

A group of children are playing soccer on a grassy hill. One child in the foreground is kicking a ball, while others are running and jumping. The background shows a hilly landscape with some buildings and a cloudy sky.

**RIGHT  
TOPLAY**

ANNUAL  
REPORT  
2015

# PLAY LEARN

HEALTH | QUALITY EDUCATION | PEACE



# THE RIGHT TO PLAY MISSION

We are a global organization committed to improving the lives of children and youth affected by conflict, disease and poverty. Established in 2000, we have pioneered a unique play-based approach to learning and development which focuses on quality education, life skills, health, gender equality, child protection and building peaceful communities. We operate in over 20 countries, advocating for children's rights and transforming the lives of more than one million children each week using play and sports, both inside and outside of the classroom.

## CONTENTS & CREDITS

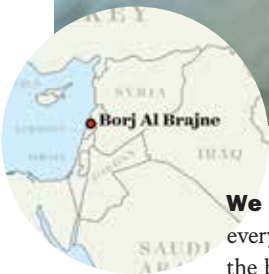
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CREDITS — Photography: cover by David Lazar; pages 8,9,13: Terence Babb. Design: antony-smith.com



# OUR VISION

We Care, We Do, We Commit, We Play, We Are a Team



**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 children in our programs offering a million chances to play, teach and learn, 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 become more resilient. Our goal is to see all children become productive leaders in their families, communities and countries.

# OUR CHALLENGE

Engaging and Retaining Children, Their Families and Communities  
To Unlock Their Potential and Realize Their Opportunities

**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.**



PAKISTAN













# OUR FOCUS

## Play-based Learning for Quality Education, Health and Peace

**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 behaviour 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 advocates for positive change inside and outside the classroom.

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, feeling 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, 98 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.

# QUALITY EDUCATION

Integrating Games To Teach Math, English and More

**We work with teachers** to ensure a brighter future for the children in our partner schools and in our programs. It's why we've designed and continue to integrate sustainable, replicable, play-based curriculum for teachers to use in their classrooms. Teachers have access to our learning and development resources such as teaching manuals and play activities to engage children in their core studies.

They are empowered to tailor their lesson plans and classroom environment to meet the specific needs of their students, be it to initiate gender equality, create acceptance between refugee and host-community children or to promote problem solving and improve long and short-term memory. This engages the children and young people, transforming the classroom into a stimulating, inspiring and encouraging space.

Plus, we've equipped teachers with improved evaluation processes to enhance the way we're documenting the learning opportunities in our programs. This helps ensure the materials and resources we create and share with the teachers are relevant and effective. Play gives teachers tools.

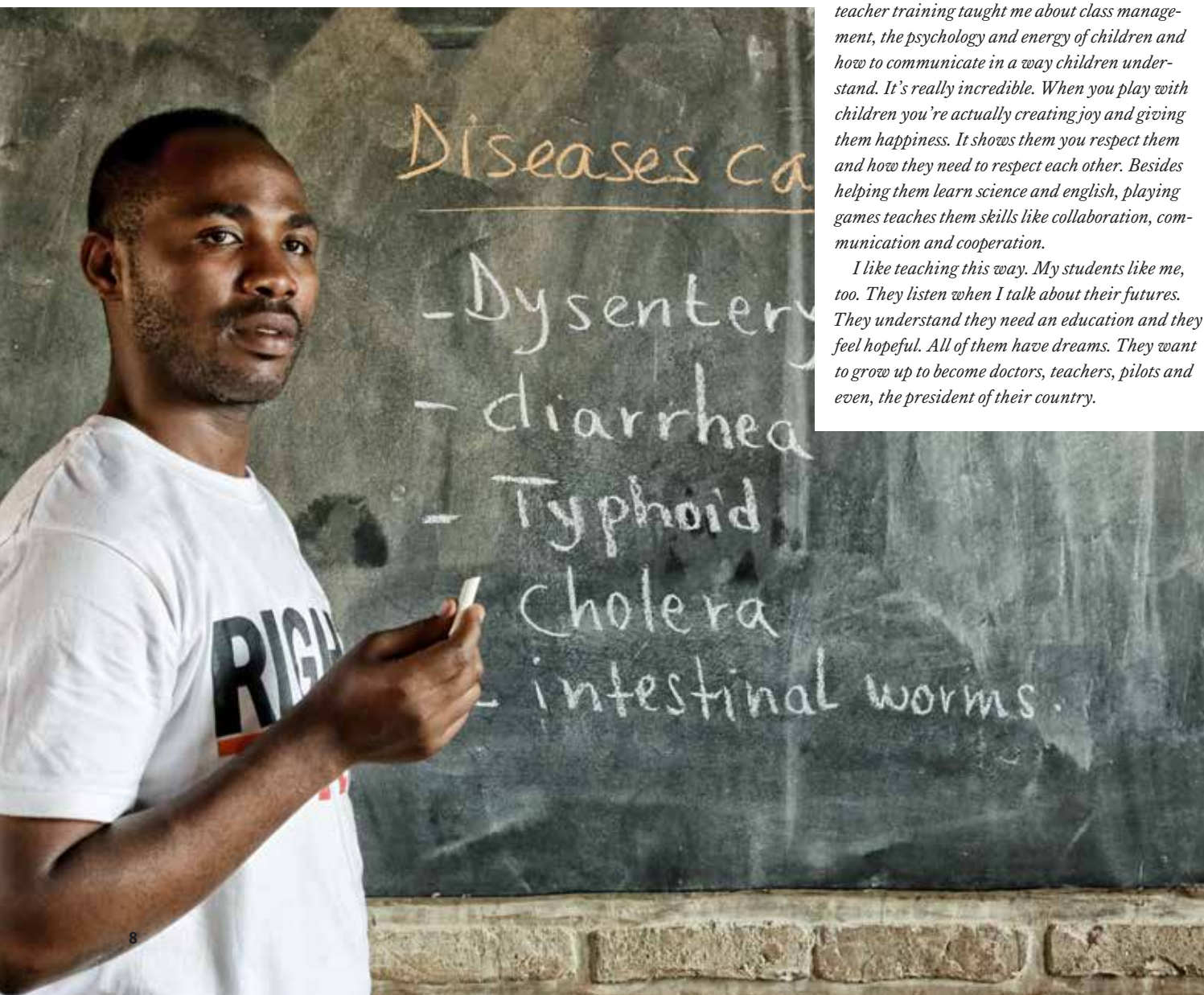
Jean-Pierre, Sr. Teacher,  
Kigali, Rwanda

*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 class 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 actually 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.*

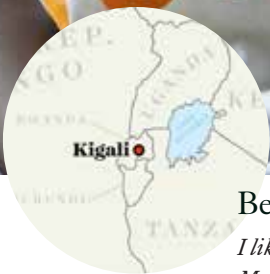
*I like teaching this way. My students like me, too. They listen when I talk about their futures. They understand they need an education and they feel hopeful. All of them have dreams. They want to grow up to become doctors, teachers, pilots and even, the president of their country.*







“Because we go to school, girls can be whatever they want to be ... I want to be smart.”



**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 used 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; I get to choose. I want to be smart.*

[WATCH  
OUR VIDEO](#)









# HEALTH

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 59 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 saying 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.

*Muslim and Karan refugees. Currently, there are 38,000 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 homes 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, diarrhea, 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 protect themselves and are taking the steps to create behaviour change in their homes and in the camp, generating higher awareness levels of disease prevention. Not only are they taking 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.*



## 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 squeezed between a road and a steep cliff hovering over the Yuam River and is built on the river's hilly banks. Green coconut palms and tall bamboo grass dot the camp's tightly packed, brown thatched rooftops. Dirt roads 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 people,*

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# PEACE

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Empowering Boys and Girls To Treat Each Other With Respect, Peace and Equality

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**We operate in refugee camps** in Ethiopia and Lebanon and in multiple other communities around the world where children have witnessed war, political unrest and violence. Here, our programs teach children how to resolve conflict, accept differences like gender, race, religion and disability and promote teamwork and cooperation. In our programs in Benin, Pakistan and Lebanon, play brings children from

different backgrounds, cultures and ethnicities together, teaching them respect and understanding. The adults in these communities are responding and now see these children as powerful influencers.

“Girls now play football with the boys in our community,” affirms a parent from Benin. “We have never seen this kind of thing before.”

In Burundi, the children in our programs act as peace mentors and children’s rights activists. They put on plays for the community and visit the community members’ homes, sharing insight about conflict resolution and gender equality. Their parents and teachers testify: children are peace-makers, helping their peers talk through disputes and disagreements.

In Lebanon, we partner with other organizations to create a program using soccer to bring 2,500 host and migrant children and young people together. An additional 100 youth peers have also been specially trained to use each soccer game as a teaching tool to learn about teamwork, social cohesion and cooperation.



BENIN





*“Right To Play taught me that girls are the same as me. Now when I see a girl I see her as my sister.”*

### 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 meet 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.*

[WATCH  
OUR VIDEO](#)











# OUR IMPACT & REACH

Building Upon Our Successes To Reach More Children Around the World

**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

**RIGHT  
TO PLAY**

**EUROPE**  
**NATIONAL OFFICES**  
Oslo, Norway  
London, England  
The Hague, The Netherlands  
Munich, Germany  
Zurich, Switzerland

**NORTH AMERICA**  
**INTERNATIONAL  
HEADQUARTERS &  
CANADIAN NATIONAL OFFICE**  
Toronto, Canada

**PROMOTING LIFE-SKILLS IN  
ABORIGINAL YOUTH (PLAY)  
PROGRAM: B.C., ALB., ONT.**

**U.S. NATIONAL OFFICE &  
NEW YORK CITY PROGRAM**  
New York, USA

**WEST AFRICA PROGRAMS**  
Mali, Liberia, Ghana, Benin

We operate in  
**2,630**  
schools globally

# Our





**MIDDLE EAST & ASIA  
REGIONAL OFFICE**

Lebanon

**PROGRAMS**

Lebanon, Jordan, & The  
Palestinian Territories  
(West Bank & Gaza)

**AFRICA  
REGIONAL OFFICE**

Uganda

**EAST AFRICA PROGRAMS**

Ethiopia, Burundi, Uganda,  
Rwanda, Tanzania, Mozambique

**ASIA PROGRAMS**

Pakistan, China  
& Thailand

## YEARS

**Right To Play programming has  
been active per country**

- 14** Benin, Ghana, Uganda
- 13** Ethiopia, Mali, Mozambique,  
Pakistan, Tanzania, Thailand
- 12** Palestinian Territories, Rwanda
- 9** Jordan, Lebanon
- 7** Burundi, China
- 5** Canada
- 3** United States

# Reach

# OUR NATIONAL AND REGIONAL OFFICES

## National Offices

### CANADA

18 King Street East, 14th Floor, Toronto, Ontario M5C 1C4  
+1 416 203 0190 [righttoplay.ca](http://righttoplay.ca)

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

Riesstr. 16, D-80992 München +49 89 21 09 49 03 [righttoplay.de](http://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 Severin Freund, the World Cup Ski Jumping Champion as an Athlete Ambassador (AA). Plus, we garnered media coverage when AAs Anna Schaffelhuber and Marco Büchel and board member Jessica Kastrop witnessed our programs in Uganda.

### THE NETHERLANDS

Laan van Nieuw Oost Indië 123, 2593 BM Den Haag  
+31 (0) 70 315 3490 [righttoplay.nl](http://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 specialized games. We also launched The Ring, an exclusive club for high net worth individuals who fundraise and network on our behalf.

### NORWAY

Hus, Serviceboks 1 – Ullevål Stadion, Sognsveien 75L N-0855 Oslo  
+47 21 02 90 00 [righttoplay.no](http://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 Tanzanian. 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, CH-8008 Zurich +41 44 552 04 88 [righttoplay.ch](http://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 Oval Way, London SE11 5RR  
+44 (0) 203 752 5640 [righttoplay.org.uk](http://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 £700,000 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 930, New York, NY 10001  
+1 646 649 8280 [righttoplayusa.org](http://righttoplayusa.org)

In 2015, we prioritized increasing awareness among a broader base about 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

Plot 78 Old Kira Rd, P.O. Box 33098, Bukoto, 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-Sabbah Center, 9th Floor, Bloc B, Corniche Al Mazraa, Beirut, Lebanon +961 1 313346

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



21 *Palestinian Territories*  
(West Bank & Gaza)

10 *Lebanon*

7 *Jordan*

7 *Thailand*

5 *Ethiopia*

2 *Uganda*

## 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*



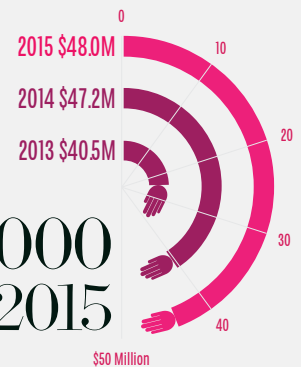
**87%** of the children demonstrate strong and positive leadership skills. — *Burundi Evaluation 2015*

# 1,000,000

Children reached

## OUR FUNDING

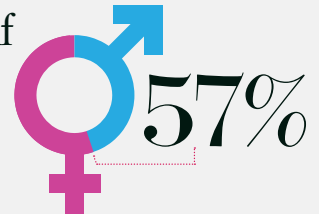
**\$48,000,000**  
in 2015



Children living with  
disabilities participate  
in our programs

# 8,900

More than half  
our coaches  
and teachers  
are female



# 80%

of children in our  
programs have  
strong conflict  
resolution skills.

— *LEBANON & TANZANIA  
EVALUATION 2015*

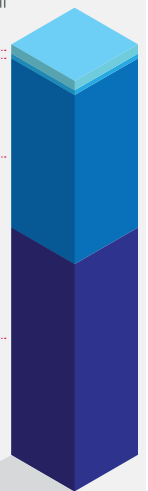
## Who we are...

**620**  
Global Staff

**300+**  
Athlete Ambassadors

**11,600**  
Junior Leaders

**14,900**  
Volunteer Coaches





PALESTINIAN TERRITORIES



# OUR FINANCES

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



## CONSOLIDATED STATEMENT OF FINANCIAL POSITION as at December 31, 2015

### CURRENT ASSETS

All figures in C\$000

	2015	2014
CASH	16,399	15,404
CONTRIBUTIONS RECEIVABLE	4,974	3,706
HARMONIZED SALES TAX RECEIVABLE	128	129
PREPAID & OTHER EXPENSES	1,164	829
<b>TOTAL</b>	<b>22,665</b>	<b>20,068</b>

### CAPITAL ASSETS

	28	139
<b>TOTAL ASSETS</b>	<b>22,693</b>	<b>20,207</b>

### CURRENT LIABILITIES

ACCOUNTS PAYABLE & ACCRUED LIABILITIES	2,627	2,180
DEFERRED CONTRIBUTIONS	13,618	12,328
BANK LOAN	335	879
<b>TOTAL</b>	<b>16,580</b>	<b>15,387</b>

### LONG-TERM

DEFERRED CAPITAL CONTRIBUTIONS	—	17
BANK LOAN	—	293
<b>TOTAL LIABILITIES</b>	<b>16,580</b>	<b>15,697</b>

### NET ASSETS

INVESTED <i>in</i> CAPITAL ASSETS	28	122
INTERNALLY RESTRICTED NET ASSETS	2,519	1,864
UNRESTRICTED	3,567	2,523
<b>TOTAL</b>	<b>6,113</b>	<b>4,510</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>22,693</b>	<b>20,207</b>

## CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS year ended December 31, 2015

	INVESTED IN CAPITAL ASSETS	INTERNALLY RESTRICTED	UNRESTRICTED	2015	2014
<i>All figures in Canadian \$000</i>					
<b>NET ASSETS BEGINNING of YEAR</b>	<b>122</b>	<b>1,864</b>	<b>2,523</b>	<b>4,510</b>	<b>3,030</b>
(DEFICIENCY) EXCESS of					
REVENUE OVER EXPENSES	(126)	—	1,729	1,603	1,480
PURCHASE of CAPITAL ASSETS	14	—	(14)	—	—
AMORTIZATION of DEFERRED CAPITAL CONTRIBUTIONS	17	—	(17)	—	—
TRANSFER	—	654	(654)	—	—
<b>NET ASSETS END of YEAR</b>	<b>28</b>	<b>2,519</b>	<b>3,567</b>	<b>6,113</b>	<b>4,510</b>

## CONSOLIDATED STATEMENT OF OPERATIONS as at December 31, 2015

REVENUE All figures in Canadian \$000

	2015	2014
RESTRICTED/PROGRAMS	25,165	24,675
RESTRICTED/OTHER	4,764	4,771
UNRESTRICTED	18,020	17,552
DONATIONS IN KIND	185	13
AMORTIZATION of DEFERRED CAPITAL CONTRIBUTIONS	16	181
<b>TOTAL REVENUE</b>	<b>48,150</b>	<b>47,194</b>

### PROGRAM EXPENSES

INTERNATIONAL PROGRAMS	30,604	29,379
INTERNATIONAL PROGRAM DEVELOPMENT & MANAGEMENT	3,253	2,662
DEVELOPMENT EDUCATION	1,876	2,626
PROGRAM INSTITUTIONAL PARTNERSHIP, MONITORING & EVALUATION	807	850
POLICY AND ADVOCACY	383	377
<b>TOTAL</b>	<b>36,922</b>	<b>35,894</b>

### NON-PROGRAM EXPENSES

ADMINISTRATIVE	2,802	3,062
FUNDRAISING	6,823	6,758
<b>TOTAL</b>	<b>9,625</b>	<b>9,820</b>
<b>TOTAL EXPENSES</b>	<b>46,547</b>	<b>45,714</b>
<b>EXCESS of REVENUE over EXPENSES</b>	<b>1,603</b>	<b>1,480</b>

## 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 37,000 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 unwavering 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 Olav 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 in our 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



# OUR SUPPORTERS

## 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:*

ABN AMRO  
ANGLO AMERICAN GROUP  
FOUNDATION  
ANONYMOUS (8)  
AUSTRALIAN AID  
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BAIN CAPITAL CHILDREN'S CHARITY  
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