Achieving Goals

A member of the children council talks about her experience.

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

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

Yours

Roger Federer
Chairman of the Board of Trustees, March 2019

Foreword

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

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

The Roger Federer Foundation’s strategic objective had therefore been to sustainably improve the quality of education in early childhood care centres, preschools, and primary schools for one million children between the ages of three and twelve by the end of 2018, and to shape the schools’ management effectively and efficiently. We also achieved this goal thanks to our partners’ tireless efforts. In Switzerland, children from disadvantaged financial backgrounds were supported both before entering school and at extra-curricular level in order to facilitate their integration and enable them to do justice to their development potential and their ambitions. We believe in the potential of all people. For this reason, the approach of the Roger Federer Foundation is exclusively focused on empowering people to improve their own situations. Instead of delivering goods to local communities, we strengthen existing skills and resources, and provide the local population with organizational and financial support so they can solve their own problems. We believe that this “strengthening approach” is the only way to improve situations both sustainably and systematically. In order to ensure cost efficiency and cost effectiveness, the Roger Federer Foundation limits its engagement to just six countries in Southern Africa plus Switzerland.

7 countries where we are active
4,200 preschools and primary schools have increased their quality of education
18 partner organisations are implementing our programmes
17,500 trained teachers have increased their teaching capabilities
1,160,000 children have benefited from our interventions
44 million Swiss francs have been invested in our programmes since inception
Reaching one million children by the end of 2018. That was our goal. In the end, even 1,160,000 children were supported by our programmes. In order to guarantee the achievement of our goal, we wanted to play it safe. For this reason, we grew steadily, scaling our programmes early to include more than 4,200 schools and preschools. It should be mentioned that we only counted each child once, regardless of how long a child was benefiting from a measure and only if he or she enjoyed a measurably better quality of education. However, our quantitative goal has one drawback: it counts all children the same, no matter how formative the effect on their lives may be. Some children have been given access to a preschool for the first time, others have benefited from their teachers’ improved teaching skills. Nevertheless, by giving children a better educational start in life, we are hoping to give them the chance for a better future.

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

Janine Händel
CEO Roger Federer Foundation, March 2019
In 2011, the Roger Federer Foundation launched a ten-year early childhood education initiative in Malawi, which is highly successful. However, our commitment always reached the limit of its effectiveness and sustainability when the children transitioned from a good quality preschool to an inadequate primary school. Therefore, we felt obliged to extend our commitment to include primary schools. After all, schools must also provide the youngest learners with an age-appropriate learning environment so that children can get their education off to a good start.

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What does the programme include?
The study mentioned above was the starting point for the formulation of a package of measures designed to facilitate the transition of children from preschool to primary school, and to prevent dropouts. After a call for proposals, the Malawian organisation Development People to People presented the best concept, which it implemented over three years. The initiative included the establishment of a more child-friendly, inclusive learning environment in the lower-level primary classes of 114 schools. In courses lasting several weeks, primary school teachers learnt child-friendly teaching methods suitable for the lowest primary classes, and were shown measures to facilitate the transition of children from preschool to primary school. They were motivated to remain in regular contact with the local preschool staff, and to consciously accompany children in their transition. The primary teachers were given practical ideas and instructions on how to make their own teaching materials, and how to make their classrooms child-friendly. Great emphasis was placed on including the local population, especially the parents. The start-up phase of the programme included village meetings, in which local people were made aware of the problem of high primary school dropout rates and their causes. It was important for people to understand the importance of children attending school, as well as the challenges they face when starting school. This helped them to recognise their own roles and responsibilities. With the help of volunteers, all schools began providing regular meals for their youngest learners. The schools established gardens with the aim of growing and harvesting the majority of the food needed for meals, supplemented by donations from the local population. Parents were put in contact with those responsible for running the schools, and they started a regular exchange with teachers. They were also shown how to support their children in the early stages of their school experience.

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

An Interview with Lisbeth Thomsen, Director DAPP

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

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

And what has been your experience of the Roger Federer Foundation as a donor?
The Roger Federer Foundation has a clear understanding of the context in which the project is being implemented, the opportunities and constraints surrounding the project, and is therefore able to give very valuable inputs to the project implementation.

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

Given the relatively short duration of the programme and the modest budget of less than $7,000 per school, these achievements are surprising to say the least. They are due to the fact that it was possible to mobilise all actors, and that the schools were able to create a child-friendly, attractive learning environment for young pupils. Today, 82% of the schools have playgrounds and 52% have renovated, inviting classrooms with toys. 82% of the schools
We know the project has a beginning and an end, but we have taken ownership. When the project phases out we are ready to continue doing the activities, as this will help us take care of our children and the community.”

A parent from Katete primary school

Malawi facts

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

Teachers make toys from locally available resources.
**Programme Insights**

**South Africa**

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

**What are our reasons for getting involved?**

If you look at student performance statistics in South Africa, there are big differences between the provinces. Rural areas which are mostly populated by poorer sections of the population, consequently have lower tax revenues and education budgets. Accordingly, the average performance of students is at the lower end of the scale. The factors are manifold: poorer schools have fewer teaching materials, a poorer pupil/teacher ratio, and less motivated teachers. Presumably, students are also less likely to receive support at home and, due to their cultural background, often struggle with the English language, which is used exclusively in class from Grade 3 onwards. Tests by the "Southern and Eastern Africa Consortium for Monitoring Educational Quality” have also shown that more than half of Grade 6 teachers could not pass the language and maths exams that their own students are expected to pass. In addition, there is a lack of basic understanding of the curriculum, and of the knowledge and skills required to teach it to students. Studies have shown that, on average, less than 60% of the curriculum is actually taught in classrooms.

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

**What does the programme include?**

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

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**Table:**

- **24** primary schools with improved leadership and learning environment
- **20,242** students with a better managed school in which they participate
- **6%** increase in passed examinations at all primary school levels
- **22%** improved implementation of learning objectives and their planning by teachers
- **90%** increase in accessing national data for the schools’ management
- **35%** increase in attendance rates for teachers as well as pupils

**Partner organisation:** www.penreach.co.za

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

Principal in Nkomazi circuit, Mpumalanga
An Interview with Andile Ncontsa, CEO Penreach

What makes the approach of your programme special?
Stakeholder buy-in and support was garnered from the outset and this included support across all levels of government as well as local community and school community support.

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

And what has been your experience of the Roger Federer Foundation as a donor?
Penreach has evolved with the learning culture and flexibility that the Foundation encourages. We’ve built internal capacity through the leadership of the Foundation and collaborating with its other partners.

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

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

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

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

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

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

In retrospect, some important measures and milestones developed during the initiative contributed to this success. For example, during the first round of training, the school directors developed a “quick win” list of measures that promised visible, tangible changes in school management at no cost. The measures implemented most often as a result of these “quick win” lists were campus...
clean-up campaigns, improved archiving of school materials, storage room clean-ups, timekeeping and absence management for teachers, establishment of codes of conduct in collaboration with students, improved communication and marking of homework, remedial classes for weaker students, and time management coaching for teachers in individual subjects and topics. The “quick wins” turned out to be very important motivators for the entire programme. Furthermore, our collaborations with the Michael and Susan Dell Foundation and the New Leaders Foundation were extremely fruitful. They resulted in the development of a user-friendly data processing system for schools that was introduced in the continuing education courses. If schools wish to recognise their deficits and create a decision-making basis for establishing relevant measures, the collection of all pertinent school and student data is of great importance. For example, one such data set includes student and teacher absences. In addition, the school leadership was trained to make better use of the national school data systems. As a result, at the end of the programme, it was found that 90% of school directors regularly used and benefited from the existing data management systems. Comparing this to school directors who did not participate in the Penreach initiative shows a difference of 60%.

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

“T’ve gained an understanding of teamwork and leadership and it’s assisting a lot. Especially in running schools, interacting with subordinates and solving problems. I have also received curriculum related help from the other principals in my Community of Practice.”
Principal in the Khulangwane circuit, Mpumalanga

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

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

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

**What are our reasons for getting involved?**

UNESCO studies have shown that the greatest guarantee of educational quality lies with the teacher. Even if students are sitting under a mango tree, a good teacher can inspire them and provide quality education. Teaching quality is a fundamental problem in Africa. The majority of teachers were never taught didactically, as teachers’ seminars often focus only on the content to be taught, rather than teaching methodology. Additionally, in rural schools children are taught by teachers who have never received a formal education. In Zambia, about 30% of the total of 10,500 schools are so-called “community schools”. These are schools that are founded and managed by the village communities themselves, as there are no public schools within a reasonable distance. Teaching is carried out by volunteers who usually have at least a secondary school education, but who have never attended teacher training college. They receive a salary from the village community. Over the years, we have encountered many highly motivated volunteer teachers. But it is hardly surprising that they are often not up to the job, given the high number of students and lack of teaching materials. Especially in adverse teaching conditions where classes often include 60 children or more, didactic methods would be helpful.

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

**What does the programme include?**

In collaboration with regional education experts, the Roger Federer Foundation developed an introductory course in pedagogy and didactics for Zambian communi-
ty volunteer teachers. The course takes the form of an app on a tablet. It includes 20 weekly lessons, which teachers can complete offline through self-study. Teachers in the same school who are taking part in the course complete the lessons as a group. They then apply the lessons they have learnt to their classes over the course of the week, and discuss their experiences in the subsequent group. Through this approach, we hope to promote a new group mentoring mentality among teachers, as it is practically non-existent in schools at the moment. This offers more potential for sustainable long-term change than a one-off three-day training course.

Each school is equipped with a solar-powered tablet, as the schools usually have no electricity. New technologies not only enable cost-effective content scaling, they can also communicate the content in more diverse ways. Tablets also offer the option of illustrating examples through instructive videos which are not tied to a specific language and which are adapted to the appropriate culture. With this in mind, we produced videos with a Zambian teacher in a community school. Tablets are easy to use and can be used in groups. While the instructions for the weekly teacher sessions always address the entire group, participants sign up individually for the tests. They send the code they receive to a central number via text message for automatic confirmation and encouragement from the system. This gives us an idea of how many teachers are participating in the courses and how they are progressing.

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

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

As mentioned earlier, the SMS feedback feature integrated into the educational software enables us to track the level of activity in every school, even without physical presence. We have seen how important, yet unfortunately, also how vulnerable this feature of the approach is: due to technical difficulties with the development of the database and with local SMS providers, in many cases participants did not receive automatic responses for a long time. Participants were also prone to forgetting about the SMS function. To avoid these difficulties in the current round of participants, a new database developer has been hired. The idea of implementing one-to-one supervision by school inspectors enjoyed varied success from district to district and from person to person. However, as support for teachers participating in the course could sometimes be central to the course’s continuation, in the next round...
of the programme (where necessary) our implementation partners will be more involved in supervision than originally planned and than is ideal for sustainability reasons. The number of teachers who started the course and completed at least 5 out of 20 lessons met our expectations at around 6,800, considering that the course was entirely voluntary and no special incentives were offered. Nevertheless, this is a value that could be improved by implementing various measures, the majority of which, however, would usually involve long-term financial costs, such as wage incentives.

A total of 70% of teachers who registered for the course completed it, returning 15 or more test results. These are good values, which prove that this course for community volunteer teachers is fundamentally attractive, understandable and technically feasible for digital illiterates. However, the most important impact indicator for us is the number of teachers who actually apply what they have learned. In this regard, the evaluation results show that 85–89% of participants have made great or very significant progress in the areas of applying group work methods, sourcing teaching materials from locally available resources, using encouraging questioning methods, and structuring lessons. The only area in which less positive results were recorded was that of systematic lesson preparation. The overall value, however, is well above our expectations. It is so promising that the new Roger Federer Foundation Strategy 2019–2025 includes the approach of promoting decentralised further education through tablet-based group self-study courses with a strong video component. In addition, cooperation with local authorities and school inspectors has also led to teachers at state schools wanting to use the iAct learning software. In 2019, therefore, we intend to develop a version of the app that can be downloaded for free via GooglePlay.

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

---

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

Teacher Kanyolonyolo Community school, Lundazi

---

**Zambia facts**

- The population is 17 million, 19.6% at primary school age
- Ranks 144th out of 189 countries in the Human Development Index
- 52% of adolescents from poor regions do not go to school
- 57% of the population live in rural areas
- Life expectancy is slightly less than 62 years
**Status of Programmes 2018**

**Botswana**

**BOKAMOSO**
- Education and coaching of preschool teachers
- Start: 2012
- Children reached: 21,000
- Expenditure: 1,634,192

**Malawi**

**ACTION AID**
- Nationwide early education initiative in 480 preschools
- Start: 2011
- Children reached: 160,000
- Expenditure: 11,030,079

**Namibia**

**LLCL & CAFO**
- Improve the quality of 95 existing preschools
- Start: 2014
- Children reached: 9,400
- Status expenditure: 730,326

**Zambia**

**DAPP**
- Initiative to offer children a good start in education in 114 schools
- Start: 2015
- Children reached: 103,000
- Expenditure: 775,000

**PAF**
- Strengthening 230 community schools in rural areas
- Start: 2011
- Children reached: 96,000
- Expenditure: 1,400,000

**ZOCOZ (ZOC)**
- Improved early education in 100 community schools
- Start: 2016
- Children reached: 12,000
- Expenditure: 534,826

**ZAFT (ZACT)**
- Interactive teaching skills initiative for volunteer teachers
- Start: 2016
- Teachers reached: 5,227
- Expenditure: 1,708,018

**Switzerland**

**SCHOOL READINESS INITIATIVE**
- Nationwide programme to offer children a good start in education
- Start: 2018
- Expenditure: 516,000

**Zimbabwe**

**CAMFED**
- Improved social networks and education in 210 primary schools
- Start: 2011
- Children reached: 231,000
- Expenditure: 3,630,797

**South Africa**

**SCHOOL READINESS INITIATIVE**
- Nationwide programme to offer children a good start in education
- Various partners
- Start: 2018
- Expenditure: 215,000

**SWISS DONATION FUND**
- Various donations for disadvantaged children in Switzerland
- Winterhilfe, Sporthilfe, Region Valbella Fund, Kinderspital Zurich
- Expenditure: 2,600,000

**PENREACH**
- School leadership initiative in 24 primary schools
- Start: 2012
- Children reached: 35,000
- Expenditure: 1,330,000

**MOLTENO**
- Teacher training programme for 760 foundation phase teachers
- Start: 2014
- Children reached: 128,000
- Expenditure: 1,400,000

**READ**
- Early education programme in 60 schools and 82 preschools
- Start: 2016
- Children reached: 66,000
- Expenditure: 3,200,000

**CPS**
- Comprehensive early learning initiative in 165 village preschools
- Start: 2014
- Children reached: 32,000
- Expenditure: 1,496,000

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- Comprehensive early learning initiative in 165 village preschools
- Start: 2014
- Children reached: 32,000
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**SCHOOL READINESS INITIATIVE**
- Nationwide programme to offer children a good start in education
- Various partners
- Start: 2018
- Expenditure: 516,000

**Area in which the programme is implemented.**

Expenditure: Invested amount since the start of the programme.
Income Generation

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

Programme Expenditures

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

Financial Overview for 2018

PricewaterhouseCoopers AG, Zürich, has examined the financial statements 2018 including the referenced balance sheet and income statement (pages 32 and 33) prepared on the basis of Swiss Code of Obligations in accordance with the Swiss Standard on Limited Statutory Examination.

Based on this examination, nothing has come to their attention that causes them to believe that the financial statements do not comply with Swiss law and the foundation’s deed and the internal regulations.

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

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

PricewaterhouseCoopers AG is a member of the global PricewaterhouseCoopers network of firms, each of which is a separate and independent legal entity.
### Balance Sheet as of December 31, 2018 (in CHF)

<table>
<thead>
<tr>
<th>Assets</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
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<td>Liquid funds</td>
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<td>4,553,600.66</td>
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<td>29,104.05</td>
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<td>956,309.60</td>
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<tr>
<td>- Donor pledges Roger Federer/Tenro AG</td>
<td></td>
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</tr>
<tr>
<td>Prepayment</td>
<td>400,000.00</td>
<td>200,000.00</td>
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<tr>
<td>Total current assets</td>
<td>8,211,669.17</td>
<td>5,747,095.42</td>
</tr>
<tr>
<td>Financial investments</td>
<td>11,874.35</td>
<td>20,120.80</td>
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<tr>
<td>Total non-current assets</td>
<td>9,227,911.37</td>
<td>10,008,084.50</td>
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<tr>
<td>Total assets</td>
<td>17,439,580.54</td>
<td>15,755,179.92</td>
</tr>
</tbody>
</table>

### Liabilities

<table>
<thead>
<tr>
<th>Short-term liabilities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Accounts payable</td>
<td>21,821.34</td>
<td>9,263.55</td>
</tr>
<tr>
<td>- Accrued expenses</td>
<td>479,739.32</td>
<td>236,671.84</td>
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<td>Total short-term liabilities</td>
<td>501,550.66</td>
<td>245,835.39</td>
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<tr>
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<td>295,000.00</td>
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<td>Interactive Teaching Initiative (Iact) Zambia</td>
<td>0.00</td>
<td>280,000.00</td>
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<td>ECD Initiative Malawi</td>
<td>1,229,150.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total project expenses</td>
<td>2,303,180.00</td>
<td>579,000.00</td>
</tr>
<tr>
<td>Initial capital</td>
<td>50,000.00</td>
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<tr>
<td>- Tied capital</td>
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### Operating Statement January 1 to December 31, 2018 (in CHF)

**Balance Sheet as of December 31, 2018 (in CHF)**

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Closing Words

A child without education is like a bird without wings.

Tibetan Proverb

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

Malcolm X (1925–1965)

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

Alexis Carrel (1873–1944)