from all rural preschools

by 2018. 360 graduates are expected. The first 60 candidates from the Chobe, Okavango, and Ghanzi regions have already started their training. The communities must contribute 25% of the training costs in order to secure their support and show their overall commitment to the preschool. After three years, this amount is repaid and must be reinvested in the preschool.

What is our impact?

The early education initiative in the 14 San communities was evaluated by an external expert four months before the end of the first phase, not only to review its impact, but also to define the second phase of the program and thus properly plan the long-term exit.

After all but one of the existing preschools were closed and operations suspended, they were reopened on the initiative of the village communities and more or less put back into operation. However, the mobilization of the population has varied greatly, depending on the community. In two communities, the preschools only resumed operations again thanks to the initiative of the preschool teachers themselves, and the involvement of the local population is minimal. The other preschools have achieved a mark of «above average» in terms of child-friendliness, safety, play area, learning materials, and hygiene. In two cases, even more space was provided by the community to accommodate the larger number of children and conduct two classes.

All 24 candidates successfully completed the training course and have been active in their community as preschool teachers. On the basis of in-class observations, the quality of instruction in terms of child-friendliness, use of teaching aids, creativity, and interactive teaching ranged from average to above-average. It is therefore necessary to ensure that the skills learned in training are more firmly grounded in the second phase of the program. One difficulty that arose during the program was that 15% of the trained preschool teachers had been recruited to work in the schools. From an overall perspective, this is not a loss for the children, but there is once again a lack of know-how at the preschool level. The expanded training program takes account of this issue.

The absence rate among San children fell at the 12 primary schools by an average of 7%; here, too, the results in the different communities varied greatly. In one community where the population is particularly involved, the absence rate dropped by 16%. However, the success in the area of dropouts was particularly impressive. At five schools, not a single dropout was recorded in 2015. Among the rest of the schools, the rate fell by 5% to an average of 3.5%. In addition, in the three years of the program, 337 children returned to school after dropping out. The school administration attributed these results to the introduction of the teaching assistants.

For a program to be sustainable after the exit of the external motivator, it is crucial for the community to take the lead in early education. As noted above, the willingness



Children love to climb
on the monkey bars
made by the community



Community members construct a new classroom.

to do this was minimal in two communities, as a result of which further investments during a second phase made little sense. In the remaining communities, the responsibility of the local population was ranked as «above-average,» which, in the context of the San, can be seen as a surprising success. Only the parents' involvement in the education of their children was rated as average. This is one of the reasons why the number of children helped by the program was only 3,500 instead of the planned 5,500. Here, we need to continue raising awareness among the communities.

Who implements the program locally?

The «Letloa Trust» is the lead organization in the «Kuru Family of Organizations» (KFO), a group of eight non-governmental organizations that are active in Botswana and South Africa. These organizations pursue the common goal of allowing the San to determine their own future. The KFO's work currently reaches about 40% of the San in Botswana, and 70% of the San in South Africa. The KFO works in the areas of land and resources, health, cul-

ture, and education. The role of the Letloa Trust within the KFO is to provide strategic direction, technical and financial management, and fundraising as well as some cross-divisional programs, such as the one offered by the Roger Federer Foundation.

«For me it is important that parents are contributing to the child-care center and they provide meals and do the cooking.»

Chief of the community Chobokwane

Botswana facts

- ▶ 2.15 million inhabitants, 33% under age 15
- ▶ 3 inhabitants per km², making it one of the most sparsely populated nations in the world
- ▶ 106th place in the Human Development Index
- ▶ Lowest susceptibility to corruption among all African countries
- ▶ 18.5% of the adult population is affected by HIV/AIDS

Status of Programs 2015



South Africa PENREACH

Holistic education program at eight primary schools and seven pre-schools, start of an initiative by the school administration
Start: 2012

Children reached: 11,592
Status expenditure: CHF 733,000



South Africa MOLTENO

Further teacher training to improve the primary level for 760 teachers in Limpopo Province
Start: 2014

Children reached: 10,379
Status expenditure: CHF 352,000



South Africa READ

Education initiative in 30 schools and 40 preschools in the rural areas of Limpopo Province
Start: 2010

Children reached: 30,400
Status expenditure: CHF 2,280,000



Botswana LETLOA & BOKAMOSO

Early education for disadvantaged children and qualification of preschool teachers
Start: 2012

Children reached: 3,500
Status expenditure: CHF 945,000



Malawi ACTION AID

National early education initiative in six districts and 480 preschools
Start: 2011

Children reached: 34,000
Status expenditure: CHF 6,695,000



Malawi DAPP

Initiative to reduce the dropout rate in 114 schools in the first three years
Start: 2015

Children reached: 16,000
Status expenditure: CHF 299,000



Zimbabwe CPS

Holistic early education initiative in 80 village preschools in rural areas of Matabeleland
Start: 2014

Children reached: 6,000
Status expenditure: CHF 621,000



Zimbabwe CAMFED

Establish a social network and promote education at 90 primary schools and preschools in Matabeleland
Start: 2011

Children reached: 145,000
Status expenditure: CHF 1,830,000



Zimbabwe EMFULENI TRUST

Increase the quality of education at seven primary schools and ten preschools in Matabeleland South
Start: 2009

Children reached: 6,140
Status expenditure: CHF 545,000



Namibia LLCL & CAFO

Improve the quality of early education in 95 existing preschools
Start: 2015

Children reached: 4,750
Status expenditure: CHF 223,000



Zambia PAF

Initiative for the comprehensive strengthening of 140 village schools in rural areas
Start: 2011

Children reached: 48,600
Status expenditure: CHF 917,000



Zambia ROCS

Increase quality of education at 60 rural village schools and introduction of preschool level
Start: 2013

Children reached: 37,700
Status expenditure: CHF 598,000



Switzerland A:PRIMO

Parent mentoring for better early support in families facing financial hardship in seven communities
Start: 2012

Children reached: 287
Status expenditure: CHF 375,000



Switzerland WINTERHILFE

Extracurricular support fund for children from financially disadvantaged families
Start: 2012

Children reached: 380
Status expenditure: CHF 720,000

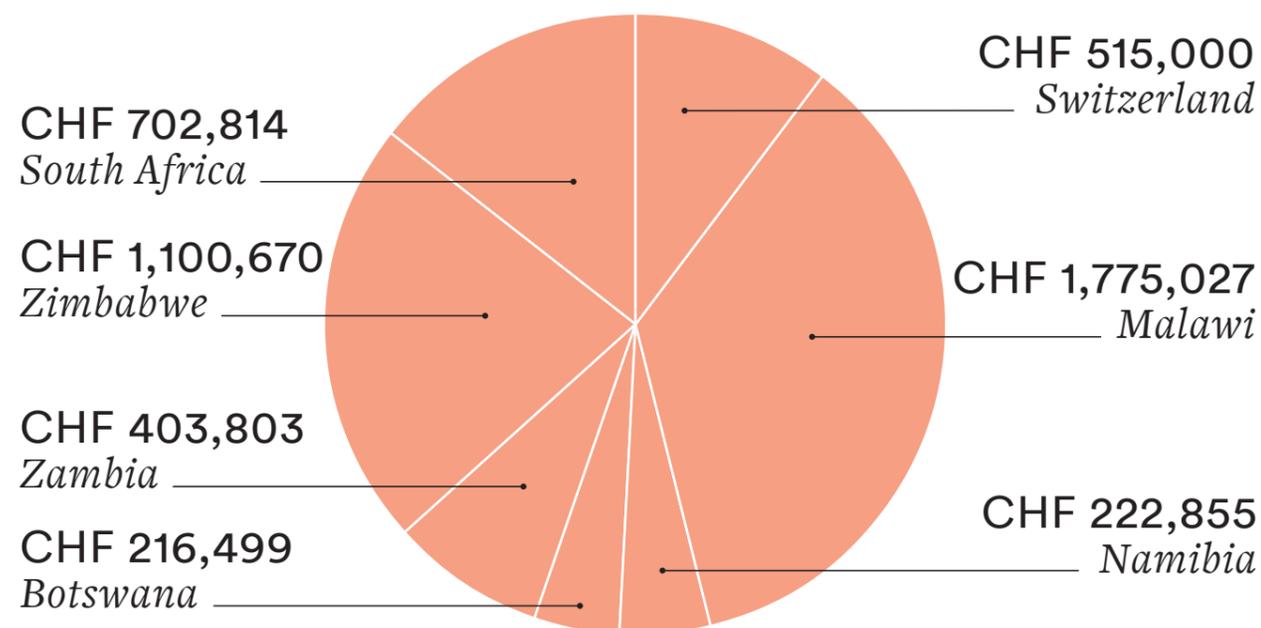


Switzerland SPORTHILFE

Sponsorship program for talented young athletes from financially disadvantaged families
Start: 2007

Children reached: 81
Status expenditure: CHF 719,000

Financial Overview for 2015



Income

Donation income was the same as in the previous year, excluding the income generated by the Match for Africa in 2014. CHF 5.6 million in donations without an income-generating event is a considerable sum that makes us very grateful. The income allowed the Board of Trustees to meet its long-term target, despite a difficult year for financial returns: The foundation capital has reached ten million Swiss Francs at the end of the year. This amount is in the average range and the ratio of income to expenditure is solid. As a result, further growth is not planned.

Expenditure

Project expenditure increased only slightly and exceeded the CHF 5 million mark. These expenses were considerably lower than planned: We conclude our contracts with local partner organizations in local currencies in accordance with the program budget. In four cases, exchange rates developed significantly in our favor, which meant that the projects were much more cost-effective for us. Moreover, in two cases the program scaling was delayed. Administration costs are once again at the lower end of the range, at 7.2% of total expenditure. However, these costs are likely to increase slightly with the opening of the regional office in South Africa in the coming year.



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

As statutory auditors, we have examined the financial statements of Roger Federer Foundation, which comprise the balance sheet, operating statement and notes, for the year ended 31 December 2015.

These financial statements are the responsibility of the Board. Our responsibility is to perform a limited statutory examination on these financial statements. We confirm that we meet the licensing and independence requirements as stipulated by Swiss law.

We conducted our examination in accordance with the Swiss Standard on Limited Statutory Examination. This standard requires that we plan and perform a limited statutory examination to identify material misstatements in the financial statements. A limited statutory examination consists primarily of inquiries of foundation personnel and analytical procedures as well as detailed tests of foundation documents as considered appropriate in the circumstances. However, the testing of the operational processes and the internal control system, as well as inquiries and further testing procedures to detect fraud or other legal violations, are not within the scope of this examination.

Based on our limited statutory examination, nothing has come to our attention that causes us to believe that the financial statements do not comply with Swiss law and the foundation's deed.

PricewaterhouseCoopers AG

Claudia Andri Krensler
Audit expert
Auditor in charge

Angela Ledermann

Zürich, 10 March 2016

Enclosure:

- Financial statements (balance sheet, operating statement and notes)

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Balance Sheet as of December 31 (in CHF)

	2015	2014
Assets		
Liquid funds	4,286,718.71	5,984,821.80
Swiss Federal Tax Administration, withholding tax	12,461.51	7,466.82
Other short-term receivables		
- Related parties	1,105,480.73	1,832,693.94
- Third parties	256,540.00	47,210.00
Accrued income	23,064.45	27,940.05
Total current assets	5,684,265.40	7,900,132.61
Financial investments	8,991,843.95	6,695,211.67
Total fixed assets	8,991,843.95	6,695,211.67
Total assets	14,676,109.35	14,595,344.28
Liabilities and capital		
Short-term liabilities		
- Accounts payable	56,553.05	191,612.27
- Accrued expenses	50,800.95	28,080.00
Total short-term liabilities	107,354.00	219,692.27
Foundation capital	10,000,000.00	9,000,000.00
Project reserves		
- Action Aid, Malawi	1,120,320.00	897,000.00
- CAMFED, Zimbabwe	0.00	677,000.00
- Child Protection Society (CPS), Zimbabwe	125,697.00	440,000.00
- DAPP, Malawi	503,076.00	0.00
- Emfuleni Trust, Zimbabwe	0.00	65,000.00
- Letloa Trust, Botswana	46,945.00	29,700.00
- Lifeline/Childline, Namibia	353,373.00	750,000.00
- Molteno, South Africa	556,946.00	973,644.00
- Penreach, South Africa	508,339.00	0.00
- People's Action Forum (PAF), Zambia	45,220.00	291,000.00
- Read Education Trust, South Africa	1,052,780.00	0.00
- ROCS, Zambia	26,780.00	257,107.00
- Schweizer Sporthilfe, Switzerland	85,000.00	170,000.00
- Verein A:primo, Switzerland	0.00	60,000.00
- Winterhilfe, Switzerland	120,000.00	320,000.00
- Yoneco, Malawi (Baseline Study)	0.00	12,000.00
- Small Donations Fund	20,000.00	30,000.00
Total project reserves	4,564,476.00	4,972,451.00
Free capital generated	4,279.35	403,201.01
Total capital of the organization	14,568,755.35	14,375,652.01
Total liabilities and capital	14,676,109.35	14,595,344.28

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

Operating statement January 1 to December 31 (in CHF)

	2015	2014
Income		
Donation income	1,789,337.09	1,677,407.12
Direct and indirect donations Roger Federer		
- Donations from Tenro AG incl. profit on merchandising	1,168,238.10	410,638.27
- Donations corporate sponsors	1,945,106.00	1,230,448.00
Roger Federer Charitable Fund	588,980.73	1,601,286.18
Roger & Friends Charity event Australia	0.00	849,159.99
Match for Africa 2	128,518.13	1,400,000.00
Other income	8,758.05	14,074.35
Total donation income	5,628,938.10	7,183,013.91
Expenses		
Project expenses		
- Action Aid, Malawi	1,463,147.56	1,875,435.11
- CAMFED, Zimbabwe	677,000.00	377,904.00
- Child Protection Society (CPS), Zimbabwe	353,670.54	263,028.76
- DAPP, Malawi	298,888.75	0.00
- EFDA, Ethiopia	0.00	14,610.15
- Emfuleni Trust, Zimbabwe	70,022.40	34,614.00
- Letloa Trust, Botswana	216,499.74	322,773.40
- Lifeline/Childline, Namibia	222,855.06	0.00
- Molteno, South Africa	170,832.78	181,400.15
- Penreach, South Africa	107,738.72	184,122.03
- People's Action Forum (PAF), Zambia	166,974.57	222,049.00
- Read Education Trust, South Africa	424,244.00	786,940.43
- ROCS, Zambia	236,829.87	225,914.42
- Schweizer Sporthilfe, Switzerland	85,000.00	74,800.00
- Verein A:primo, Switzerland	60,000.00	90,000.00
- Winterhilfe, Switzerland	360,000.00	160,000.00
- Yoneco, Malawi (Baseline study)	12,992.78	13,351.50
- Small Donations Fund	36,600.00	30,370.00
Evaluation and Monitoring	68,592.39	96,723.05
Total project related expenses	5,031,889.16	4,954,036.00
Administration expenses	390,675.03	335,304.68
Total operating result	206,373.91	1,893,673.23
Financial result		
- Other financial expenses	-5,360.52	-3,773.05
- Interest income	50,686.72	65,120.47
- Dividends	31,391.02	0.00
- Investment gains	180,366.08	818,761.31
- Investment losses	-270,353.87	-274,508.71
Total financial expenses	-13,270.57	605,600.02
Result before allocation to organization capital	193,103.34	2,499,273.25
Allocation to the foundation capital	-1,000,000.00	-1,150,000.00
Withdrawal from free capital	398,921.66	0.00
Allocation to free capital	0.00	-401,480.25
Allocation to project reserves	-5,420,000.00	-5,887,000.00
Withdrawal from project reserves	5,827,975.00	4,939,207.00
Total result after allocation	0.00	0.00

Children must
be taught how
to think, not
what to think.

Margaret Mead

*The beautiful thing
about learning is
that now one can take it
away from you.*

BB King

The capacity to
learn is a gift;
the ability to learn
is a skill; the
willingness to learn
is a choice.

Brian Herbert

*I never teach my pupils,
I only provide
the conditions in which
they can learn.*

Albert Einstein

*Education's purpose
is to replace
an empty mind with
an open one.*

Malcolm S. Forbes

If you think
education
is expensive try
ignorance.

African Proverb

*Education is the
most powerful weapon
which you can use
to change the world.*

Nelson Mandela

The first five years
have so much
to do with how the
next 80 turn out.

Bill Gates

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Masthead

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