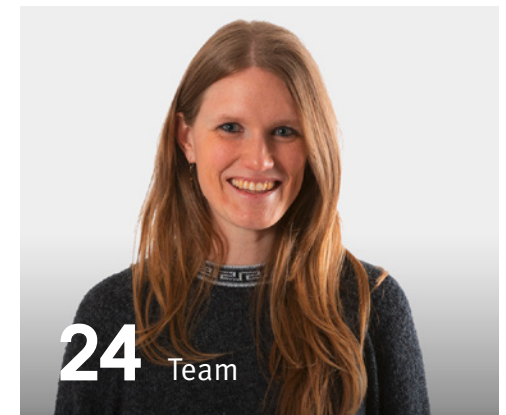
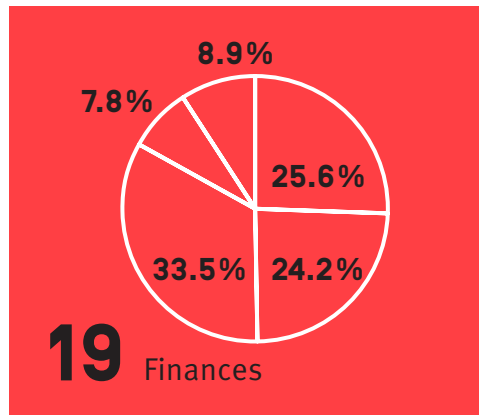
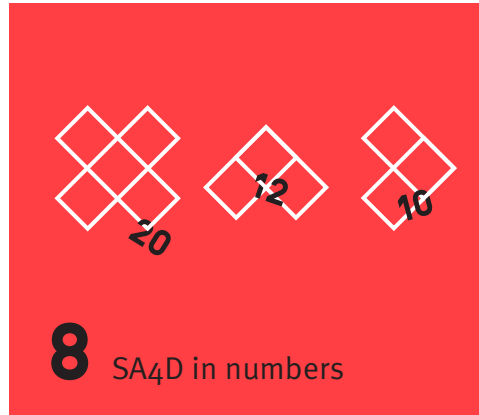


ANNUAL REPORT 2022



 SWISS
ACADEMY
FOR
DEVELOPMENT

CONTENTS



A PROVEN APPROACH ...

While in previous years we spoke of crises, new realities and the need for flexibility, this year we can report that we are once again building on our proven approach in project implementation – supplemented by valuable lessons and experiences from the pandemic years. This is great news, for all those involved in our work, and especially for our project participants. And yet, especially within disadvantaged communities, the ongoing, negative impact of the pandemic and related policy measures is still very much present.

We were able to see and assess these dynamics first-hand during various project visits, which have been possible again since the beginning of 2022. Thanks to the

regular reporting and the lively exchange with our local partner organisations, we remained confident throughout the pandemic that our projects could be continued – partly in an adapted form – without losing sight of long-term development goals. Nevertheless, we were impressed by the quality and extent of progress we witnessed during site visits. This is a result of and testament to the pragmatic, goal-oriented work in recent years, also during the crisis. Furthermore, our visits confirmed that the projects had become even more relevant and that the necessary flexibility was in place to strengthen the resilience of project participants and their environment in the long term – even or especially in times of crisis. While the return to our traditio-



DR. ERNST SCHLÄPFER
President of the foundation board

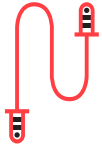
DR. CONNOR SPRENG
Executive Director

... WITH FRESH ENERGY

nal focus on best practices has been important, we remain committed to continuously developing our approach – and SA4D as an organisation – to the highest standards. Such development also took place in the area of personnel last year. New employees from different backgrounds joined the organisation. They provide a strong foundation for our future work in support of our mission to help disadvantaged children and youth become healthy, educated and employed members of sustainable and inclusive communities through sport and play. We explain in more detail how SA4D implemented this mission in 2022 in relation to the United Nations Sustainable Development Goals in our main article below.

We wish you an inspiring read and would like to thank all our supporters and partner organisations for their trust in us and our work.

OUR APPROACH



SPORT AND PLAY

Following a holistic approach, SA4D uses sport and play-based methods to promote children and young people's development and contribute to an equitable and sustainable future. Through sport and play, children and young people acquire skills to actively shape their lives and the environments they live in.



PARTNERSHIPS

We implement all of our projects in partnership with local organisations. We follow the principles of inclusion and participation. We also ensure the protection of children and young people in everything we do. To promote independent and sustainable implementation, project partnerships always include the development of organisational capacities.



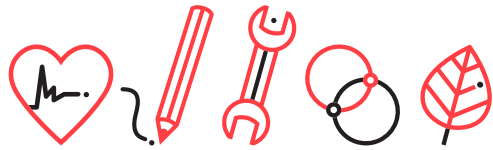
MONITORING, EVALUATION AND MUTUAL LEARNING

In our projects and mandates, we follow a participatory and results-based approach to project cycle management (PCM), with solid monitoring, evaluation, and learning (MEL) as integral components. Beyond our projects and as part of local and global networks, we engage in knowledge sharing and mutual learning.

SINCE 32 YEARS

SA4D was founded in 1991 as a not-for-profit foundation and is based in Biel/Bienne. We are ZEW certified (Swiss seal of quality for not-for-profit organisations).

OUR FOCUS



We use sport and play to promote children and young people's development and support them in becoming active and engaged members of their communities, internationally and in Switzerland. With our projects, we contribute to the United Nation's Sustainable Development Goals (SDGs).

For example, we support disadvantaged young adults in finding decent work and accompany them on the path to self-employment through training opportunities and supporting schemes. In doing so, we adapt to the local contexts and integrate rele-

vant content where appropriate, such as integration and sustainable agriculture. We see education as the cornerstone for a self-determined life. With play-based early education as well as non-formal and formal education, we offer disadvantaged children new perspectives. We support traumatised people in dealing with what they have experienced and in regaining a sense of normalcy.

PROJECTS



MORE ABOUT OUR PROJECTS

1 MOVE & IMPROVE

India | since 2021
Centre for Rural Education and Development Action (CREDA)
Supporting early childhood development and education of disadvantaged children

2 GIRLS AHEAD!

Zimbabwe | 2020–2023
Waruka Trust Academy
Psychosocial support, education and ecological agriculture as the basis for a sustainable future for disadvantaged girls

3 HITTING A HOME RUN FOR PEACE

Colombia | 2022–2025
Grupo Internacional de Paz (GIP)
Entrepreneurship training and civic education for disadvantaged children and youth

4 YOUNG ENTREPRENEURS FOR ECOLOGICAL ALTERNATIVES

Myanmar | 2019–2022
Moving Forward Together
Entrepreneurial training for youth for ecological alternatives

5 MOVING YOUTH!

Uganda | 2022–2025
Action for Child Social and Economic Transformation (ACSET)
Sustainable employment through vocational education and business training for young people

6 PEOPLE ON THE MOVE

Uganda and South Sudan | since 2021
Community Psychosocial Support Organisation (CPSO)
Psychosocial support, education, and promotion of sustainable business skills for war-affected children and young adults

7 GOALS FOR PEACE

Jordan | 2020–2022
Al Bireh
Improving psychosocial wellbeing, social cohesion and integration through football

8 SUSTAINABLE FOOD FOR THOUGHT

Cambodia | 2022–2024
Prek Leap New Generation School
Innovative playful education and sustainable food production for secondary school students

9 MOVING AHEAD

India | 2021–2023
Anantapur Sports Academy (ASA)
Sustainable future prospects through education and entrepreneurship for disadvantaged children and youth in rural India

10 INTERACTIVE & PLAY-BASED LEARNING

Zimbabwe | 2020–2023
Jesuit Education Office – Province of Southern Africa
Interactive play-based learning for quality education (Phase II)

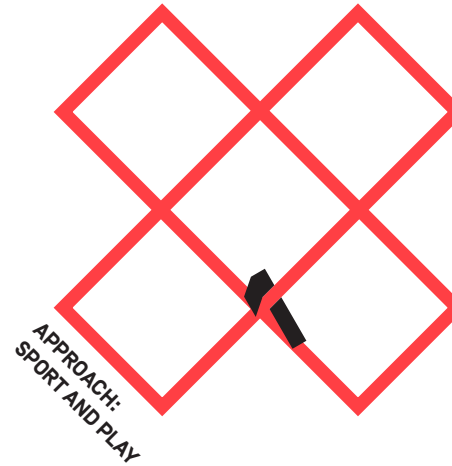
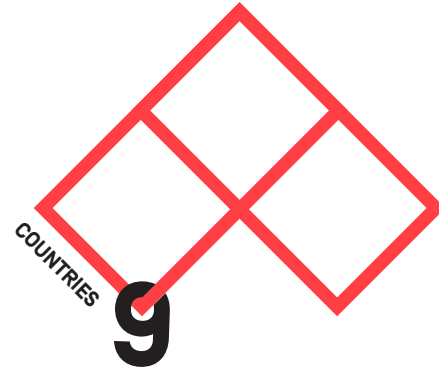
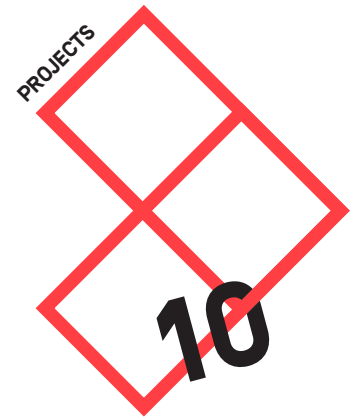
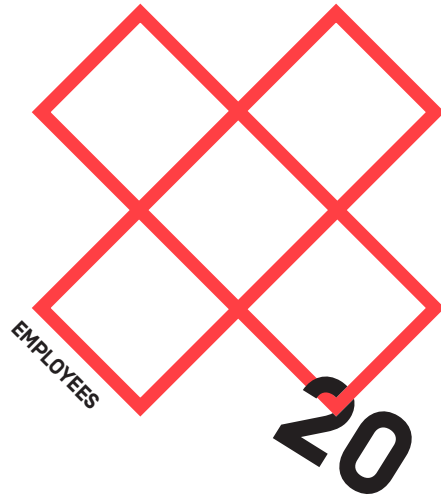
11 ICI. GEMEINSAM HIER.

Switzerland | since 2021
Migros Culture Percentage
A support programme for social cohesion in Switzerland

12 SPORTANDEV.ORG

International | 2003–2023
International platform for sport and development

SA4D IN NUM BERS



KRISHNA'S STORY

Krishna is 33 years old. She is about to take her exams to complete her master's degree in social work. Today, however, she is teaching the children from her village. Shortly after one o'clock, they walk out of school and to the white building in the middle of the village. There, under the blooming mango trees, Krishna has spread out a green cover and set up a blackboard on which different parts of the body are depicted. The children sit down on the improvised mat, each holding an exercise book. Krishna points to a picture and to her nose – the children stand up, walk around, follow her movements and repeat the word – in Hindi and in English.

Krishna has been part of the Move & Improve project for eight

years. SA4D and its long-term partner Centre for Rural Education and Development Action (CREDA) initiated it in 2015 in the Indian state of Uttar Pradesh to support children in their development and prepare them for school.

A lack of infrastructure, countless exams and rigid teaching methods characterise the state schools in the project region. To avoid dropping out, children need to be resilient and also need to be better supported in their learning. The COVID-19 pandemic has exacerbated this situation, particularly affecting the poorest parts of the country, such as rural Uttar Pradesh. The future of many children became ever more uncertain as schools remained closed and entire communities lost

their financial and material resources due to the imposed restrictions.

Krishna did not remain idle during the pandemic. Although SA4D and CREDA had to interrupt the early childhood education programme, they continued to provide students from the project region with access to education. Therefore, Krishna offered tutoring in her village to support primary school students in catching up with classes during lockdown and even after schools reopened. Just as the early childhood development programme, the tutoring classes are based on SA4D's sport and play approach. For Krishna, the games are an essential teaching tool, because when playing, the children are motivated

and have fun while learning. Moreover, Krishna fosters positive relationships with and among her students through the games. She says: "I want to be the person children can confide in – that they come to me with questions and problems. At school, no one helps them and they are sometimes even mistreated. Here I can be a friend to them. [...] They like to come to me because we have fun together and they trust me." It is important for Krishna to enable her female students in particular to pursue their studies. She herself has experienced the importance of education for a self-determined life. When Krishna started working for the Move & Improve project, she had just moved to the village. She had gotten married and had to leave her family and social



27/02/2023 शरीर अंगों के नाम
HEAD हेड
HAIR हेअर
EYE आई
NOSE नास

“I wish for all children to make their own decisions for their future.”



Krishna, 33 years

circle to live with her husband's family, according to local customs. This was a difficult period of her life. Her husband was alcoholic and violent, yet she was financially dependent on him and his family – she had no security and no control over her situation. However, new opportunities emerged as she secured a steady income and a fulfilling job that she enjoyed. She took up further studies, moved into a home of her own, and cut all contact with her husband. She made a name for herself in the village. Her eyes light up when she talks about her work: “Before I started working for Move & Improve, I was just somebody's wife. Now I'm the one who helps the kids, who brings them [back] to school.”

What is her hope for the children? Krishna does not hesitate when she says: “I wish for all children to become independent and for them to make their own decisions for their future.”

SA4D'S CONTRIBUTION TO THE SDGS

THE 17 UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS) FORM THE GLOBAL FRAMEWORK FOR PROMOTING SUSTAINABLE DEVELOPMENT BY 2030. SA4D ALSO CONTRIBUTED TO THE SDGS IN 2022 THROUGH PROJECTS SUPPORTING CHILDREN AND YOUNG PEOPLE TO DRIVE SUSTAINABLE CHANGE AROUND THEM AND BEYOND.

The global problems and challenges we face are numerous. Combating climate change and its consequences or achieving social justice and sustainable economic development can only be achieved through cooperation. To coordinate efforts worldwide, the United Nations (UN) adopted the Sustainable Development Goals (SDGs) in 2015. With a total of 17 closely interrelated goals, the SDGs aim to achieve improvements in a wide range of areas from education and health, to life on land and under water, to peace and justice, by 2030. Unlike previous development goals, the SDGs provide a global framework not only addressed to nations and development actors, but to all stakeholders: international and regional

organisations, the private sector, and civil society – including non-governmental organisations (NGOs) such as SA4D. **SDG #17 PARTNERSHIPS FOR THE GOALS** shows how important partnerships and collaborations are. Shared values and principles should guide the work. The focus is on people and the planet, whether the activity is global, regional, national or local. The approach is to leave no one behind.

As stated above, the SDGs provide the global framework for our own work. In close collaboration with local partners and always embedded in a holistic project approach, SA4D uses sport and play-based methods to support disadvantaged children

and youth on their way to becoming healthy, educated and employed members of their communities. For many years, SA4D has thus contributed directly to various SDGs.

SPORT AND PLAY TO PROMOTE HEALTH, EDUCATION AND EMPLOYMENT

SDG #3 GOOD HEALTH AND WELL-BEING addresses all topics related to health. For example, deaths due to diseases are to be reduced by 2030, access to medicines must be ensured, and sanitary facilities and hygiene improved. Raising awareness on the subject is also of great importance. In line with these goals, SA4D projects in 2022 contributed to the



Interactive play-based learning in Zimbabwe



Overcoming war trauma and promoting social cohesion through sport and play in South Sudan

health of children and young adults in various ways. One of our projects supported refugees from South Sudan to recover from their experiences of conflict and violence, as well as promote their psychosocial health, through sport and play-based trauma recovery and access to clinics and therapy. In Zimbabwe, another project supported girls and young women in protecting their sexual and reproductive health. Alongside, both projects contributed to raising awareness about good hygiene practices and communicable diseases prevention.

At SA4D, we see education as the foundation for sustainable development. Aligning with principles of lifelong learning as stated in **SDG #4**, our projects range

from early childhood development to adult learning via basic education and vocational training, addressing different target and age groups.

Whether in formal or non-formal education, SA4D's projects thus contribute directly to the overarching goal of **ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION FOR ALL**.

In line with the specific sub-goals, access to school and to school materials is promoted, teachers are trained, or awareness-raising for gender-sensitive teaching is carried out. One of our projects in India used play-based methods to support three- to six-year-old children's development and prepare them for school, thereby coun-

teracting unequal access to education in the project region. In Zimbabwe too, the introduction of interactive learning methods promoted high-quality primary education for all, while in South Sudan a contribution was made to the reconstruction of war-destroyed schools and in Cambodia a sustainable development education project was implemented.

Vocational training and employment support schemes for young people close the loop and tie in directly with **SDG #8**. In 2022, projects in Colombia, India, Myanmar and Uganda supported participants in acquiring both technical and entrepreneurial skills – here again using interactive and play-based methods – to facilitate their integration in

the labour market and thus contribute to their communities' sustainable economic growth. The private sector plays an important role here, with local companies offering internships, apprenticeships or mentoring for instance. Sustainable economic growth, employment opportunities, decent working conditions and progress for all are part of the **SDG #8 DECENT WORK AND ECONOMIC GROWTH** goals. We work toward these with our employment projects, always including the promotion of social skills and an increasing focus on environmental sustainability.



Early childhood education in India



Interactive vocational training in India

SOCIAL INCLUSION AND ENVIRONMENTAL SUSTAINABILITY

Children and young people are part of and in constant interaction with their social and natural environments, which is why we pursue a holistic approach. This means that projects build on existing structures and take into account the socioeconomic context of the target group at the same time as promoting environmental sustainability, from project design to implementation and evaluation.

The basis for our work is reflected in SDGs **#1 NO POVERTY**, **#2 ZERO HUNGER**, and **#6 CLEAN WATER AND SANITATION**. A child who suffers from hunger or

thirst does not have the energy to participate in sport and play-based activities. Poverty is one of the reasons why children do not go to school. The sport-based project to overcome trauma in Uganda and South Sudan, for example, has always included savings groups to counter the lack of prospects as the latter is known to have a negative impact on mental health. In Zimbabwe, healthy meals are distributed between sport and play sessions, thanks to organic agroforestry.

In 2022, our projects contributed to many other SDGs. When considering social aspects, it is clear to us that individuals are all part of a broader social structure. A sustainable impact can therefore only be achieved if families, commu-



Sustainable agriculture is part of a project to support disadvantaged girls in Zimbabwe.

nities and institutions around the target group are also involved. For example, war-affected South Sudanese who found sanctuary in the refugee camps in northern Uganda participated in sport and play activities together with the Ugandan host community as part of our project. In addition, we pay special attention to inclusion, actively advocate for gender equity, and encourage children and youth to become engaged members of their communities. In doing so, we contribute especially to SDGs **#5 GENDER EQUALITY**, **#10 REDUCED INEQUALITIES** and **#16 PEACE, JUSTICE AND STRONG INSTITUTIONS**. Environmental awareness and sustainability are also essential. A preserved natural environment is the basis for

human and socioeconomic development. So it is all the more important to promote awareness of ecological challenges and possible 'green' solutions, which is why these themes are incorporated at all levels of our projects and partnerships. This is done, for example, by promoting sustainable agricultural value chains or play-based environmental education. Over the year, SA4D together with our partners contributed specifically to SDGs **#7 AFFORDABLE AND CLEAN ENERGY**, **#12 RESPONSIBLE CONSUMPTION AND PRODUCTION**, **#13 CLIMATE ACTION**, and **#15 LIFE ON LAND**.

Our projects can often be assigned to more than one thematic area as those are all closely in-

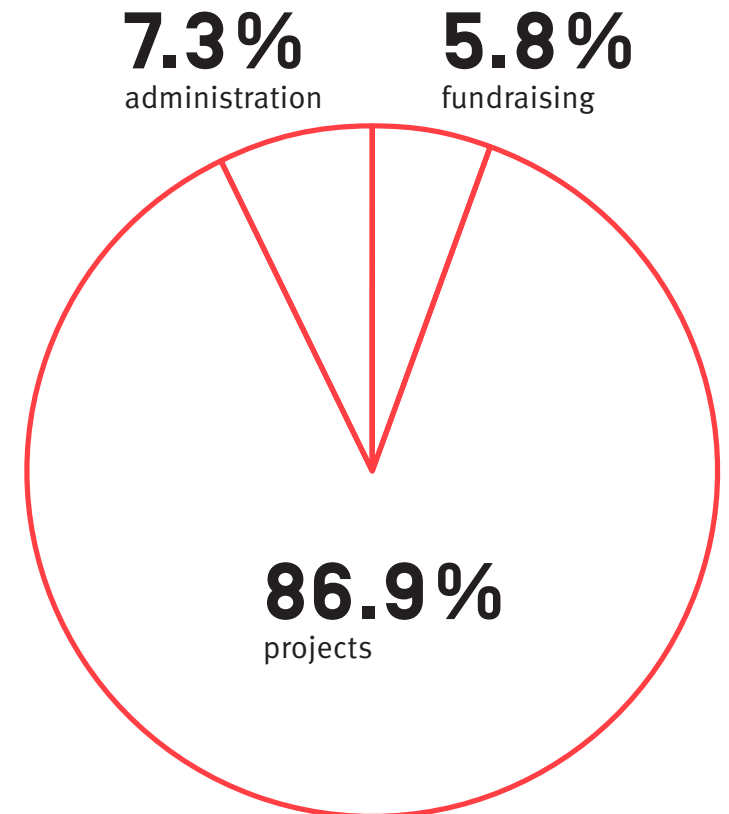
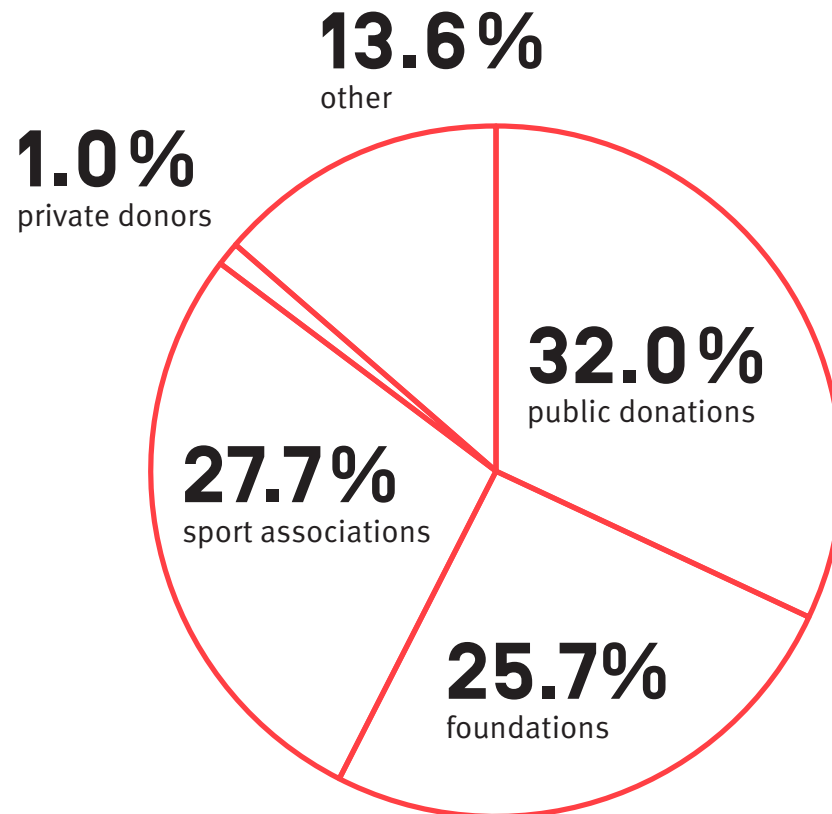
terrelated, just like the SDGs. For this reason, it is important to emphasise that a strict categorisation of the SDGs is not possible. We ensure that our project activities are always adapted to the complex situations on the ground, as we did in our project in South Sudan, not only addressing the main project thematic of education but also contributing to environmental sustainability and gender equality by promoting clean drinking water and hygiene with specific consideration for the needs of girls. By promoting sustainable water management and balanced nutrition in schools, our projects ensure the basis for children's health and reduce the barriers to access basic education for all, which in turn is the basis for finding decent work in the

future, contributing to sustainable economic growth.

We strongly believe that through a holistic approach and with sport and play as tools, children and young people acquire fundamental skills to drive sustainable change in their communities and beyond, contributing to the achievement of the SDGs.

SA4D's revenue in 2022 amounts to CHF 1,164,733. It is comprised of contributions from the public sector (32.0%), from foundations (25.7%), from sport associations and international organisations (27.7%), as well as individual donors (1.0%). Additional revenue (13.6%) stem primarily from mandates, which SA4D undertook for private companies and organisations.

SA4D uses donations efficiently. In 2022, the expenditures for administration and fundraising were 13.1 percent of the total expenditures. This puts SA4D well below the Swiss average. According to a study by the ZEWO foundation, the Swiss certification service for public benefit organisations, the Swiss average is 19 percent. The audit report can be requested from SA4D.



BALANCE SHEET

	31.12.22 CHF	31.12.21 CHF
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	733,907	956,662
Trade receivables	11,777	41,366
Other receivables	216	3,398
Accruals and deferred expenses	97,766	66,630
TOTAL CURRENT ASSETS	843,667	1,068,056
FIXED ASSETS	2,370	3
TOTAL ASSETS	846,037	1,068,059
EQUITY AND LIABILITIES		
CURRENT LIABILITIES		
Trade payables	81,780	12,552
Other payables	14,214	4,503
Accruals	59,791	113,537
TOTAL CURRENT LIABILITIES	155,785	130,592
FUNDS (APPROPRIATED FUNDS)	461,000	655,700
EQUITY		
Paid-in capital	107,000	107,000
Free capital	87,252	139,767
Tied capital	35,000	35,000
TOTAL EQUITY	229,252	281,767
TOTAL EQUITY AND LIABILITIES	846,037	1,068,059

PROFIT AND LOSS ACCOUNT

	2022 CHF	2021 CHF
INCOME		
Public-sector contributions (earmarked)	205,900	196,700
Grants (earmarked)	730,300	806,634
Service revenues (earmarked)	146,685	90,145
Contribution of host city Biel	66,996	66,996
Other income	14,852	14,475
TOTAL INCOME	1,164,733	1,174,950
DIRECT PROJECT EXPENSES	619,006	395,150
PERSONNEL EXPENSES		
Wages and salaries	519,616	525,159
Social security costs	81,754	78,707
Other personnel expenses	24,906	36,203
TOTAL PERSONNEL EXPENSES	626,275	640,069
OPERATING EXPENSES		
Building costs	122,058	118,448
Repairs and maintenance	21,460	18,438
Depreciation fixed assets	1,184	0
Insurance fees, levies	4,283	1,400
Administration	13,304	15,978
Public relations	3,678	9,378
TOTAL OPERATING EXPENSES	165,966	163,643
OPERATING RESULT	-246,514	-23,913
FINANCIAL RESULT		
Financial income	377	20
Financial expenses	-1,078	-1,538
TOTAL FINANCIAL RESULT	-701	-1,517
RESULT BEFORE CHANGES IN FUNDS	-247,215	-25,430
Changes in appropriated funds	194,700	-28,800
ANNUAL RESULT BEFORE USE OF ORGANISATION'S CAPITAL	-52,515	-54,230
CHANGES FIXED CAPITAL	-	-
SURPLUS	0	0

THANK YOU!

WITHOUT (FINANCIAL) SUPPORT, OUR WORK WOULD NOT BE POSSIBLE. A BIG THANK YOU GOES TO OUR PARTNERS FOR THEIR SUPPORT, THEIR TRUST IN OUR WORK, AND THEIR FINANCIAL COMMITMENT. DONORS WHO MADE A CONTRIBUTION OF CHF 1,000 OR MORE ARE LISTED. SOME DONORS WISH TO REMAIN ANONYMOUS. WE WOULD LIKE TO TAKE THIS OPPORTUNITY TO THANK THEM FROM THE BOTTOM OF OUR HEARTS.

**FEDERAL GOVERNMENT,
CANTONS AND MUNICIPALITIES**

Canton of Aargau
Canton of Bern (Lottery Fund)
Canton of Geneva
Canton of Basel-Stadt
Biel / Bienne (town)
La Tour-de-Peilz (town)
Lausanne (town)
Pully (town)
Rapperswil-Jona (town)
Jegenstorf (municipality)
Muri bei Bern (municipality)
Riehen (municipality)

GOVERNMENTS

Australian Department of Foreign Affairs and Trade (DFAT)
German Federal Ministry for Economic Cooperation and Development (BMZ)
The Japan Sport Council
Qatar Fund for Development

FOUNDATIONS

Bärbel and Paul Geissbühler Stiftung
Carl and Elise Elsener-Gut Foundation
c/o Victorinox AG
DAVAC Foundation
Dr. Ernst-Günther Brüder Stiftung
Dutmala Foundation
Hirschmann Stiftung
Kriegstrauma-Therapie Foundation
Kommission für Entwicklungshilfe und Missionen (KEM), römisch-katholische Gesamtkirchgemeinde Bern – Seeland
Leopold Bachmann Foundation
U.W. Linsi Stiftung

Max und Martha Dangel Stiftung
Mondisan Stiftung
Salientes Stiftung
Smartpeace Foundation
Temperatio Stiftung
Z Zurich Stiftung

BUSINESSES

Migros Culture Percentage
Migros Aid Fund
Partners Group

INTERNATIONAL ORGANISATIONS AND NGOS

Child Fund
European Observatoire of Sport and Employment
Foundation of Sport and Development and Peace
Generation Amazing
Generations for Peace
Jesuit Mission Nuremberg
Laureus Sport for Good Foundation
Lao Rugby Federation
Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)
Oceania Football Confederation
Special Olympics Europe Eurasia
The Commonwealth
The United Nations Refugee Agency (UNHCR)
Union of European Football Associations (UEFA)
United Nations Office at Geneva (UNOG)
Verein Sangira
Women Win
Zunzún

IMPLEMENTATION PARTNERS

Action for Child Social and Economic Transformation (ACSET)

Al Bireh
Anantapur Sports Academy (ASA)
Centre for Rural Education and Development Action (CREDA)
Community Psychosocial Support Organization (CPSO)
Grupo Internacional de Paz (GIP)
Jesuit Education Office (JEO)– Province of Southern Africa
Moving Forward Together (MFT)
Prek Leap New Generation School
Waruka Trust Academy

NETWORKS

Biel-Seeland Chamber of Commerce
Centre for Peacebuilding (KOFF)
Consultative Status in the United Nations Economic and Social Council (ECOSOC)
Fédération Interjurassienne de Coopération et Développement (FICD)
More than Sport Alliance – Association of organisations from the field of sport and development based in Switzerland
Permanent Consultative Council (PCC) to UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS)
proFonds – The umbrella organisation for philanthropic organisations in Switzerland
Swiss Institute for Research on Management of Associations, Foundations and Cooperatives (VMI)
Swiss Network for Education and International Cooperation (RECI)
Working Group “International Safeguarding Children in Sport”
Working Group “Sport for Development for Children”, initiated by UNICEF and the Barça Foundation

DR. ERNST SCHLÄPFER

Neuhausen · President of the Foundation Board · Former Principal of the Vocational Education and Learning Centre Canton Schaffhausen · Board member since 2016

REGINA BÜHLMANN

Bern · Vice president of the Foundation Board · Scientific officer at the Conference of Cantonal Governments / Managing director of the Conference of Cantonal Delegates for Integration · Board member since 2008

PIUS BETSCHART

Bern · Former Director of Asylum Directorate of the State Secretariat for Migration (SEM) · Board member since 2017

SUSANNE BRUNNER

Zurich · Addfluence Consulting & Communication GmbH · Board member since 2014

MARTIN FÄSSLER

Zurich · Former chief of staff and leader of the Development Policy Division of the Swiss Agency for Development and Cooperation (SDC) · Board member since 2014

FRANZ-XAVER HIESTAND SJ

Zurich · Student Counsellor at the ETH Zurich, the University of Zurich and Zurich University of Applied Sciences · Board member since 2003

ANDREAS KISSLING

Merenschwand · Head IT Sika Group · Board member since 2006

JULIEN STEINER

Biel/Bienne · Deputy town clerk · Board member since 2013

MARCEL STUTZ

Bern · Former Swiss Ambassador and Head of Political Affairs Division II (Africa and Middle East) of the Federal Department of Foreign Affairs (FDFA) · Board member since 2019

RAPHAEL WIDMER

Zumikon · CFO Stadler Rail AG · Board member since 2014

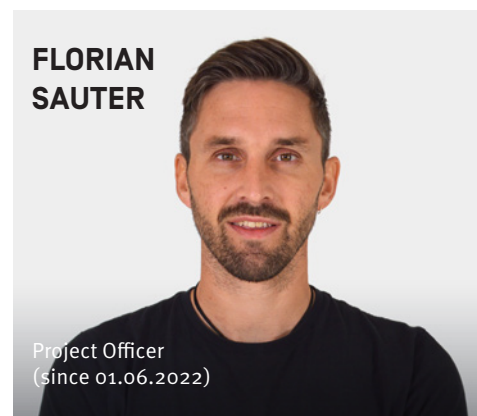
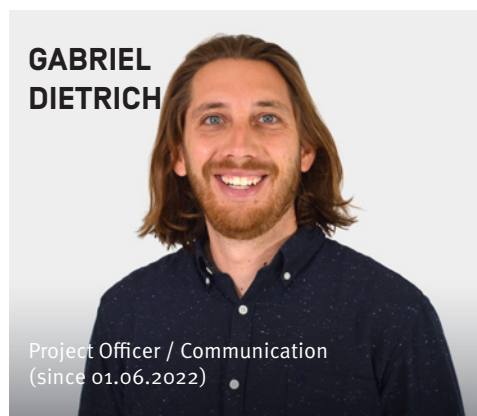
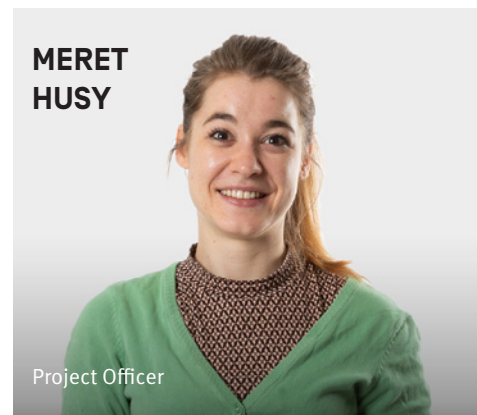
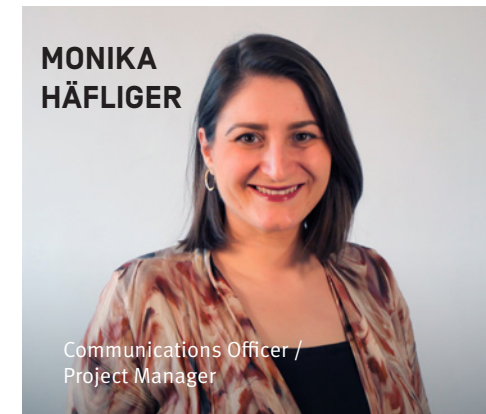
ANDREA ZRYD

Magglingen · Member of the parliament of the Canton of Bern (SP) · Physical education teacher · Swiss Olympic Coach (currently Athletic Coach Swiss Ice Hockey) · Board member since 2019



Some members of the Foundation Board are not shown in the photo.

TEAM



**JAN
WEBER**



Project Manager
(since 07.03.2022)

**NOÉMIE
WOLF**



Communication Trainee
(24.02.-24.08.2022)

**PAUL
HUNT**



Team Lead sportanddev
(until 31.12.2022)

**MARISA
SCHLENKER**



Consultant
sportanddev

**BEN
SANDERS**



Senior Consultant
sportanddev

**CORINNE
DIETIKER**



Senior Project Manager
(until 30.04.2022)

**JACK
NEEDHAM**



Consultant
sportanddev

**TARIQA
TANDON**



Project Officer
sportanddev

**HÉLÈNE
BENNÈS**



Senior Consultant
sportanddev French

PUBLISHING INFORMATION

Publisher: Swiss Academy for Development
Editors: Gabriel Dietrich, Connor Spreng,
Luise Schurian-Dabrowska, Nicole Emch, Andrea Wynistorf
Graphic Design: Nadia Delia Lanfranchi
Photographers: Swiss Academy for Development
Translation: Giovanna del Drago, Gabriel Dietrich, Connor Spreng
Proofreader: Valérie Amrein, Florian Sauter

This annual report is published as a web PDF in German and English.

SWISS ACADEMY FOR DEVELOPMENT
BÖZINGENSTRASSE 71
CH-2505 BIEL/BIENNE
WWW.SA4D.ORG
IBAN: CH05 0900 0000 3001 1679 5



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