PLAY
LEARN

HEALTH | QUALITY EDUCATION | PEACE
We are inspired by the essence of play, where everything is possible and children are infused with the belief that they can be whatever they imagine. Our goal is to unlock this potential in every child we reach and to empower them with the confidence, education and life skills they need to fulfill it. With a million opportunities to play, teach and learn and thousands of games in our library, we ensure children’s futures are shaped by their opportunities, not by their challenges. A holistic, quality education, teaching both formal curriculum and life skills is key to this transformation. It’s why our play-based learning methodology is designed to get children into school, fully engaged in their learning and keep them coming back for more. For many of the girls in our programs, the struggle is immense. They fight to attend and stay in school, to be treated as equals with dignity and respect, to participate inside and outside the classroom, to be accepted and safe and to make their own choices about their bodies and futures. We are determined to dismantle these barriers, so that all of the children we reach can discover the promise and the power of their own possibility. We pledge to continue to innovate, explore and develop our work, so that the children in our programs can grow stronger, make positive and healthy choices and to become more resilient. Our goal is to see all children become productive leaders in their families, communities and countries.
At Right To Play, we use play as a learning and development tool to unlock potential and change behaviour. A game of tag teaches children in Ghana how to prevent malaria, while a theatre skit teaches communities in Pakistan about gender equality and the importance of girls attending school. By participating in our programs, children and young people are developing skills, attitudes and behaviours that drive positive change in their lives.

Our games are used every day by specially trained coaches and teachers, facilitating our programs and curriculums around the world. They teach tolerance and peace, math and science, hygiene and health and more, to the one million children and young people in our programs in Africa, Asia, the Middle East and North America. Play lives at the centre of everything we do and it changes the way children learn and impacts how they behave.

In Rwanda, the children in our programs are involved in leadership roles in their communities. They have high levels of self-esteem and are focused. In Benin, our young leaders are influencers, advocating for youth policies in their communities. They help organize and participate in community events creating awareness about child protection.

These are just a few examples of the children we reach. There are over 124 million children and adolescents not attending school. Many are girls, some live too far to walk and others are disinterested or need to stay at home and help their parents. Play engages these children to join our programs inside and outside the classroom and to instill a love for a lifetime of learning.

Play is the catalyst for positive change.
We believe: when learning is fun and playful, it lays the foundation for a richer, more engaged experience and better results. By using a range of educational games to teach formal subjects, like math, English and science, as well as critical life skills like, confidence, gender equality and inclusion, teachers in our partner schools create an active and participatory approach inside the classroom.

The result: the children gain awareness about their behavior and its impact on themselves, others and their environment. They embrace the values learned through each activity and practice them at home. They remember what they’ve learned and become an advocate for positive change inside and outside the classroom.

Now, we see increased participation and attendance in schools and improved academic performance. There is a reduction in violence, a higher awareness of disease prevention and children and young people know their rights and how to protect themselves. Learning through play empowers children to better recognize their role in shaping their thoughts, feelings and actions. Play gives children choice.

Play encourages children to come to school and because they’re having fun, drives these children to come back to school, day after day. Play captivates their imagination, holds their attention and sparks their desire to participate. Play is inclusive. It makes children feel accepted, valued and part of a team. Play promotes growth. It validates children’s capabilities, makes them feel smart and fills them with confidence, self-esteem and courage.

In Lebanon, 83 per cent of our teachers actively promote the emotional well-being of students by encouraging them and creating positive interactions through play. They address the barriers preventing girls from attending and participating in school and treat the girls and boys equally. In Tanzania, our specially trained teachers are twice as likely to create classroom environments promoting the emotional well-being of children. And in Liberia, 96 per cent of the children in our programs report increased, positive cooperation and communication skills.

“When we use games or activities to lead into the lesson, students develop a positive attitude towards the subject,” affirms a teacher with Right To Play Thailand. “When students enjoy themselves, their minds become open to learning the content of the lesson.”

Right To Play children do better in school. They matriculate. They become ambassadors for learning, health and peace. Their family units are impacted and become advocates for change. Community leaders witness this change and become engaged. Local governments are inspired and provide support. New policies are created, implemented and shared on a national level. All because of the power of play.
Jean-Pierre, Sr. Teacher, Kigali, Rwanda

In my classroom, I use play as a teaching tool. It’s very important. The games empower the children, enabling them to find the answers by themselves while I guide them through each step. I’m the English and Science teacher at my school and I know I see how children learn better this way.

I didn’t always teach like this. Before I came to the Karugira Primary school and took Right To Play’s teacher training program, I didn’t interact with my students at all. I wrote my lessons on the chalkboard and the kids took notes. The children were too scared to ask questions and they would get in trouble if they didn’t answer my lessons correctly. Many children dropped out. It was very difficult for them to learn, but this was normal. This was how I was taught to be a teacher.

Now that I use games and activities in my classroom, the children are having fun. They like coming to school, they’re paying attention and they’re retaining their lessons. That’s because the teacher training taught me about classroom management, the psychology and energy of children and how to communicate in a way children understand. It’s really incredible. When you play with children you’re creating joy and giving them happiness. It shows them you respect them and how they need to respect each other. Besides helping them learn science and English, playing games teaches them skills like collaboration, communication and cooperation.

I like teaching this way. My students like me, too. They listen when I talk about their futures. They understand they need an education and they feel hopeful. All of them have dreams. They want to grow up to become doctors, teachers, pilots and even, the president of their country.

Benigne, 12, Kigali, Rwanda

I like school because I get to see my friends and I get to learn. My classes are so much fun and my teacher is giving me the skills I need to help me achieve my dream. I’m going to be an optometrist. Many Rwandans have problems with their eyes and I’m going to help them. It’s why I’m happy that I get to come to this school; it’s much better than the one I went to before. My old teacher just wrote our lessons on the chalkboard. It was very boring and I didn’t care. Plus, I’m a girl and girls don’t have the right to talk in class. We can’t be decision makers. But now, girls like me have the opportunity to go to special schools like this one that has Right To Play-trained teachers, so we have to take advantage of the situation and study hard so we can get an education.

My new teacher helps. He starts every class with a game. It puts me in the mood to play and I’m learning math, English and science faster now, because they’re fun. The games help me. I’m learning how to cooperate and I can explain things, like how I’m feeling or if I don’t understand. I never use to say anything in class, but I like participating now, because I want to listen to others and to help them.

Sometimes, when I have a problem at home with my family, I think about a game and remember what I learned. When I do that, I can approach my mother easily and talk to her about my problem. That’s my favourite thing about school; learning the lessons. Because we go to school, girls can be whatever they want to be. We can pick it we get to choose. I want to be smart.
Providing Children, Families & Communities With Information and Tools To Live Healthy Lives

We understand that in order to create positive change in a community, it’s key to address basic and long-term health concerns like, hand washing and hygiene, sexual and reproductive health issues and preventing diseases like malaria, HIV and AIDS. By teaching children and youth about health through our play-based programs, they’re learning better practices and are equipped with the tools to effectively express and share these messages with their families and communities.

In our programs in Rwanda, Ghana and Thailand, hand-washing relay races teach children and young people to wash their hands with soap and clean water before and after activities, such as eating, going to and from school, playing with their siblings and friends and using the restroom. In Lebanon, kindergarten children are now 15 per cent more likely to more wash their hands after using the restroom and before eating. This is directly contributing to the decrease in typhoid, cholera and diarrhea in their communities.

In Benin, the number of children in our programs who correctly understand malaria transmission has increased from 39 per cent in 2014 to 91 per cent, resulting in an increased use of mosquito nets. A teacher in one of our programs in Benin experienced this first hand: “Children sensitized their parents about the use of mosquito nets,” reinforcing that children’s health education coupled with communication is improving the overall wellness of communities.

And in Tanzania, the girls in our programs say that 45 percent of the time, they are more likely to feel comfortable and empowered to say no to having sex. Our education about sexual and reproductive health, for boys and for girls, is directly translating to increased gender empowerment and child protection and contributing to greater social health.

Mae La Refugee Camp, Thailand

Stretching for almost two miles along the Thailand- Burma border lies the Mae La Refugee Camp. Long and thin, the camp is spread out between a road and a steep, dirt road that turn into muddy brown sludge during the rainy season wind throughout, carving pathways to homes, schools and stores. For more than 30 years this has been home to Myanmar’s Muslim and Karen refugees. Currently, there are 34,000 refugees living in the camp, more than half are children and young people between two and 17 years— all have been displaced from their homes due to the civil war and military rule in Myanmar.

Life at La Mae

The camp’s residents live in designated areas specific to each of the three ethnicities. Because permanent structures are not permitted in the camp, everyone lives in small, homemade and most often, one room huts crafted from bamboo, leaves and mud. These huts are built close together and provide little privacy for the families or room for the children to play, forcing the children to play alongside the camp’s dirt roads.

Further encroaching on space are livestock; the families share their homes with their pigs, goats and chickens. They also share toilet facilities, water, cooking and eating utensils with their neighbours. These conditions present significant challenges to the overall hygiene and health of the people living in Mae La. For 15 years, Right To Play has worked in the camp, bringing our play-based-learning to the children and young people there, equipping them with education and skills to help find solutions to these challenges.

How we do this

To reduce communicable and viral diseases, like typhoid, dysentery, cholera, diarrhoea, intestinal worms and malaria and dengue fever, our coaches use our play and sport-based activities to teach the children and young people in our programs about each disease, how they are spread and how they can be prevented.

Games, like hand-washing relay races, teach the importance of clean water for good health. Changing behaviour around water, sanitation and hygiene practices is crucial, particularly during the hot season when the Mae La people have limited access to fresh, clean water and as a result, often drink dirty water or do not wash their hands or dishes.

After each game, the children sit with the Right To Play coach to reflect on what they have learned and to connect and apply this new information to their daily lives. Through these coach-led interactive discussions, the children identify the steps they need to take at school and at home to stay healthy. In the instance of the hand washing game, the children identify the importance of showing their families how to save a portion of their clean water for hand washing, washing dishes and for drinking and how to create a clean water, hand washing station at home.

The impact of our work

Through these basic interventions to improve hygiene and health, progress is being made. The children and young people in the Mae La camp know how to care of themselves, they are spreading the word and taking care of their families and the whole camp community. Play is taking care of yourself, taking care of one another.
Jonathan, 16, Rubavu, Rwanda

I used to be so angry. I was lonely. I didn’t have any friends and I didn’t want anyone to get close to me, especially girls. I thought girls were useless. And whenever a young child spoke and said things that I thought were wrong, I would slap them. I didn’t want them to talk, especially if they were a girl. But I was tired of fighting and being alone. I wanted to feel happy.

One day, when I was walking home from school I saw some kids playing football and they looked so happy. I went up to them and asked who they were and why the boys and the girls were playing together. One of the girls told me they were part of a Gender Equality and Child Protection club. She said they met once a week to learn about acceptance, conflict resolution, teamwork, child rights, equality and peace building—all by playing games and making up theatre sketches. She said it was fun and that I could join. When I participated in the games and activities, I felt included and my loneliness went away. I started to understand why I was so angry and cruel to girls. Right To Play taught me that girls are the same as me. Now when I see a girl, I see her as my sister. They are people, too and they are my friends. I’m not the same person I used to be.

Now, I’m a Junior Leader and I’m helping teach boys, adults and families how to treat girls and boys equally. Every month, we put on plays for the whole community. Everyone comes to watch and we show them that girls are just like boys and should be treated kindly and have the opportunity to go to school. One day I will be a Right To Play coach so I can encourage kids like me to improve.
We believe: the way we work builds trust with the children, their families and the communities where we operate. We operate programs in more than 20 countries around the world and have two regional offices and seven national offices. Our people help us initiate, integrate and create awareness about the games we use as a learning platform for change. We connect with one million children, each week and actively work to build our teacher, parental, community and local government participation, every day.

In a recent survey, 84 per cent of the children in our programs in Ethiopia, Jordan, Lebanon, Mozambique, Pakistan, Palestinian Territories, Tanzania and Uganda demonstrated positive life skills, including communication, collaboration, self-confidence, empathy, inclusion, self-esteem and leadership. In Burundi, the children in our programs encourage out-of-school peers to go to school. They help elderly community members with their household chores and they work together to ensure their classrooms and schoolyards are kept clean. In China, youth are learning to become more responsible, develop a stronger work ethic and foster a greater desire to help others at home and in their community.

Play enables us to grow.
We OPERATE in 20 COUNTRIES with PROGRAMS in AFRICA, ASIA, the MIDDLE EAST & NORTH AMERICA

We operate in 2,630 schools globally

We are active in

AFRICA
- Regional Office: Uganda
  - EAST AFRICA PROGRAMS: Ethiopia, Burundi, Uganda, Rwanda, Tanzania, Mozambique

ASIA
- Programs: Pakistan, China & Thailand

MIDDLE EAST & ASIA
- Regional Office: Lebanon
  - Programs: Lebanon, Jordan, & The Palestinian Territories (West Bank & Gaza)

NORTH AMERICA
- International Headquarters: Toronto, Canada
- U.S. National Office & New York City Program: New York, USA

EUROPE
- National Offices: Oslo, Norway; London, England; The Hague, The Netherlands; Munich, Germany; Zurich, Switzerland

WEST AFRICA PROGRAMS: Mali, Liberia, Ghana, Benin

YEARS
Right To Play programming has been active per country:
- 16 Benin, Ghana, Uganda
- 15 Ethiopia, Mali, Mozambique, Pakistan, Tanzania, Thailand
- 13 Palestinian Territories, Rwanda
- 9 Jordan, Lebanon
- 8 Burundi, China
- 5 Canada
- 3 United States

We are active in 20 COUNTRIES with PROGRAMS in AFRICA, ASIA, the MIDDLE EAST & NORTH AMERICA

Our Reach
This year was one of growth and achievement. The 2015 Tribute Dinner was our most successful fundraiser to date, raising over $2 million for our global programs. We celebrated the national expansion of our Promoting Life-skills in Aboriginal Youth (PLAY) program, which by year-end had partnered with 88 First Nations communities and urban Aboriginal organizations. In late 2015, we restructured the Canadian Advisory Board, establishing a new mandate and the Director Emeritus designation to recognize former members.

**Germany**
Rüster 16, 8–10922 München; +49 89 23 12 0 49 03 righttoplay.de
We successfully launched our National Office—the organization’s seventh—in Munich, Germany, complete with a goal to support our global programs and share our impact. We achieved our goal by building partnerships, forming an advisory board and receiving Sevenors Found’s World Cup Ski Jumping Champion as an Athlete Ambassador (An). Plus, we garnered media coverage when Aa Anna Schaffelhuber and Marco Büchel and board member Jessica Kastrop witnessed our programs in Uganda.

**The Netherlands**
Laan van Nieuwe Oost Indië 123, 2593 RM Den Haag; +31 (0) 70 315 3400 righttoplay.nl
As 2015 was a non-Olympic year, we focused on alternative fundraising opportunities. One, was the successful launch of a new fundraising event called: The Ultimate Sports Quiz, where 160 participants formed teams and competed to answer a variety of sports questions. The game’s technology has ready-to-use capabilities and was shared among our National Offices, enabling them to create their own specialty games. We also launched The Ring, an exclusive club for high net worth individuals who fundraise and network on our behalf.

**Norway**
Hus, Særossend 1, Allianz Stadion, Sagveien 75A, 0855 Oslo; +47 25 02 00 00 righttoplay.no
This year, our goal was to increase awareness and knowledge about the organization by tapping into national, televised programming. On

The Honours Awards, Johann Koss was recognized for his charitable achievements for children by Prime Minister Erna Solberg. During a documentary, NHL hockey player Mats Zuccarello chronicled his experience with us in Tanzania. All of this enabled us to reach a larger audience. Plus, the Zuccarello All-Star Ice Hockey Game and auction raised 1.2 million NOK.

**Switzerland**
Seefeldstrasse 162, 8163 Horgen; +41 44 552 04 88 righttoplay.ch
While our 2015 focus was to grow the network of individuals and foundations supporting us, the year was filled with highlights, some of which were donor-organized events. Many of our donors opened their doors, introduced their connections and organized unique private and public events— all to create awareness about and to collect funds for our work. These events included donor-driven auctions and donation requests in lieu of wedding and birthday gifts.

**United Kingdom**
The Foundry, 17–19 Oral Way, London, SW1X 5BN; +44 (0) 203 752 5840 righttoplay.org.uk
Our aim was to ensure efficient, scalable and sustainable fundraising by developing relationships that expand our network of supporters, delivering consistent, annual income. Corporate partnerships with organizations like PokerStars helped us achieve this goal. Their Helping Hands program generated over £250,000 through corporate donations, employee fundraising, events and customer engagement, helping train 5,000 coaches and positively impact the lives of more than 370,000 children around the world. We are excited about the future and our 2016 activities.

**United States**
49 West 27th Street, Suite 530, New York, NY 10010; +1 646 649 8280 righttoplayusa.org
In 2015, we prioritized increasing awareness among a broader base of our global programming, as well as expanding support for our early-learning program in New York City: Play at the Core. To support this, we welcomed a number of New Board members—all of whom are deeply committed and poised to bring their expertise to introduce new people to the organization. We continue to strengthen the brand and to build a solid base of support.

**Regional Offices**

**Africa**
Play 75 Old Kasa Rd, P.O Box 31008, Bukoba, Kampala, Uganda; +256 41 531 308/313
One of our goals was to introduce Right To Play’s play-oriented teaching methodology into education systems, supporting partner countries to adapt the curriculum to meet their specific needs. In several countries, we were invited to help shape lesson plans and syllabi. Increased analysis and documentation of our results led to enhanced evidence-based advocacy with government and development partners, allowing us to build capacities at national and sub-national levels—all to reach even more children through our programs.

**Middle East & Asia**
Al-Sabah Center, 50th Floor, Bloc B, Corniche Al Mazraa, Beirut, Lebanon; +961 1 313 346
This year, we ensured our operations and programs were aligned with and contributing to the organization’s global goal: to use play-based learning methodologies to help children learn, grow and thrive. As a result, we reached more children, provided them with quality learning and development opportunities and positioned ourselves as one of the leading organizations in the field of play-based learning. We now have a stronger and more diversified portfolio, more engaged partnerships and increased innovations related to our programs.
OUR WORK

IN ACTION

These are some of the achievements of our people & programs

WE WORK IN 52 REFUGEE CAMPS

Our impact in our programs

- 91% of children know how malaria is transmitted. — Benin Evaluation 2015
- 86% of the children report improved communication and confidence. — Ghana Evaluation 2015
- 76% of children report involvement in classroom decision-making. — Thailand Evaluation 2014
- 78% of children play peacefully and happily with children from different groups. — Pakistan Evaluation 2015
- 87% of the children demonstrate strong and positive leadership skills. — Burundi Evaluation 2015

Children reached

1,000,000

$48,000,000

in 2015

Our funding

Children living with disabilities participate in our programs

8,900

More than half our coaches and teachers are female

57%

80% of children in our programs have strong conflict resolution skills.

Who we are...

620
Global Staff

300+
Athlete Ambassadors

11,600
Junior Leaders

14,900
Volunteer Coaches
OUR FINANCES

Summary of consolidated statement of financial position as at December 31, 2015 (stated in thousands of Canadian dollars)

CONSOLIDATED STATEMENT OF FINANCIAL POSITION as at December 31, 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>2015</th>
<th>2014</th>
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<tbody>
<tr>
<td>CURRENT ASSETS</td>
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<tr>
<td>Cash</td>
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<tr>
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<tr>
<td>CAPITAL ASSETS</td>
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<tr>
<td><strong>Total assets</strong></td>
<td><strong>22,693</strong></td>
<td><strong>20,207</strong></td>
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CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS year ended December 31, 2015

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<tr>
<th>Component</th>
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<tr>
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<td>BANK LOAN</td>
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<td>DEPRECIATION &amp; AMORTIZING</td>
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<td>DEPRECIATION OF CAPITAL ASSETS</td>
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<td>BANK LOAN</td>
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<td>NET INCOME</td>
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<td>UNRESTRICTED</td>
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<td><strong>Total liabilities and net assets</strong></td>
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<td><strong>20,207</strong></td>
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CONSOLIDATED STATEMENT OF OPERATIONS as at December 31, 2015

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<tr>
<th>Category</th>
<th>2015</th>
<th>2014</th>
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<tr>
<td>REVENUE</td>
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<td><strong>34,263</strong></td>
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<td>NON-PROGRAM EXPENSES</td>
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<td><strong>14,432</strong></td>
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CONSOLIDATED STATEMENT OF FINANCIAL POSITION as at December 31, 2015

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<thead>
<tr>
<th>Category</th>
<th>2015</th>
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</tr>
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</tr>
<tr>
<td>HARMONIZED SALES TAX RECEIVABLE</td>
<td>128</td>
<td>19</td>
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<tr>
<td>PREPAID &amp; OTHER EXPENSES</td>
<td>1,164</td>
<td>829</td>
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<tr>
<td><strong>Total current assets</strong></td>
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OUR COMMITMENT

A Message From Our Founder Johann Koss

When I started Right To Play, the biggest focus was to provide as many children as possible with access to our child-centered, play-based programs. Then, there were 57,000 children in our programs. Now, 15 years later, we’re reaching over one million children every single week. This evolution has created many changes inclusive of one for me.

Last summer, I shifted into a strategic planning and fundraising role to help shape the development of our programs, while expanding our donor network. This has allowed Kevin Frey to step into the role of CEO. As the former managing director for the University of Toronto’s Rotman School of Management MBA program and with his passion for our mission and vision, Kevin is the perfect fit for Right To Play. This transition has been positive and seamless, thanks to the support of our International Board of Directors. It has also allowed me to focus on setting and achieving new goals to strengthen our work.

One of these goals is to significantly increase the number of children and young people we reach over the next three years. By entering the classrooms of schools in Africa, Asia and the Middle East, we’re making great strides in this direction. We’re empowering teachers to learn our play-based methodologies and tailor their lesson plans and classroom demands to the needs of the students—all to engage more children in a quality education. And you’re helping us. Because of your generous and unsparing support, we see the impact our work is having in our programs in countries such as, Benin where there was a 15 per cent increase in school attendance. In Uganda, where 93 per cent of the children in our programs reported positive leadership skills and in Thailand where 95 per cent of classrooms use our methodologies to engage children in learning. You’re helping us transform children’s lives to overcome adversity, keep themselves safe and healthy, build stronger relationships and stay in school. To everyone who supports us and believes in the power of play, thank you.

Sincerely,
Johann Oliner Koss, Founder

OUR FUTURE

A Message From Our CEO Kevin Frey

One year ago, when I decided to join Right To Play, I was drawn to the magnetic energy and commitment of everyone involved, the shared passion for the power of play and the outcomes we deliver for children in education, health, peace, gender equality and child protection. Now, having traveled the globe and experienced our programs first-hand, I’ve had the opportunity to witness play unlock powerful transformation in the lives of children, their families and communities. Last October, I visited a village in Wuchale, Ethiopia where the Headmaster at one of our partner schools proudly showed me their enrollment rate. It had risen from 265 to 469 children and the drop-out rate had fallen from 16 per cent to three per cent—all since we began training their teachers four years ago. In these rural communities, where getting children to attend school and to graduate is a challenge, these are exciting results and our teacher training and play-based methodology has been the turning point. Students are excited to come to school and persuade their friends to join them. They see school as a welcoming place. Girls are participating in the classroom and taking part in sports and physical activity. Providing children with places where they will be accepted and safe is one of the reasons we continue to expand in refugee camps, like the ones I visited in Lebanon. I watched Syrian, Palestinian and Lebanese children, some with disabilities, cooperating and playing on the same teams. Despite the tensions between host communities and migrants caused by the current Syrian crisis, the children’s programs know the importance of mutual understanding and respecting the rights of every person.

In the coming year, we will continue to innovate and explore new ways to amplify the impact of our programs for the children we reach every week and for the millions of children that we must reach in the future.

Kevin Frey, CEO
RECOGNIZING THOSE WHO SHARE OUR BELIEF IN THE POWER OF PLAY

Thank you to all of the Corporate, Foundation and Government Partners; Individual Donors; National Corporate Partners; NGOs; Schools and Community Partners who support our work. With your help, we will continue to use play and other activities as a tool for learning, creating sustainable change for the one million children in our programs around the world. Here are the names of those who donated $25,000 or more this year: