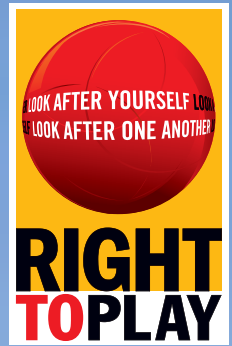


RESULTS

PROGRESS REPORT

JUNE 2008



when children play, the world wins



Introduction from the Founder, President and CEO

At Right To Play we believe that physical activity, well-designed sport programs and play offer a path to physical, social and emotional health. Play is the primary means through which young children explore and learn about the world and themselves. Sport also possesses a natural convening power and can provide a safe environment for the discussion of sensitive issues with trusted adults.

This is the foundation on which Right To Play was established. Beginning as Olympic Aid in 2000, with two projects in Côte d'Ivoire and Angola, Right To Play has evolved into an organization that now spans 23 countries across the globe. Our programs embody the highest and best values of sport and are carefully designed to encourage the healthy physical, social and emotional development of children and youth.

In each location, we have seen the tremendous impact that sport and play can have—to reach people, to connect them to each other, and to communicate important information—and truths—in a way that resonates and takes hold.

This first issue of RESULTS chronicles this journey. In these pages, we will show some of our statistics – number of programs, Volunteers and children reached. We will also illustrate—in an anecdotal and qualitative way—how Right To Play impacts children, our program Leaders and their respective communities.

Right To Play is an organization that both remains true to its original founding principles of inclusion and sustainability, while continually adapting to meet the challenges of tomorrow. We have learned important lessons over the years and here, you will see the ways

OUR PROGRESS

Page **2**

Health Promotion
and Disease
Prevention

Page **4**

Basic Education and
Child Development

Page **6**

Community
Development and
Participation

Page **8**

Conflict Resolution
and Peace
Education

Page **10**

GUIDING PRINCIPLES
Inclusion and
Sustainability

Page **12**

OUR COMMITMENT

Page **14**

A LOOK AHEAD

Page **15**

in which we are putting these learnings into practice.

More recently, Right To Play has established an internal monitoring and evaluation process that draws on experts who conduct interviews in local language, lead focus groups and collect data to help ensure we make the most of our resources and improve our results.

This inaugural issue of RESULTS is one instrument through which we will share our progress with the many important individuals and organizations that have contributed to our success.

In short: Our Vision is to create a healthier and safer world for children through the power of sport and play. It is my sincere hope that Right To Play and its supporters will continue to contribute to this important goal, because we all know that when children play, the world wins.

Johann Olav Koss,
Founder, President and CEO



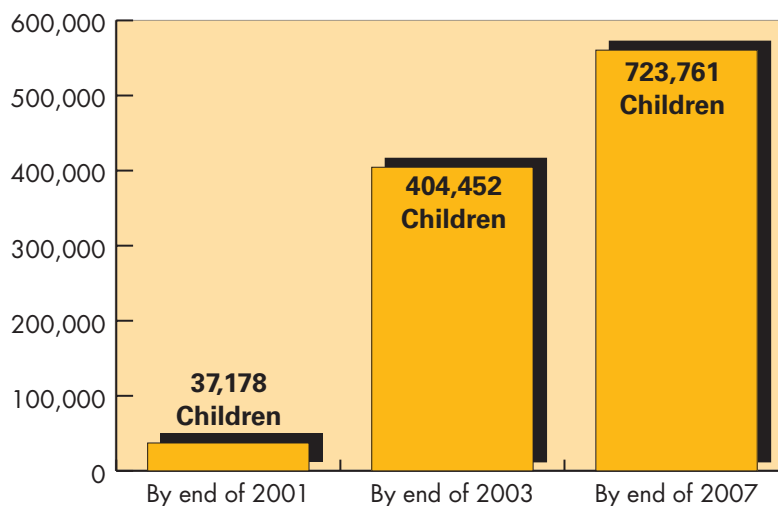
RESULTS is Right To Play's first formal review since embarking on its mission to improve the lives of children in some of the world's most disadvantaged areas by using the power of sport and play for development, health and peace. Right To Play's first two projects began in 2000 (under the auspices of Olympic Aid) and by 2003 (established as Right To Play), the organization had significantly expanded the number of countries where its programs were being run and was working to meet the increase in demand for sport and play programs.

By 2007, Right To Play had reached approximately 525,688 children in regular activity (children who participate at least one time per week). Many more children participate in programs through summer camps and sports festivals. Together these activities play an important role in raising awareness of key issues and helping children to become active.

Regular participation has numerous benefits, including the opportunity to:

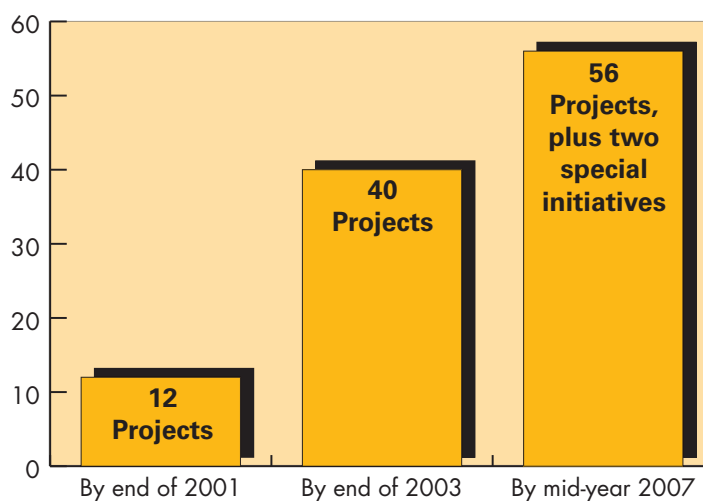
- Develop positive and lasting relationships with role models that contribute significantly to a child's resilience to cope with and manage life's events;
- Establish a sense of structure and "normalcy" in children's lives, which is particularly important for children affected by armed conflict and disease;
- Build life skills, deepen knowledge, and change attitudes about critical issues, which contribute to sustained behaviour change; and
- Strengthen leadership skills by becoming peer leaders, leading discussions, and creating games.

Increase in Number of Children Participating in Right To Play Activities*



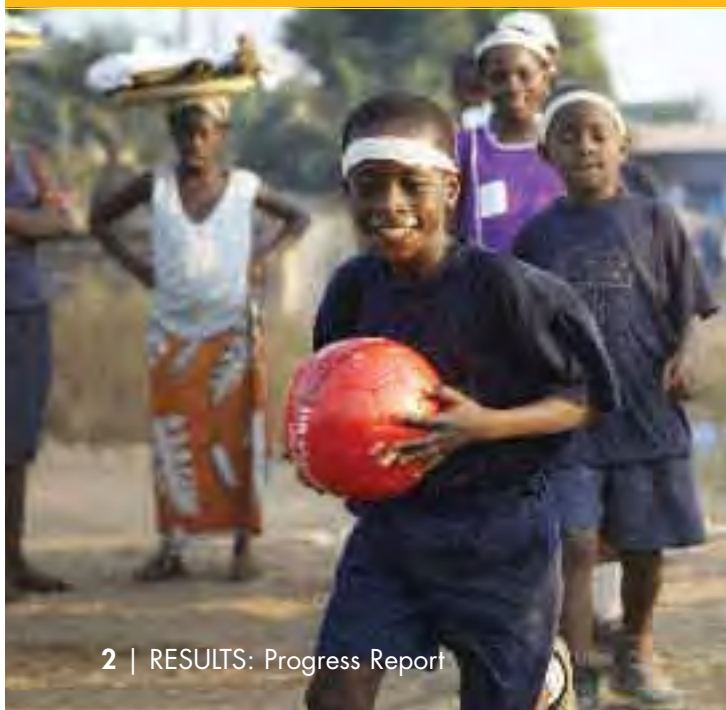
*Number of children reached through regular activity as well as festivals, summer camps and other sport and play events.

Increase in Number of Right To Play Projects Worldwide



"Through Right To Play activities we are able to bring together different groups in the community to play together. The activities we play teach peace keeping and communication skills and bring together children, adults, and different neighbours that wouldn't otherwise interact with one another."

– Right To Play Volunteer, Tanzania



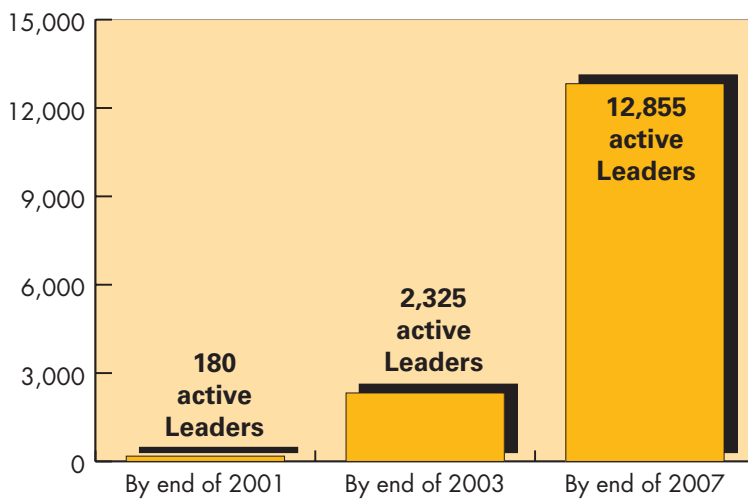
PROGRESS

"I like the game "Malaria Area". When you are hit by the bean bag, it means a mosquito has bitten you and you will fall ill. If we clear our compounds and keep them neat, as well as sleeping under a treated mosquito net, we will not be bitten by mosquitoes, and will not get malaria."

– 16-year-old girl, Ghana

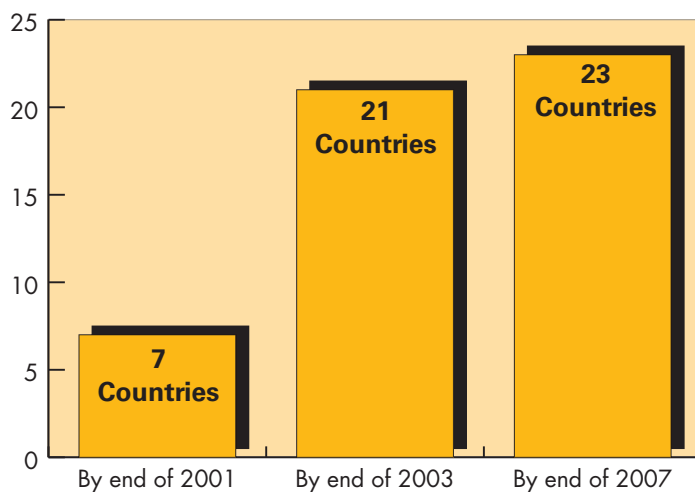


Increase in Number of Leaders* Actively Participating in Right To Play Programs



*There are many people who work with children in Right To Play programs. Depending on where they work, those people have different titles such as leader, coach, animateur, or teacher. Right To Play uses the title "Leader" to represent all those roles.

Increase in Number of Countries Where Right To Play Runs its Programs



By 2007, Right To Play was in 23 countries:

- | | |
|------------|--------------------------------|
| Azerbaijan | Pakistan |
| Benin | occupied Palestinian territory |
| Chad | Rwanda |
| China | Sierra Leone |
| Ethiopia | Sri Lanka |
| Ghana | Sudan |
| Indonesia | Tanzania |
| Jordan | Thailand |
| Lebanon | Uganda |
| Liberia | United Arab Emirates |
| Mali | Zambia |
| Mozambique | |

FOUR STRATEGIC AREAS

Right To Play's work is focused on four areas:

- Health Promotion and Disease Prevention
- Basic Education and Child Development
- Community Development and Participation
- Conflict Resolution and Peace Education

This section provides a summary of Right To Play's results and advancement in these four areas, as well as our progress in our two guiding principles: Sustainability and Inclusion.

Health Promotion and Disease Prevention

Participation in regular activities (at least one time a week) is at the heart of our programs, and through regular participation we promote:

- Life skills to adopt and maintain behaviours. These skills include the ability to manage stress, resist peer pressure, communicate openly, make decisions and set goals, and motivate and lead others.
- Attitudes such as self-esteem and confidence, hope and optimism, empathy and compassion, and motivation to adopt healthy behaviours.
- Knowledge about health issues (e.g., facts about HIV and AIDS transmission or risk reduction behaviours).
- Supportive environments where role models such as family, Leaders, teachers, and peers play an important role in helping children adopt new behaviours. Right To Play also helps to create a supportive environment by recruiting local and international Athlete Ambassadors, training Leaders and strengthening links between community-based organizations, schools, and agencies.

Right To Play has designed programs that address specific priority health issues around the world, including the prevention and treatment of diabetes and infectious diseases; prevention of

malaria, measles, tuberculosis, dengue fever; and, prevention and education of HIV and AIDS.

Right To Play currently implements its HIV and AIDS prevention and education program in 12 countries. In 2005 and 2006, evaluations were conducted in Rwanda and Sierra Leone. In both countries, Right To Play had successes in increasing knowledge and improving attitudes about HIV and AIDS.

Sport and play has also been used to mobilize communities to participate in immunization campaigns. For example, in Uganda more than 1,500 children were immunized against measles during a three-day national campaign. Leading up to the campaign, children participated in Right To Play educational activities about measles and were provided with information postcards that they could share with their families and friends. The success of the campaign indicates that sport and play are effective tools in the campaign for healthy behaviour change.

Other reported health outcomes include improved eating habits and higher levels of activity (Azerbaijan evaluation, 2007). All programs are implemented in cooperation with local, national and international partners.

PROGRAM RESOURCES

Right To Play has developed a series of activity and training resource manuals. Referred to as "program resources", these manuals serve as a guide for Trainers and Leaders in the delivery of its specially designed programs.





RWANDA

"Nize uko umuntu yabana n'uwanduye atamuhaye akato ahubwo akamufasha," / "I learned how to live with affected and infected people without discriminating against them, but helping them."

– Right To Play participant

MALI

"I highly appreciate the animators [Leaders] for their effort to educate and sensitize children in this direction. Even if there are parents who do not believe in AIDS, children may bring them to believe in it."

– 37-year-old mother, Mali

INCREASE KNOWLEDGE OF HIV AND AIDS

RESULTS

On a test of 20 HIV and AIDS basic knowledge questions conducted in Sierra Leone, nearly 75 per cent of children and Leaders achieved an 85 per cent average or above, compared to only 25 per cent of children and Leaders achieving an 85 per cent average at the start of Right To Play programs.

Parents in Rwanda said the Right To Play games children play teach them about HIV and AIDS, and these are lessons that they as parents cannot provide.



How we put our learning into action:

- Local implementers, field staff and technical experts helped in the process of reviewing and redesigning the *Live Safe Play Safe* program resource. Collectively they transformed a one-day training session into a 10-day intensive training program and developed four resources: *A Trainer Manual*, *Leader Manual*, *Games Manual* with more than 100 games, and a *Frequently Asked Question Guide*.
- Hired and trained local staff, including Regional and National Training Officers, who can serve as mentors, provide regular refresher trainings, and ensure quality implementation.
- Planned an in-depth evaluation of *Live Safe Play Safe* for September–December 2008 to measure implementation challenges, successes and program outcomes.

STRATEGIC AREA



Basic Education and Child Development

Right To Play sport and play programs foster the healthy physical, cognitive, social and emotional development of children, and are a child-friendly way to teach important values and life skills. These skills help contribute towards developing stronger individuals and communities.

Results from evaluations conducted in Azerbaijan, Benin, Mali, occupied Palestinian territory, Pakistan, Rwanda, Sierra Leone, and Tanzania demonstrate Right To Play's impact in Basic Education and Child Development, including increased school attendance, improved intellectual development and academic performance, and increased motivation in school.

INCREASE IN SCHOOL ATTENDANCE BY CHILDREN RESULTS

School principals in Azerbaijan, especially in rural areas, reported an increase in attendance by 15 to 20 per cent as a result of Right To Play's programming in schools.

Parents and community leaders in Tanzania noted Right To Play sport and play activities had resulted in a reduction in school dropouts.

The head teacher at Mikumi Primary School in Dar es Salaam, Tanzania reported that attendance is higher on days when Right To Play activities are offered.





IMPROVEMENTS IN ACADEMIC PERFORMANCE; INCREASE IN MOTIVATION

RESULTS

Parents in Rwanda feel that Right To Play games and activities are effective educational tools, especially for children who cannot read or write.

In Peshawar and Quetta, Pakistan some Leaders said children were moved by their parents from schools where Right To Play programs were not offered, to schools with Right To Play programs.

How we put our learning into action:

- Revised and created a series of new and dynamic resources. Each resource was created with specific learning objectives in mind, and was reviewed, piloted and modified by teams of experts and field staff. New resources include *Early Child Play*, *Abilities First*, *Health Games*, and *The Guide to Being An Effective Adult Facilitator*.
- Developed new training materials to help Right To Play Trainers design and implement effective sport and play events that integrate principles of behaviour change communication.
- Refined a process for resource development to include needs analyses, sector analyses, field staff reviews, expert reviews, and pilot testing.



AZERBAIJAN

Some quotes from children aged 6-17, when asked how Right To Play programming had influenced them or helped them in their day-to-day lives:

"I am a better student."

"I learned problem solving skills."

"My concentration on my studies has increased."

"I am more motivated."

BENIN

"For us parents, Right To Play is in fact a whole school. Right To Play complements what school does not give, what we parents are unable to give our children."

– A 40-year-old, single mother living in a refugee camp in Benin

TANZANIA

"When we teach about HIV and AIDS in the classroom, the children fall asleep, but through sports [Right To Play], they actively take part, and they understand more quickly."

– Teacher/Leader at Pius Msekwa School in Dar es Salaam, Tanzania

MALI

"I say that making a program meant for children is a good thing and this helps them avoid wandering in the streets. It educates them and trains them at the same time."

– A 36-year-old mother, Mali

STRATEGIC AREA

Community Development and Participation

Right To Play supports participation and community development by using sport and play as tools to: 1) promote leadership; 2) build capacity of community members; and, 3) enhance community partnerships.

The *United Nations Convention on the Rights of the Child* states that children have the right to participate in the decision-making process and influence solutions that affect their lives, and to intervene as a partner in the course of social change. Right To Play

promotes the participation of community members and children through a range of activities. For example, Leaders and children in the programs are the catalysts for promoting behaviour change to their wider communities, and act as important role models for children and youth.



TRANSFER OF KNOWLEDGE

RESULTS

Students in Sierra Leone said they were able to transfer knowledge they gained to friends, parents and other community members.

In both Makeni and Freetown, Sierra Leone parents reported that children spoke about and advised them on issues related to HIV and AIDS that they learned through Right To Play games and activities.

ETHIOPIA

"When Tilahun Jamaneh, a Paralympic athlete and Right To Play Athlete Ambassador, visited children with disabilities in Ethiopia, I could see that his presence offered them hope. He was important and respected, and the kids saw a role model who was just like them."

– 2006 Athlete Forum participant

BUILDING COMMUNITY CAPACITY

Right To Play builds local capacity by training community volunteers as Leaders to run programs for children. These men and women become positive role models for children, train other community volunteers, and learn leadership and job skills that create the foundation for community development.

Training community members and partner organizations is one way that Right To Play builds community capacity to address critical health and development issues. To date, Right To Play has five Regional

Training Officers, 10 National Training Officers, and more than 8,000 active Leaders.

Sport and play has been used as a tool for strengthening communities around critical health and development issues, such as HIV and AIDS, inclusion and children's rights. Through Play Days and sports festivals, Right To Play has facilitated collaboration between community-based organizations, non-governmental organizations (NGOs), and other agencies, so that these groups can better reach shared development goals.

UGANDA

"The training has energized me so much and I learned a lot. I have attended national and international workshops before, but the truth is that this one was great. When I say great, I mean I left the training "belly-filled" with knowledge and skills."

– Red Ball Child Play Trainer workshop participant

RESULTS

Eighty-nine per cent of Leaders in Benin note that Right To Play programs contribute to the social development of the community. More than two-thirds of Leaders indicated they would use the abilities they have acquired outside the classroom.

Peer-to-peer education and leadership skill development were ranked among the top five outcomes of Right To Play programs by Leaders and parents in both rural and urban areas of Azerbaijan.

GHANA

"It was so motivating to know that this investment was being made in me. I met wonderful colleagues who inspired me and made me realize that I work for a fantastic organization with the best people! I found every exercise, activity and discussion relevant, useful and interesting. I can't thank you enough!"

– Live Safe Play Safe Trainer workshop participant



How we put our learning into action:

- Introduced a rigorous, competency-based training and certification system for Leaders in 2007. Anecdotal data to date indicates that the certification process has improved program implementation and also serves to motivate staff.
- Developed the *Youth as Leader* program and pilot tested it in the Middle East and Asia (to be completed fall 2008).
- Planned for the evaluation of a "Peer Leadership" strategy to identify ways to bolster youth participation and leadership.

STRATEGIC AREA



Conflict Resolution and Peace Education

Right To Play's programs harness the power of sport and play to teach important life skills and values that can contribute toward building vibrant and peaceful communities. Participants learn how to communicate, work in teams and set goals. The programs help children cultivate an ability to resolve conflicts peacefully through increased self-esteem and confidence in their own abilities, as well as motivation and courage to be positive agents of change.

Regular activities also reduce stress, anxiety and depression, provide respite from conflict and stressful situations, and help children affected by conflict and war regain a sense of normalcy.

Feedback from evaluations conducted in Azerbaijan, Benin, Mali, oPt, Rwanda, Sierra Leone, and Tanzania showcase how Right To Play's programs are contributing toward decreased violence and conflict in the community and an increase in ability to resolve conflict cooperatively.

REDUCTION IN AGGRESSIVE BEHAVIOUR

RESULTS

Children in Azerbaijan reported that Right To Play helped them become less aggressive and argumentative and helped them differentiate between "good" and "bad".

Parents in Rwanda said that as a result of participating in Right To Play games and activities their children were less inclined to engage in negative or destructive behaviours.

Parents in Sierra Leone felt that involvement with the Right To Play program enabled some children to interact better with their peers, and that troublesome and violent behaviour diminished.

BENIN

"If I speak of how young people were before, many of us did not approach each other to communicate; but we have seen that with Right To Play, now we do. Even if we are of different nationalities, we express ourselves to one another through play."

– A 23-year-old, female participant living in a refugee camp in Benin

"To sit alone is not good. Participating in Right To Play activities has created a good atmosphere. Refugees of different nationalities now mingle quite well."

– A 58-year-old, male parent living in a refugee camp in Benin



RESULTS

Approximately 70 per cent of Leaders in Makeni, Sierra Leone and 90 per cent of Leaders in Freetown, Sierra Leone said that participating in Right To Play programming provided children with something positive in which to engage.

Parents and community leaders in Tanzania noted that children are more diplomatic and less violent when they receive messages from games about how to settle disputes more amicably.

Approximately 78 per cent of Leaders in Makeni, Sierra Leone and 79 per cent of Leaders in Freetown, Sierra Leone noted that Right To Play activities provided a distraction from negative activity.



How we are putting our learning into action:

In 2008, we will be developing a comprehensive peace and conflict education program called *Team Up!*



Guiding Principles

Inclusion and Sustainability

INCLUSION

For Right To Play, inclusion means that sport and play activities can be delivered in ways that promote effective inclusion of all children regardless of race, gender, disability and religion. For this reason, Right To Play sport and play activities are created to address broad

development areas and are effective tools for reducing isolation, exclusion, fear, poor self-esteem and feelings of powerlessness. We believe that through specially designed games and sports, attitudes towards those children who are marginalized will change.

How Right To Play is working on translating the principle of "inclusion" into practice:

- Developed *Abilities First* training program, a four-day training for Leaders on knowledge, skills and attitudes for reducing social barriers imposed on people living with disabilities.
- For all new resources, Right To Play integrates training on strategies for inclusion with a particular emphasis on gender and persons with disabilities.
- Revised the *Live Safe Play Safe* program to incorporate additional emphasis on addressing stigma and discrimination.



LEBANON

To promote the inclusion of all children, Leader Sana'a Al Sadi, who lost her eyesight when she was 11, runs Right To Play activities for children with visual and developmental impairments at the Ghassan Kanafani Cultural Association in the Ein-El-Helweh Palestinian refugee camp in Lebanon. According to Sana'a the regular programs help the children to play safely, to participate and to have an opportunity to make their own choices and decisions.

SUSTAINABILITY

As one of Right To Play's guiding principles, all of our programs are implemented with sustainability in mind. To manage this, Right To Play works in partnership with community-based organizations to run our programs. We work with professionals from the region, governments, and schools to ensure

compatibility with local culture and systems. This ensures that Right To Play can effectively incorporate sport and play programs with the support of community members, local volunteers and staff who are trained in Right To Play's resources so that programming can be sustained at the local level.

ZAMBIA

When Right To Play first entered the community of Chikumbi, Zambia, community members initially expressed suspicion about both Right To Play's motivations and programs. Today, local Leaders describe how parents are reporting the positive impact of their children's participation in Right To Play programs, including their physical, social, and emotional well-being. Many parents are freeing up their children's time to participate in the program, and community members have pooled resources to increase participation in activities, including using local tractors to transport children, and donating land and local resources to build a recreation centre.

OCCUPIED PALESTINIAN TERRITORY (OPT)

In oPt, several umbrella organizations that have worked alongside Right To Play are now taking ownership of the programming and are able to implement programs without assistance from Right To Play. For example, in 2007 the National Committee for Summer Camps (NCSS) adopted and delivered Right To Play's *Red Ball Child Play* program at summer camps without additional training or financial support from Right To Play. National Committee for Summer Camps now trains and supports its own Trainers, teachers and Leaders.

How Right To Play is working on translating the principle of "sustainability" into practice:

- Right To Play will continue to concentrate on the development of sustainable projects within existing country programs rather than expand into new program countries.
- Commitment to sustainability has led to an intensive decentralization of programs. Local staff are equipped to identify and sustain strong partnerships with community-based organizations and local NGOs, as well as national government ministries, international NGOs and United Nations agencies.
- As part of its expansion within existing country programs, Right To Play is working with national ministries to integrate programs into school curricula.



Our Commitment



Since 2000, Right To Play has made significant progress. As an organization, we have witnessed the power that Sport for Development can have on individuals as well as their communities; we have refined our skills in engaging children in learning through sport and play; we have discovered new ways to build local capacity and have deepened our understanding of how to translate our guiding principles—sustainability and inclusion—into practice. In addition, since its inception, Right To Play has created a depth of program resources while undertaking significant expansion.

On an ongoing basis, Right To Play's beneficiaries, Volunteers, staff and funders help us reflect and take stock to ensure that we continually improve in order to realize greater impact in the communities within which we work. We recognize that the future success of our work is closely tied to an understanding of how we can always improve to be the most effective and most beneficial to the children and communities we serve.

Right To Play has developed several ways to ensure continuous improvement across the organization:

- Staff regularly receive training and supervision in

goal-setting and project planning.

- A Monitoring and Evaluation team has been put in place at Headquarters to: build the capacity of Monitoring and Evaluation Officers; develop and implement a monitoring and evaluation framework; and, create systems to better track, record and report on our outcomes.
- Regional Monitoring and Evaluation Officers have been hired in each region to support and lead regional- and national-level evaluations.
- Assessments of learning and developmental outcomes have been integrated into all

of Right To Play's new resources.

- Right To Play continues to audit at all levels of programming and further develop a system to promote accountability.

Right To Play would like to offer a sincere thank you for the generous support of our partners, funders, donors and supporters and for the dedication of staff and Volunteers worldwide. Together we will continue to work toward our goal to create a happier and healthier world for children.

A Look Ahead

Change is a common word in the context of development work. The environments in which children live are constantly changing: conflict and natural disasters become humanitarian crises that precipitate displacement, poverty and disease. Right To Play has continually adapted to these changing environments, carrying out its work based on lessons learned.

Right To Play will remain an organization that works hard to create supportive environments where children—through the incredible power of sport and play—will continue to share, learn and have the opportunity to participate in the process of creating true and lasting positive change.

EVALUATION DESIGNS AND METHODS

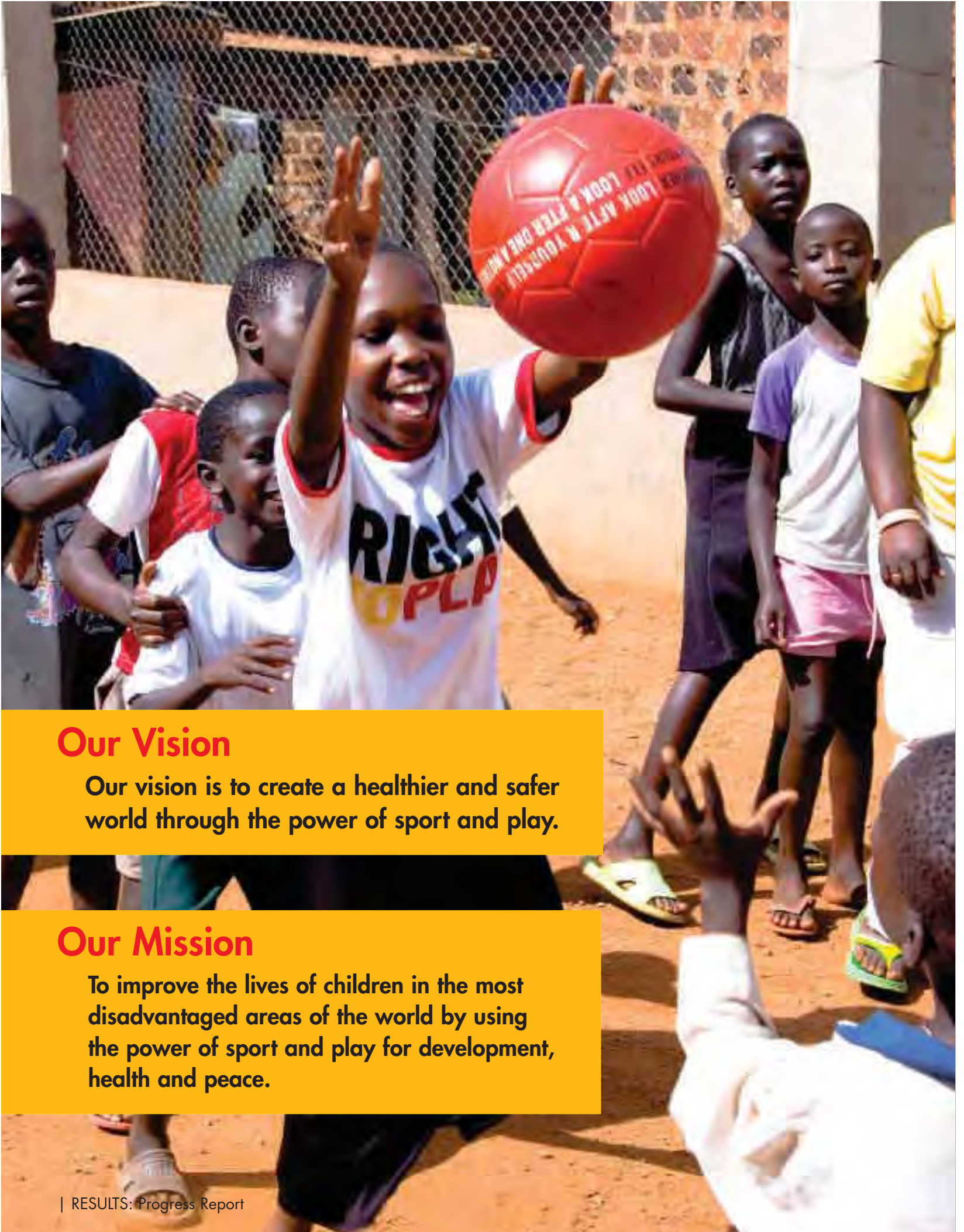
Data reported in this inaugural issue of RESULTS were based on information collected in evaluations conducted in Azerbaijan, Benin, Mali, occupied Palestinian territory, Pakistan, Rwanda, Sierra Leone, and Tanzania. The evaluators surveyed children participating in Right To Play programs, Leaders and teachers, school principals and school board members, parents, community members and

community leaders, as well as program partners. A variety of qualitative and quantitative methods were used to conduct the evaluations, including focus-group interviews, one-on-one interviews, and individual questionnaires. Data from a study conducted in Mozambique and Zambia (Tangelder 2006), and evaluations of training (Right To Play 2007 and 2006) also were used.

EVALUATIONS AND REPORTS

- Djire, Mamadou (2007) *External Evaluation of the Right To Play Program in Benin*
- Harry Cummings and Associates (2007) *Evaluation of the SportsWorks Program in Azerbaijan for Right To Play*
- Lange, Siri and Haugsja, Sigmund (2006) *Review of Right To Play*. Chr. Michelsen Institute
- O'Reilly, Lisa (2008) *Evaluation of Right To Play's Program in the occupied Palestinian territory*
- Population Council (2006) *Evaluation of Right To Play Program in Mali*
- Right To Play (2006) *Mid-Term Evaluation of Right To Play Rwanda SportHealth Project*
- Right To Play (2007) *Right To Play Sierra Leone: Mid-line Evaluation Report*
- Right To Play (2007) *Right To Play Live Safe Play Safe Training Report – Ghana*
- Tangelder, Mary (2006) *Mobilizing Communities Through Sport and Play: Field Trip Report*





Our Vision

Our vision is to create a healthier and safer world through the power of sport and play.

Our Mission

To improve the lives of children in the most disadvantaged areas of the world by using the power of sport and play for development, health and peace.

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Right To Play gratefully acknowledges the support of its 2008 Global Corporate Partners:



RESULTS: Progress Report

