



Annual Report 2025

 FEDERER
FOUNDATION

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Our mission:

To support and strengthen early and foundational learning systems so that every child has the opportunity to thrive.

Who we are

The Federer Foundation is an independent philanthropic foundation working in Southern Africa and Switzerland. Our mission is simple: to support and strengthen early and foundational learning systems so that every child has the opportunity to thrive.

We believe that strong foundations built early in life matter for children, families and society alike. We work alongside governments, partners and communities, building on their leadership and experience.

What we do

We work with partners to strengthen early and foundational learning systems, so they are sustainable, locally led and rooted in government ownership. Our focus is on long-term change, not short-term programmes.

In Southern Africa, we collaborate with governments and partners to improve access, quality and coherence within early and foundational learning systems, including support for school readiness. In Switzerland, we support initiatives that promote movement as part of children's physical and mental wellbeing. Across both contexts, we recognise that learning, wellbeing and belonging are closely connected.

What we learn through impact and systems strengthening matters. These same learnings have helped us shape our path for the years to come, informing a new strategy that builds on experience, partnership and evidence. As we move forward, we continue to listen, learn and adapt, working together to support systems that deliver lasting change for children.



*Our work is made possible by generous long-standing individual and institutional donor partners.

We thank the Thomas and Doris Ammann Foundation as our largest anchor donor, the Fondation Alfred & Eugénie Baur, the Dr. Guido and Frederika Turin Stiftung, the Nationale Postcode Loterij, the Roche Employee Action and Charity Trust, UBS Optimus Foundation, as well as Roger Federer's sponsors: Jura, Lindt, Moët Chandon, Rolex, UBS and Wilson.



Roger Federer paying for his groceries on a programme visit in Mpumalanga, South Africa
© Federer Foundation by Hanro Havenga

Reflections

Learning and legacy

After years of working alongside communities, governments and partners, two lessons stand out: the earliest years matter most, and progress only lasts when it is achieved together.

Through our long-standing work in Southern Africa and Switzerland – including the School Readiness Initiative (SRI) – millions of children have entered primary school better prepared to learn and succeed, thanks to joint efforts with governments and partners. Along the way, we learned that, while individual initiatives can open doors, lasting impact depends on strong, sustainable systems that are government-led, locally rooted and designed to support children from the earliest years onward.

Our learning continues. An independent evaluation of the SRI is underway, and its findings will help guide our next steps. The strategy we are implementing grows directly from this experience, a deliberate evolution – building on years of partnership and shared learning. Sustainability and government ownership have remained at the heart of our work, guiding how initiatives are designed, implemented and sustained over time.

Reflecting on my visit to South Africa in February 2025, one realisation stays with me and drives our work today. While we celebrated reaching 300,000 children with quality preschool education, 1.3 million children in South Africa alone are still waiting. It was a humbling reminder that our work is far from over. Along with government, business and other philanthropies, we must stay committed to the needs that remain unmet: the joy of building blocks, the magic of a first book, and the crucial difference a knowledgeable educator can make. At a business breakfast in Johannesburg, leaders from across these sectors united around one shared commitment: bringing quality early learning to every child.

Looking back on a year of growth and transition, I am deeply grateful to the partners, communities and donors who shaped this journey.

I am also particularly proud to be sharing this mission with my family. I look forward to seeing how the Foundation's values will continue to shape opportunities for children long into the future, carrying this legacy forward with purpose and impact under the name of the Federer Foundation. Our mission remains unchanged: ensuring every child can learn, thrive, and reach their full potential.

Roger Federer, President
April 2026

Reflections

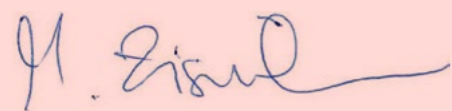
Driving the next phase of strategy

My first year in the role has been a season of extraordinary learning. From high-level discussions at the ADEA Triennale on Education in Ghana to my visits across Southern Africa, I have seen how investment in the early years ripples far beyond the classroom, influencing everything from health to economic growth. I am grateful to our peers whose advocacy at the G20 brought about vital commitments from leaders to prioritise early education. On every visit and in every conversation, what stood out most was a shared, unwavering commitment to systemic impact, one example being Zimbabwe's adoption of our child development assessment tool into the national teacher training curriculum. To help children truly thrive, in school and beyond, we will strengthen early and foundational learning from age three and into primary school, while fostering partnerships and government ownership for sustainable impact.

Meaningful change takes more than good ideas. It takes partnership, evidence, innovative approaches and shared learning. This is why we firmly believe in the importance of locally led initiatives. When communities lead, change becomes tangible, and ownership creates hope for the future.

This is at the core of our new strategy. Working with governments, local organisations, and fellow funders, we are aligning efforts to improve quality and reduce fragmentation across education systems so that children experience stronger and more continuous learning pathways. This approach reflects our growing emphasis on collaboration, shared accountability, and long-term system strengthening. We will continue working in our countries of implementation, fostering even closer partnerships with the governments of Malawi and Zambia. Innovation and evidence – embodied by our Early Learning Kiosk, data systems and the evaluation of the School Readiness Initiative – remain vital to our work as we continue learning and adapting as an organisation.

As this direction has taken shape, the Foundation itself has evolved. The name change reflects Roger's commitment to early learning, with a lasting legacy carried forward by his family. Building on our past and focusing on stronger systems for the future, we aim to help create sustainable change that benefits generations of learners to come.



Maya Ziswiler, CEO
April 2026



CEO Maya Ziswiler chats with children during a programme visit to a preschool in Chikankata, Zambia
© Federer Foundation by Jason J. Mulikita

Progress under the existing strategy

Working with governments to embed solutions in national systems

This year, we continued working side by side with local partners and ministries of education to ensure that effective approaches become part of everyday public education systems. Together, we supported the integration of practical solutions such as the **ChildSteps digital child-development assessment tool**, the **KnowHow course for teachers**, and the broader **Early Learning Kiosk platform** into government training, monitoring and resource systems. In several countries, these jointly developed solutions were formally adopted or incorporated into national structures, helping ensure that improvements in early learning quality can be sustained and expanded through public systems over time.

Strengthening educators' capacity at scale

Together with our partners, we continued investing in the people at the centre of early and foundational learning: educators. Through locally delivered training, peer exchange groups and practical classroom resources – many accessed through the Early Learning Kiosk – educators strengthened their ability to support children's development, use formative assessment tools such as ChildSteps, and engage parents more actively in children's growth and development. These efforts are helping build consistent teaching quality across diverse contexts while reinforcing national professional development systems.

Expanding access to reach more children

Working with partners, communities and public authorities, we continued reaching more children with quality early learning opportunities across districts. Together, we supported the rollout of school-readiness approaches, practical educator-support tools and activities that strengthen engagement with families and communities. These joint efforts also helped bring governments, multilateral organisations and private-sector partners around shared national priorities, unlocking additional support to help countries expand early and foundational learning in ways that are locally owned and sustainable.

Even as we transition to the new strategy, the existing approach continues to deliver tangible results: we work with partners and governments to strengthen national systems, equip educators with practical tools and training, and expand equitable access to quality early learning – contributing to sustainable, locally led progress.

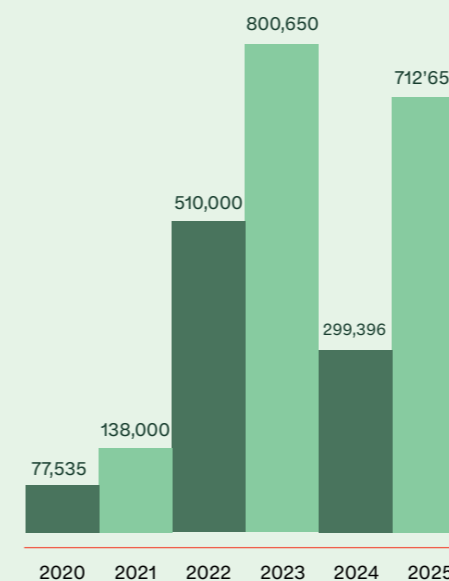
“My child is in Standard 1 and is ranked number 1 in her class because she attended this community-based childcare centre (CBBC) that was part of SRI.”

Parent from Malawi

“The teachers now have proper classrooms, running water, toilets, and electricity, which has reduced their burden and helped them focus on teaching.”

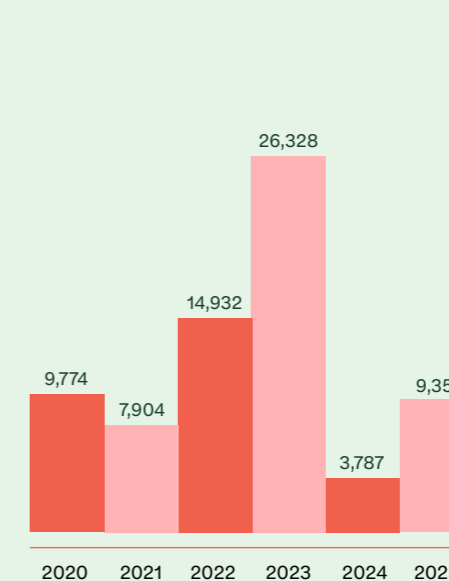
Headman from Namibia

Number of children reached, per year



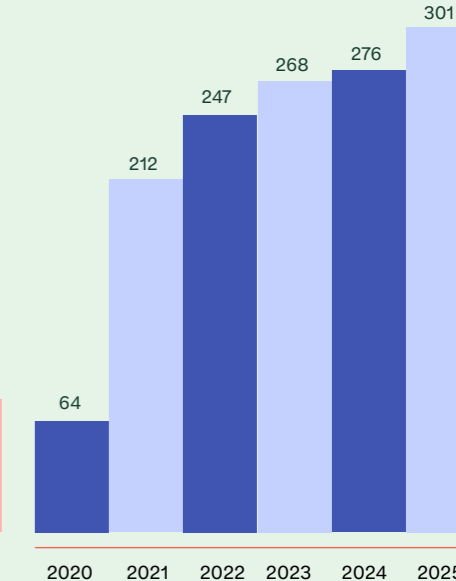
Cumulative reach: 2,538,234

Number of teachers with improved abilities



Cumulative reach: 72,076

Number of school districts, per year



Cumulative reach: 1,368



Stories of impact

Government ownership in action

The following stories show how partnership-driven learning is shaping systemic change across different contexts.

All our stories are important. These are a few highlights.

Zambia

In Zambia, early childhood education is steadily moving from policy ambition to everyday reality. Across the country, government leadership is helping ensure that more children start primary school confident, prepared, and ready to learn.

A clear national priority

Early childhood education is firmly anchored in Zambia's education reforms. National policies and sector plans place early learning within the broader education system, ensuring it is planned, funded, and implemented as part of long-term government priorities.

Through its commitment to education for all, the government is expanding access by annexing an early childhood class in every primary school, recruiting and training more teachers,

supporting schools through improvement grants, and working with communities to highlight the importance of learning before Grade 1.

The 2025 national budget allocated around 2.5% of total education spending to early childhood education. While there is still room for a higher commitment, this investment strengthens teacher capacity, infrastructure, programme development, and access for young learners across the country.



The Early Learning Kiosk is being piloted in 160 government schools in Zambia
© Federer Foundation by Jason. J. Mulikita

Piloting innovation with the Early Learning Kiosk

The Zambia Enhancing Early Learning (ZEEL) Project – supported by the Global Partnership for Education through the World Bank – is helping improve learning environments, access, and data use through curriculum reform and stronger information systems.

Within this broader effort, the Early Learning Kiosk (ELK) is being piloted in 160 government schools, allowing teachers to track learner development more effectively and respond to learning needs earlier, and engage parents more actively in their children's progress. There is strong interest from government to expand it nationwide, which will allow for integration with national data systems and strengthen collaboration across ministries and partners.

Teachers beyond the original pilot schools are already choosing to use the Early Learning Kiosk, showing how quickly practical, classroom-ready tools can spread when they respond to real needs. Integration with national data systems also allows schools to track learner development more effectively and strengthens collaboration across ministries and partners.

At the same time, the KnowHow course offers teachers flexible, self-paced professional development, supporting continuous learning while strengthening classroom practice. Together, these innovations are helping shape the Ministry's broader approach to digitalisation, sustainability, and evidence-informed decision-making in early learning.



The Early Learning Kiosk platform, hosted on a tablet, includes resources for preschool teachers as well as a child development assessment tool
© Federer Foundation by Jason J. Mulikita

Leading through commitment:

How governments advance early learning



“Teachers are eager to continue using the tablet for assessments. If implemented nationally, it would greatly benefit the early childhood education sector. Monitoring teachers’ work has become much easier and more cost-effective than travelling to schools, and key documents are reaching schools simultaneously, as seen during the rollout of the new curriculum.”

Mr Ernest Musonda, Education Officer, Teacher Education Department, Ministry of Education, Zambia

“The School Readiness Initiative is valuable, having contributed to the Ministry in digitising the early childhood education assessment tool used by the government. The continuous professional development course for teachers is flexible and highly practical, clearly demonstrating its applicability in the classroom.”

Mr Caster Mulumfu, Senior Education Officer, Directorate of Early Childhood Education, Ministry of Education, Zambia

Looking ahead

Zambia's experience shows how steady government leadership, strong partnerships, and practical innovation can move early and foundational learning from pilot initiatives into national systems.

Step by step, these efforts are helping ensure that early childhood education becomes more accessible, more effective, and firmly owned by the public education system – giving more children the strong start they deserve.

- Dedicated public funding and regional budget allocations to support teacher recruitment, continuous training, and school improvement
- Integration of digital learning and child assessment tools into government systems, backed by formal policy directives
- Real-time, data-informed monitoring of teacher practice and learner development, embedded in national planning processes
- Flexible professional development opportunities aligned with flagship national early childhood campaigns
- Public recognition and institutional support for teachers applying new methodologies in the classroom

Namibia

In Namibia, government leadership in early and foundational learning reform is stronger than ever.

A complex system context

Namibia is a middle-income country, yet inequality remains high. Although around 23% of the national budget is allocated to education, early childhood development has historically received a small share of this funding. Between 2018 and 2023, pre-primary education accounted for an average of 2.9% of Ministry spending, contributing to lower enrolment, repetition in early grades, and dropout before the end of secondary school.

Geography adds another layer of complexity. Namibia's large territory with a population of roughly 2.5 million people makes nationwide delivery of services both challenging and costly. Remote rural areas, flood-prone northern regions, and limited infrastructure continue to

affect equitable access to early learning opportunities.

Within this context, the School Readiness Initiative (SRI) was designed as a nationwide effort to strengthen early and foundational learning for children aged four to six. Implemented by local partners – LifeLine/ChildLine, Church Alliance for Orphans, and Women's Action for Development – the initiative aims to improve teaching and learning quality across more than 2,500 institutions and support smoother transitions into primary school. Over seven years, the initiative has facilitated the training of nearly 3,500 teachers and reached more than 200,000 children.

Children gather round for a lesson with Ms Ndamononghenda Namolo in Rehoboth, Namibia
© Federer Foundation



From project to public system

In Namibia, change is visible not only in classrooms, but also in how stronger approaches are being integrated into the public education system.

The Ministry of Education has invited the local partners implementing the School Readiness Initiative to contribute evidence, tools, and cost analyses to national planning for quality early childhood development at scale. Discussions include integrating ChildSteps into national systems and strengthening education data systems using enrolment, attendance, and child development data generated through the initiative.

At regional level, ownership is translating into concrete action. To name just two examples, in the Kunene region, the Regional Department of Education has allocated its own budget for teacher training and refresher sessions on the use of tablet devices and related teaching approaches. Authorities have also introduced recognition

mechanisms for teachers who complete the Know-How course and effectively apply ChildSteps methods, helping strengthen motivation and implementation quality.

In Oshana, the Senior Education Officer for Pre-primary, Mr Sakeus Johannes, has advocated for the use of ChildSteps across all pre-primary classes. Endorsed by regional leadership and communicated through inspectors to school leaders, this directive signals growing institutional commitment to consistent, digital assessment approaches aligned with national frameworks. Teachers are also encouraged to use tablets as a tool for their continuous professional development.

Together, these steps reflect meaningful changes in accountability, resource allocation, and professional practice within the public system.

Alignment with national priorities

The integration of SRI approaches into broader national initiatives further supports long-term sustainability.

The initiative contributes to Namibia's national priorities on human capital development and effective service delivery, and has been formally included in the relaunched Right Start Programme – a government-led campaign promoting nurturing care and early learning from birth to age nine. The SRI partners participated in the 2025 relaunch, sharing technical expertise and supporting the campaign's pillars of health, early learning, safety, nutrition, and responsive caregiving.

Namibia has also launched the End Learning Poverty for All in Africa campaign, aligned with the African Union Year of Education and its focus on strengthening foundational literacy and numeracy. Participation of the SRI partners in these national platforms shows how early innovation is becoming embedded within broader reform agendas.

The role of long-term partnership

This progress reflects sustained collaboration over many years. The Federer Foundation has worked as a long-term enabling partner, supporting locally led organisations to develop, test, and refine practical tools such as the Early Learning Kiosk, KnowHow course and the ChildSteps development assessment tool. Throughout, the partnership has been aligned with government priorities, prioritised joint planning and supported gradual integration into public structures.

By investing consistently over time, partners have helped establish approaches that are primed for systemic integration and long-term government ownership.

Looking ahead

As Namibia continues to navigate fiscal pressures and geographic challenges, the integration of SRI approaches into government systems demonstrates how locally implemented innovation – supported by long-term partnership – can become part of the public education architecture.

Early learning innovations are no longer delivered with government – they are increasingly owned by government.

“The School Readiness Initiative has truly been an impactful intervention, providing valuable tools and approaches that we are now embedding into our national systems. This reflects our strong commitment to early learning and our ownership of the reforms needed to improve outcomes for all children in Namibia.”

Ms Ayesha Wentworth

Director of Programme Quality Assurance, Ministry of Education, Innovation, Youth, Sport, Arts and Culture, Namibia

A preschool learner from Namibia experiments with paint, developing a range of skills in the process

© Federer Foundation by Paavo Shooya





Stories of impact

Integrating STELA* into the national education system

Zimbabwe

What began as a practical classroom tool has grown into a nationally recognised approach to understanding and supporting school readiness in Zimbabwe.

Integrating STELA into the national education system

The integration of the Smart Tablet Early Learning Assessment (STELA) tool into pre-service teacher training – the training teachers receive before entering the workforce – marks a significant moment, a deepening of what has already proven to work.

STELA was developed in 2019 as part of the School Readiness Initiative, in close collaboration with the University of Zimbabwe and with support from the Ministry of Primary and Secondary Education. Designed by local early childhood development experts and shaped by teachers and parents from

rural, farm and urban communities, the tool helps early childhood development (ECD) teachers monitor whether children are developmentally on track and ready for Grade 1. Since then, STELA has been rolled out through in-service training, reaching more than 1,100 primary schools and gaining strong endorsement from teachers, head teachers and education officers.

And this was not a straightforward process; the path was filled with many learnings along the way. Early implementation showed that while teachers valued STELA, uptake varied depending on the quality of



Participants including officials from the Ministry of Primary and Secondary Education during a Training of Trainers session on STELA hosted by the Ministry and its SRI partners
© edt

“The STELA tool facilitates assessment of a large number of pupils in a short space of time, lessening the burden on the teacher. It better prepares the children for Grade 1 than the old system.”

Preschool teacher from Rushinga, Zimbabwe

training, confidence with technology, and the level of institutional support available. Reaching scale through in-service delivery alone proved resource-intensive and difficult to sustain. These realities sharpened our focus on system-level integration as the most viable path to long-term impact.

What we learned early on was clear: tools alone, even the most innovative, do not drive change. Impact accelerates when practical advancements are embedded in systems, owned by institutions, and aligned with national priorities. In Zimbabwe, STELA's focus on school

readiness, data-informed teaching and appropriate use of technology resonated strongly with government ambitions around education quality and innovation. This alignment was formally recognised in 2023, when STELA received a national award for innovation at the Presidential Innovation Fair.

Building on this momentum, 2025 marked a new phase. STELA has now been integrated into the pre-service teacher education programmes of all 14 teacher training colleges in the country. Three new modules, grounded in the School Readiness Initiative,

“The Smart Tablet for Early Learning Assessment (STELA) programme is designed to assist teachers to track and monitor pupils’ readiness milestones in early childhood education classes. In its design and focus on school readiness and technology-based format, the tool is consistent with the aspirations of the Government of Zimbabwe to improve the quality of formal learning experience and modernisation in primary schools.”

Ms Olicah Kaira, Primary, Secondary and Non-Formal Education Chief Director, Ministry of Primary and Secondary Education, Zimbabwe



Children learn through play on their school's colourful playground in Zvimba District, Mashonaland West, Zimbabwe
© edt

are being mainstreamed into the national syllabus, ensuring that future early childhood development teachers graduate with the skills, mindsets and tools needed to support children's early learning from day one. STELA also extends to Work Integrated Learning, meaning that that teachers in training can practically use and engage with the assessment tool and methods in the classroom.

This shift from project-based approaches to system-level integration is one of the most important takeaways shaping our next strategy. By working across ministries, teacher training institutions and universities, Zimbabwe

has shown how sustained partnerships can secure long-term impact and reduce reliance on external programmes. Each year, more than 3,000 newly trained ECD teachers will now enter classrooms already familiar with STELA and contemporary approaches to school readiness – reaching thousands more children than any single initiative could on its own.

We have also learned that adapting the solutions to the context is crucial. STELA's development and adoption have gone hand in hand with a focus on culturally relevant, locally produced learning and play materials. This reinforces relevance for children and

teachers, while supporting sustainability and local innovation within the education system.

As we look ahead, Zimbabwe offers a powerful example of how evidence, trust and patience can drive policy change. It reinforces our belief that lasting impact happens when we evolve alongside systems – strengthening what works, listening closely, and investing for the long term. This learning is a vital part of our new strategy, as we continue to focus on deeper, more sustainable impact for young children.



Stories of impact

Towards sustainable, movement- friendly residential environments

Switzerland

In Switzerland, our work on early physical development has reinforced a simple truth: children need space to move and play close to home. Since 2022, through the Early Moves initiative and in partnership with SpielRaum, we have supported improvements to outdoor residential spaces and provided practical guidance to support key decision-makers such as municipalities and property owners as they sustainably embed child-friendly spaces.

However, one-off projects alone cannot change the broader conditions shaping children's daily lives. Many children today spend less time outdoors, particularly in dense urban areas where safe,

accessible play spaces are limited. The spaces just outside children's homes offer great opportunity.

Our focus has therefore shifted from isolated improvements to long-term systems change. At municipal level, we support stronger planning and zoning standards for play-friendly residential areas. At property level, we promote child-friendly house rules that clearly allow outdoor play. By building on existing policies and local expertise, this approach aims to make child-friendly environments the norm for generations to come.



The children living in the neighbourhood take part in the construction of play elements together with their parents in Suhr, Switzerland
© spielraum.ch

What we learned

1

System-level integration

Lasting impact requires system-level integration rather than stand-alone projects. Sustainable change happens when approaches are embedded within existing policies, institutional structures and planning processes.

2

The role of political alignment

Alignment with government priorities accelerates adoption and scale. When initiatives support national and local ambitions, ownership strengthens and long-term uptake becomes more likely.

3

Strengthening systems from within

Strong institutional partnerships are essential for sustainability. Working through public systems and established actors reduces reliance on external programmes and builds durable capacity.

4

Locally led, locally relevant

Context matters. Solutions must be locally relevant and shaped by those who implement and experience them to ensure credibility, effectiveness and long-term viability.

5

Creating lasting change

Sustainable change takes time. Trust, patience and consistent investment are necessary to move from pilot efforts to embedded, systemic practice.



The Foundation and its partners were honoured to host South Africa's Minister of Basic Education, Hon. Ms Siviwe Gwarube (front, centre) as keynote speaker at the Children20 side event
© Federer Foundation by MightyFine Agency

G20

Joining forces in a global movement driving early childhood development forward

At the G20 Social Summit in South Africa, collaborative advocacy helped elevate early childhood care, development and education as a vital investment in social and economic development. In a landmark outcome, G20 Leaders explicitly committed in the Leaders' Declaration to increasing investment in early childhood education and childcare – the first such commitment in several years. This important step forward reflects

the tremendous effort of sustained advocacy and partnership across governments, civil society and global networks working to keep young children at the heart of the global agenda.

Building on this momentum, and leveraging South Africa's role as G20 host, we co-hosted a Children20 side event at the Social Summit in support of this shared objective. The event brought

together governments – including Ethiopia, Namibia and South Africa – alongside civil society leaders, youth advocates and global partners such as the Act for Early Years campaign, Theirworld, the Brookings Institution, ECDAN, the Global Partnership for Education, Women20, and leading African ECD organisations Ilifa Labantwana and SmartStart. Together, participants explored how cross-sectoral investment in the early years delivers returns across education, employment, gender equality, health, sustainable finance and economic resilience.

To reinforce these discussions, we collaborated with partners to develop and launch a learning brief: *Prioritising Early Childhood Development: One powerful solution to many global challenges*. Introduced at the G20, the brief presents evidence and practical examples demonstrating how investment in early childhood

development strengthens families, communities and local economies – including through women-led early learning services. It positions early years investment as a powerful lever for inclusive growth and sustainable development, grounded in lived experience and cross-sectoral evidence.

While many organisations across the G20 process led major advocacy initiatives, bilateral engagements, and policy dialogues, the side event and learning brief complemented these efforts by providing a shared platform for dialogue and knowledge exchange. By convening diverse actors and amplifying partnership-driven evidence, the initiative bridged local realities with global policy conversations, supporting and enhancing the broader movement to advance early childhood development worldwide.

“Early childhood spending is not just social spending. It’s an economic investment.”

The Honourable Ms Siviwe Gwarube,
Minister of Basic Education, South Africa

“Learning poverty continues to remain high because the foundations remain weak. Strengthening early childhood education will ensure a strong pipeline and improved learning outcomes.”

Mrs Ruth Kagia,
High-level Envoy for the Global Partnership for Education

Learning, evaluation and the SRI transition

Since the launch of the School Readiness Initiative (SRI) in 2019, our journey has been shaped by continuous learning alongside partners and governments.

Together, we have advanced the ambition of United Nations Sustainable Development Goal 4.2: not only improving children's readiness for school, but also ensuring schools are ready for children.

As the SRI enters the sustainability phase, we reflect on the evidence generated, the partnerships strengthened, and the systems influenced. These lessons now guide our next steps – firmly grounded in data, collaboration and sustainability.

To ensure that learning was grounded in rigorous evidence, the SRI underwent a comprehensive multi-country Process and Impact Evaluation across six countries in Southern Africa. The evaluation was designed to generate robust evidence on how the programme is implemented, what is working

well, and the extent to which it contributes to improved outcomes for children, teachers, families, and early learning systems.

Using a mixed-methods approach – combining qualitative fieldwork such as interviews, classroom observations, and case studies with quantitative analysis of child learning outcomes – the evaluation examines both implementation quality and measurable impact. Particular attention is given to the contribution of the digital child development assessment tool, ChildSteps (known as STELA in Zimbabwe). This structured evaluation process strengthens accountability, informs programme improvement and scale-up, and reinforces our commitment to transparency and evidence-based decision-making as the SRI transitions into its sustainability phase.



Ms Gladys Moyane focuses on motor skills development with her preschool learners in Bushbuckridge, South Africa
© Federer Foundation by Hanro Havenga

Learning through high-impact collaboration

A key insight from the SRI has been the importance of long-term, trust-based partnerships. Sustainable impact grows when funders and local stakeholders work side by side, combining complementary strengths in an equitable relationship.

Local partners bring contextual expertise, trusted community ties, and strong networks that ensure interventions are relevant and effective. Our role has been to provide strategic support, flexible funding, and a shared commitment to learning. This balance has enabled stronger outcomes for children. Data has been central to this process. Evidence-based

decision-making helps stakeholders understand what works, where adjustments are needed, and how to respond in real time. Regular exchanges – beyond annual reports – have allowed challenges to surface early and solutions to be developed jointly. This culture of openness and shared learning has strengthened both credibility and impact.

The progress we have made through the SRI was made possible by generous donors such as the Nationale Postcode Loterij, whose long-standing support has allowed us to expand access to early learning across Southern Africa.

Learning through high-impact collaboration

While partner delivery has been essential, lasting change depends on government ownership. From the outset, the SRI has worked closely with ministries to embed innovations within national systems.

This requires balancing practical implementation with systems-level planning. For example, introducing a digital tool such as the Early Learning Kiosk involves not only devices, but also teacher training, technical support, infrastructure, and long-term maintenance. Without this broader perspective, progress can stall.

Clear roadmaps, scenario planning, and formal agreements have helped align ambition with operational reality. Dedicated representatives across education and IT departments have ensured coordinated implementation. Memorandums of understanding and clearly defined milestones have also provided continuity during leadership transitions, reinforcing sustainability through evidence of impact.

This structured approach increases resilience and the likelihood that change endures.

Collaboration over competition

Another important lesson has been the value of co-creation over imposition. Sustainable reform emerges when governments, local organisations, and civil society jointly identify solutions suited to their context. Mapping initiatives and fostering collaboration reduces duplication and competition for funding, ensuring complementary efforts reinforce one another. This ecosystem approach maximises impact for young children.

The transition of the School Readiness Initiative

Over the past seven years, the SRI has built a substantial evidence base and cultivated wide-ranging partnerships. The initiative has demonstrated that sustainable progress in early childhood education requires:

- Long-term, trust-based collaboration
- Continuous data-driven learning
- Clear government ownership and system integration
- Practical roadmaps linking innovation and implementation

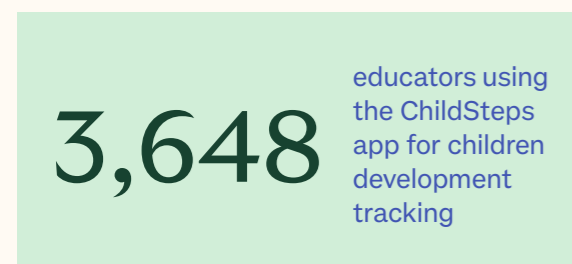
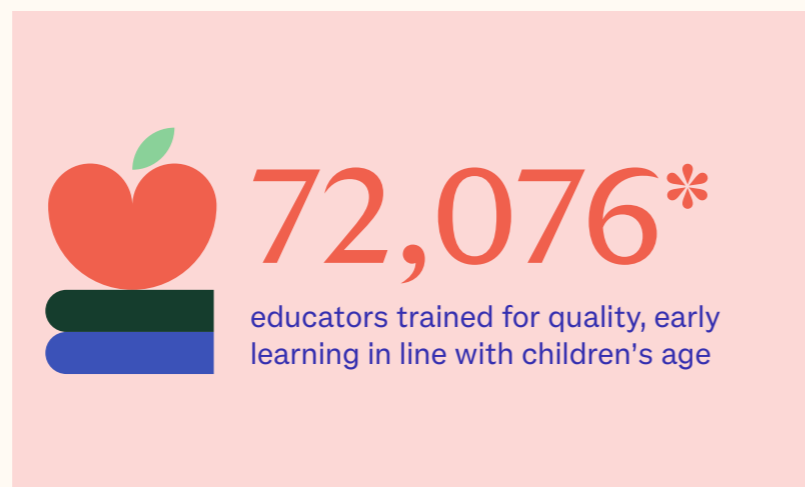
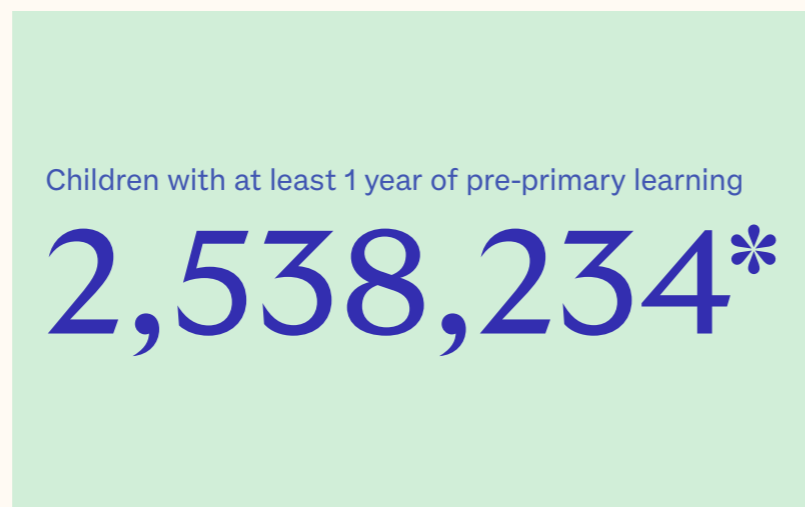
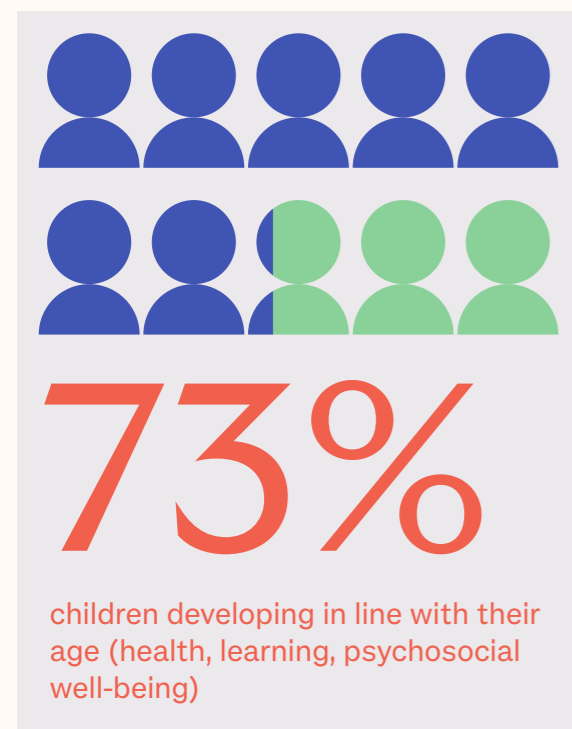
This transition marks not an end, but an evolution. The knowledge generated through the SRI now informs future programming and investment decisions.

We are deeply grateful to our partners and government counterparts who have walked this journey with us. Together, we have strengthened not only school readiness, but the systems that support young children for years to come.



Status of the School Readiness Strategy

Performance snapshot

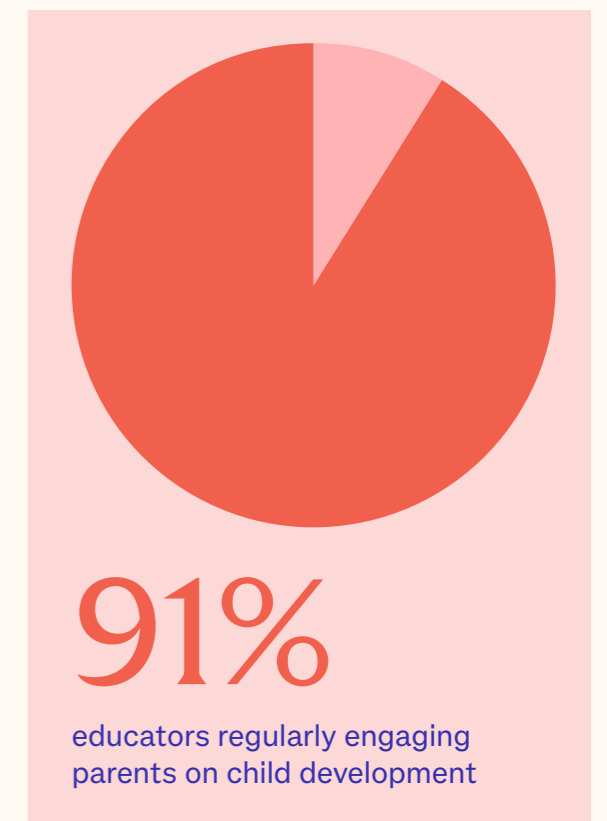
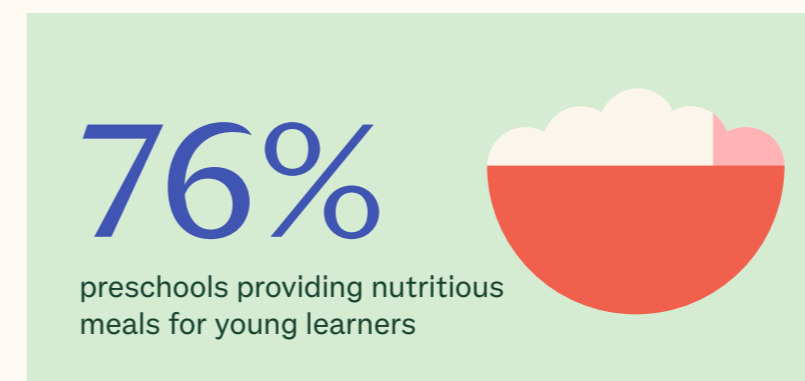
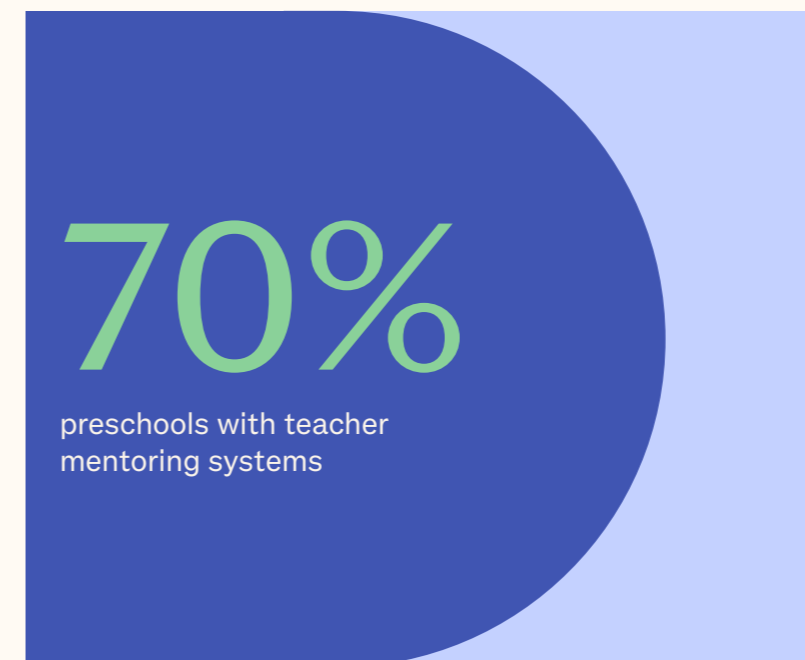


*Accumulative indicators 2020–2025

System-level influence



Quality assurance & system strengthening



Balance Sheet as of December 31, 2025 (in CHF)

Assets	2025	2024
Cash and Cash Equivalents	5,690,547.58	1,130,565.86
Other Short-term Receivables	58,674.75	63,026.65
Prepaid Expenses and Accrued Income	29,145.88	38,357.30
Total Current Assets	5,778,368.21	1,231,949.81
Financial Assets	19,869,883.38	20,169,984.28
Tangible Fixed Assets	2,763.38	3,684.49
Total Non-current Assets	19,872,646.76	20,173,668.77
Total Assets	25,651,014.97	21,405,618.58
Liabilities and Equity		
Other Short-term Liabilities	117,720.92	37,352.13
Accrued Expenses	30,338.54	83,692.15
Total Current Liabilities	148,059.46	121,044.28
Restricted Funds		
▪ Engagement Switzerland	704,431.12	370,543.26
▪ School Readiness Initiatives Africa	3,307,572.56	1,648,291.28
Total Fund Capital	4,012,003.68	2,018,834.54
Initial Capital	50,000.00	50,000.00
Tied Capital		
▪ School Readiness Initiative Lesotho	1,249,504.74	295,384.68
▪ School Readiness Initiative Malawi	2,145,574.63	3,526,900.46
▪ School Readiness Initiative Namibia	526,506.77	1,102,382.42
▪ School Readiness Initiative South Africa	1,335,422.87	1,901,574.09
▪ School Readiness Initiative Switzerland	621,621.10	1,942,383.24
▪ School Readiness Initiative Zambia	2,206,683.42	3,021,611.57
▪ School Readiness Initiative Zimbabwe	4,279,428.93	1,557,446.83
Total Tied Capital	12,364,742.46	13,347,683.29
Free Capital	9,076,209.37	5,868,056.47
Total Organisation Capital	21,490,951.83	19,265,739.76
Total Liabilities and Equity	25,651,014.97	21,405,618.58

PricewaterhouseCoopers AG, Zürich, has audited the financial statements 2025 of the Roger Federer Foundation in accordance with the Swiss GAAP FER 21 Standard for the attention of the Foundation Board. We publish the key figures in our annual report.

Operating Statement January 1 to December 31, 2025 (in CHF)

Donations	2025	2024
Income from Free Donations	2,781,630.87	2,802,842.50
Income from Tied Donations		
▪ Thomas and Doris Ammann Foundation	6,000,000.00	7,000,000.00
▪ Other Tied Donations	3,926,459.97	2,658,918.00
Total Donations received	12,708,090.84	12,461,760.50
Expenses for Programme Activities		
Project Expenses		
▪ School Readiness Initiative Lesotho	-495,879.94	-385,211.47
▪ School Readiness Initiative Malawi	-1,381,325.83	-1,998,332.84
▪ School Readiness Initiative Namibia	-575,875.65	-984,200.84
▪ School Readiness Initiative South Africa	-1,416,151.22	-1,171,522.16
▪ School Readiness Initiative Switzerland	-1,395,762.14	-1,812,638.66
▪ School Readiness Initiative Zambia	-1,089,928.15	-1,100,264.09
▪ School Readiness Initiative Zimbabwe	-1,408,017.90	-851,095.32
▪ Swiss Donation Fund	-170,350.00	-166,102.18
Knowledge Transfer / Advocacy / Monitoring / Coordination	-775,573.04	-484,460.77
Total Expenses for Program Activities	-8,708,863.87	-8,953,828.33
Administrative Expenses	-938,825.28	-923,273.46
Total Administrative Expenses	-938,825.28	-923,273.46
Operating Result	3,060,401.69	2,584,658.71
Financial result		
▪ Interest Income	73,661.73	139,486.83
▪ Dividend Income	116,794.68	47,062.71
▪ Other Financial Expenses	-12,370.22	-30,028.24
▪ Capital and exchange Gains	1,723,678.55	1,577,395.38
▪ Capital and exchange Losses	-743,785.22	-356,720.24
Total Financial Result	1,157,979.52	1,377,196.44
Result before Change in Fund Capital	4,218,381.21	3,961,855.15
Change in Fund Capital	-1,993,169.14	-1,189,550.44
Annual Result before Allocation to Organisation Capital	2,225,212.07	2,772,304.71
Allocation to Free Capital	-10,158,502.90	-11,241,672.27
Appropriation from Free Capital	6,950,350.00	5,391,102.18
Allocation to Tied Capital	-6,950,350.00	-5,391,102.18
Appropriation from Tied Capital	7,933,290.83	8,469,367.56
	0.00	0.00

Contact

Federer Foundation
Wiesenstrasse 9
8008 Zurich
Switzerland

www.federerfoundation.org

Donations

Beneficiary: Roger Federer Foundation
Wiesenstrasse 9
8008 Zurich

CHF (Swiss franc) account:
IBAN: CH81 0030 3303 2009 5801 B
SWIFT/BIC: UBSWCHZH80A
Account number: 30320095801B

USD (USD dollar) account:
IBAN: CH49 0030 3303 2009 5860 M
SWIFT/BIC: UBSWCHZH80A
Account number: 30320095860M

Colophon

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