



Room to Read

Annual Report 2013

Working Smart



A letter from the CEO



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ANNUAL REPORT 2013 WORKING SMART

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Dear Friend,

As co-founders of Room to Read, John Wood, Dinesh Shrestha and I have been considered by many to be social entrepreneurs in the nonprofit world. We are proud of that distinction and have tried to live up to it.

It was a personal and professional risk for us to start Room to Read 14 years ago, but we persevered because we saw a void in the “market,” a gap in crucial services that respond to a critical need: 250 million children growing up without basic literacy skills. In an increasingly interconnected world, the next generation will desperately require literacy. Why literacy? Because literacy is the foundation for all future learning and the starting point for solving some of the world’s biggest problems—poverty, conflict, disease, intolerance, inequality and exploitation, to name just a few.

My experience in the business world taught me that taking a strategic, entrepreneurial approach to any project is the key to success. In my role as CEO, we have continued to emphasize this approach within Room to Read’s core values.

We have a business model that allows us to take measurable and calculated risks, and a structure to assess what has been working and what could be improved.

We are committed to people—strengthening human capacity at every level of our interventions, and investing in getting the right people as employees, partners and advisors in order to maximize the impact of our work.

We strive to be innovative—realizing that the challenges we face often require new solutions. This is how we have been able to develop program models that show results but that are also customized for what works within each country where we operate.

And we are committed to sharing what we learn with others working toward the same goals—because we don’t

want exclusivity if more children can be reached without it.

All of which boils down to a single ethos: work smart. Like all social entrepreneurs, we want to be able to show our investors how we maximize the impact of every dollar by continually improving both efficiency and quality in everything we do, and how we develop invaluable resources and insights through our ingenuity and willingness to take risks.

We could not have done any of this without you trusting that Room to Read will always work smart. And we also thank you for lending us your smarts, which constantly challenges us to be better. “The whole is greater than the sum of its parts,” as Aristotle famously stated, and that is how we see Room to Read. We could not be successful without the eyes, ears and voices of others who join with us on this journey.

This journey is leading toward global literacy and gender equity in education. By 2015, we will have benefited 10 million children who will have a better destiny through education. Thank you for partnering with us as we work to pick up the pace—for the quicker we can reach our destination, the sooner these children will be on their way to a better future. Stick with us as we continue to evolve, expand and create...because we won’t stop until all children have access to the education they need in order to change the world.

Warmest regards,

A handwritten signature in black ink that reads "Erin Ganju". The script is fluid and cursive.

Erin Ganju
Co-Founder and CEO

A letter from the Board Chair



Dear Friend,

When I joined Room to Read's board of directors in 2008 we were a US\$24 million organization that had provided education to 3 million children in eight years. Then, as now, we had the desire to grow—to reach more and more children with the education they deserve. Now, as you will see in this report, just five years later we have almost tripled our impact and doubled our program expenditures. We now have a global staff of more than 950 (88 percent located in our countries of operation) and program operations in 10 countries across Asia and Africa.

I still clearly remember when John Wood approached me in our first year of operation with his request that I join him in supporting Room to Read (known then as Books for Nepal) and the goal of educating 10 million children. It seemed unlikely to me that he could do that anytime soon, but like many of our supporters, I am attracted to big goals and I was happy to join the challenge. Now that 10 million is in clear view, we will have to create some bigger goals. I wonder what our investors would think about adding a zero to our original goal?

I was honored to be elected as board chair in 2014. I'm sure you can imagine that as the former chief financial officer of Microsoft Business Solutions, I love digging into numbers. In fact, in Room to Read's early days I helped develop our first financial model. That first projection

was written on the back of a napkin in a Seattle coffee shop. Now the projections are compiled in complex Excel models. I have continued to drive this effort each year since that initial request and I am proud of what you will see when you dig into the data yourself. With good reason: for eight consecutive years we have received Charity Navigator's 4-Star (highest) rating for good governance and sound fiscal management. Fewer than 1 percent of the thousands of charities evaluated by this highly respected charity watchdog group have received this rating.

What's our secret? That's just it—we don't have secrets. One of Room to Read's core beliefs is transparency, which means that all the books are on the table—data about donation totals, project expenses and program results. We track them, we update them and we make them available for anyone to see. We also try to stay ahead of what we know is important to our investors. For example, we know it's important to report on organizational impact. As you read this report, I think you will see that we are doing just that.

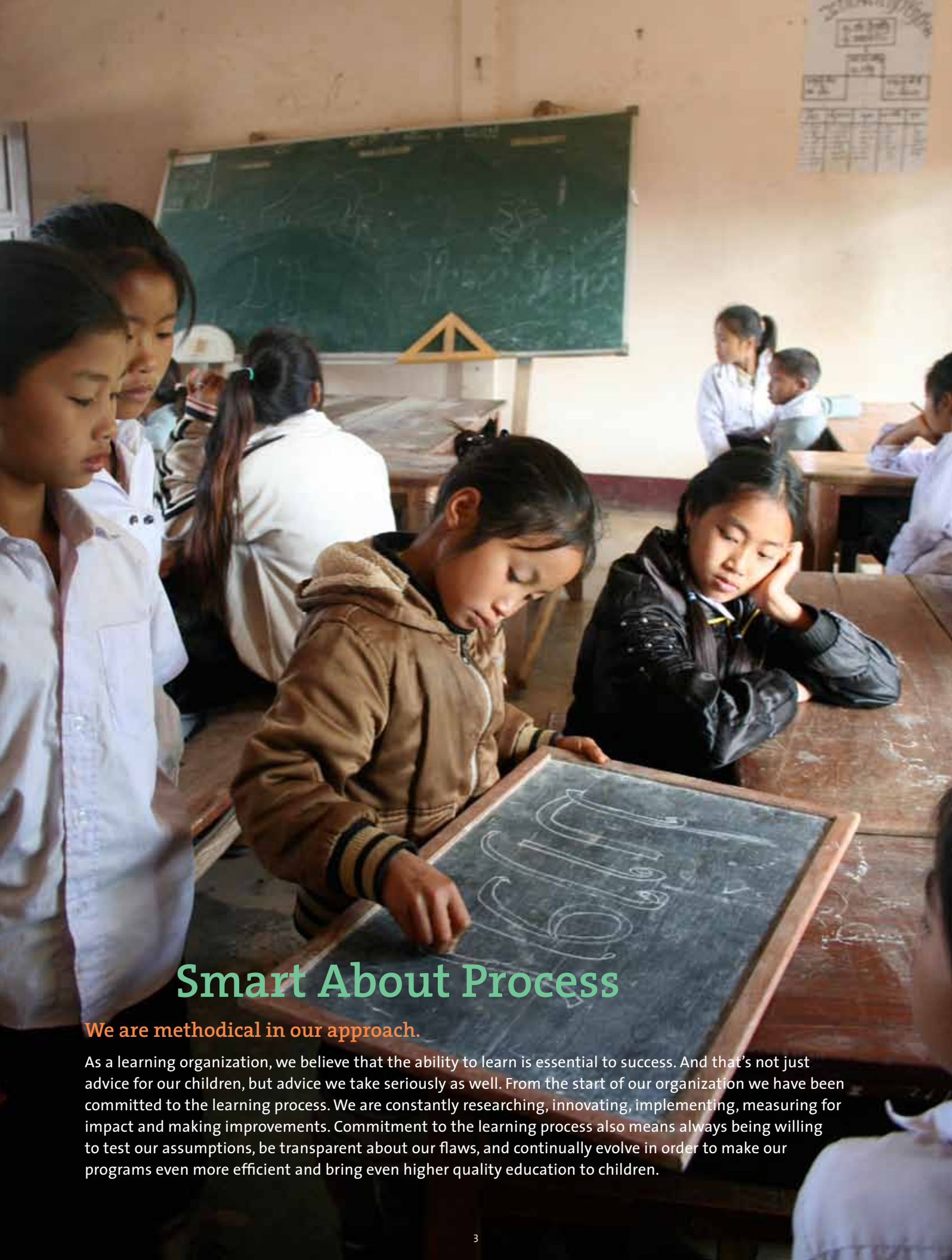
We're dedicated to transparency because it's smart for business. Having policies and processes that help us wisely use our resources to create innovative programs and materials is also smart for business. Together, these help us to attract diverse investments from a wide spectrum of people, industries and geographies—who trust us to turn their dollars into a tool that transforms the lives of children.

We also are trusted to use our business smarts to invest in the necessary infrastructure that enables our worldwide team to excel. Building effective systems and monitoring our programs to make sure they have the desired results not only costs money but also is essential if we want to scale our impact. We recognize that strategic investment in our infrastructure allows us to make each dollar go further. As an accountant, I love seeing growth. As an investor, I take comfort in knowing that we are being thoughtful about how fast

we should scale. While we want to reach as many children as we can as quickly as we can, we also want to ensure that we reach them with quality educational programs that truly make a difference in their lives. Going forward, we will be exploring ways that our model and expertise can impact more children beyond directly implementing programs. I look forward to sharing with you our continued vision for scaling impact in the future.

We are in a tough business. More than 250 million of the world's children are still unable to read and write. But Room to Read has become an expert in developing innovative, scalable solutions through building up the capacity of people, systems and knowledge, and we are poised to continue leading the charge toward global literacy and education. Thank you for your trust in Room to Read. We look forward to our continued partnership with you.

Craig Bruya
Board Chair



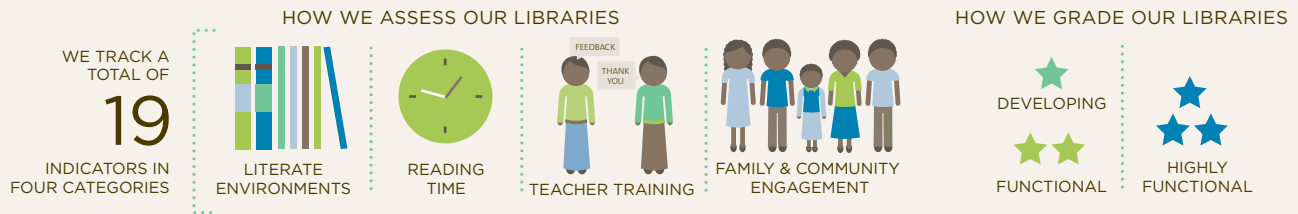
Smart About Process

We are methodical in our approach.

As a learning organization, we believe that the ability to learn is essential to success. And that's not just advice for our children, but advice we take seriously as well. From the start of our organization we have been committed to the learning process. We are constantly researching, innovating, implementing, measuring for impact and making improvements. Commitment to the learning process also means always being willing to test our assumptions, be transparent about our flaws, and continually evolve in order to make our programs even more efficient and bring even higher quality education to children.

Targeting Libraries Most in Need

Room to Read created the Library Rating System to assess biannually each library in our network and use the results to target the libraries and areas where staff support can be most effective.

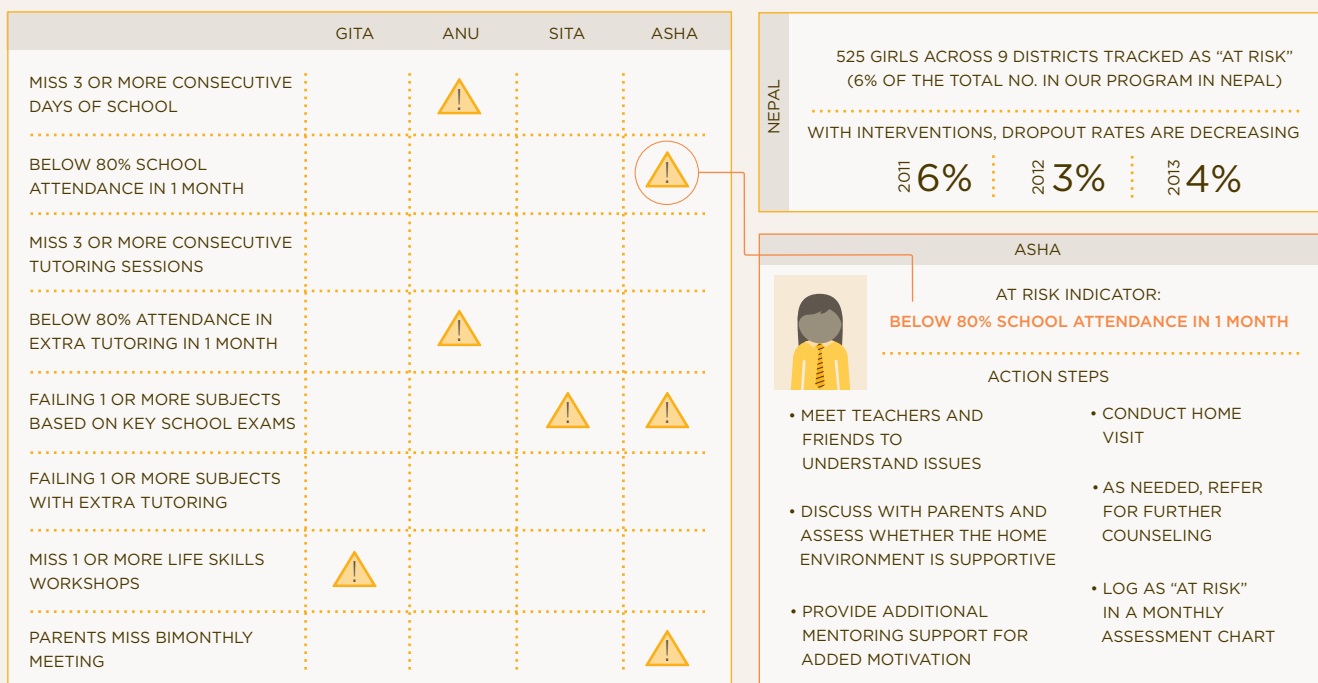


AFTER ASSESSING MORE THAN 200 LIBRARIES AND ACTING ON THE FINDINGS, **SOUTH AFRICA** SAW A 140% RISE IN THE NUMBER OF HIGHLY FUNCTIONAL LIBRARIES.



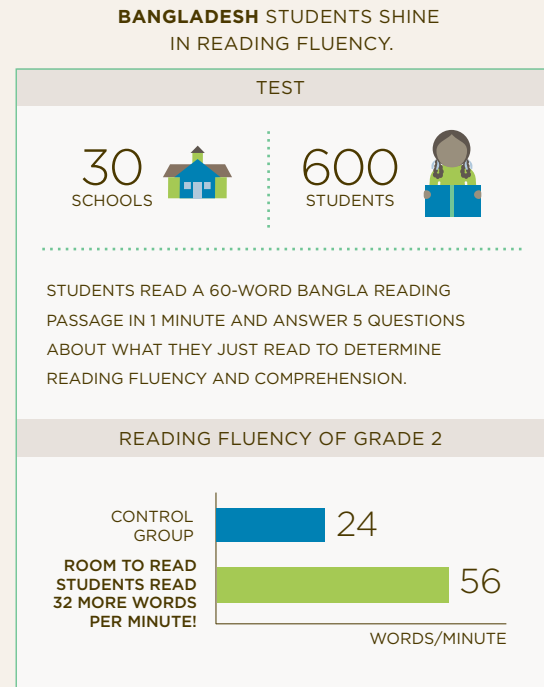
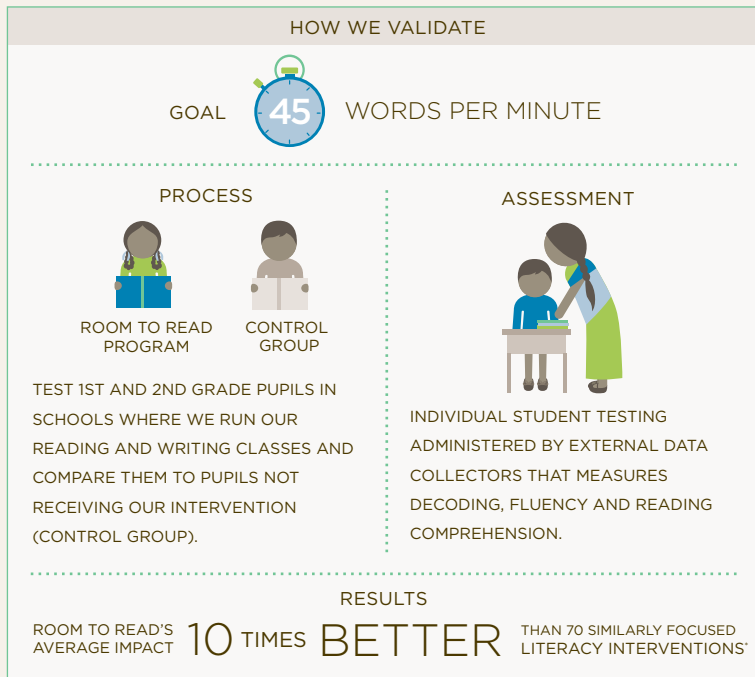
Knowing When to Intervene

Room to Read **Nepal** designed an assessment tool to identify girls most at risk for dropping out of school and included systematic interventions to put girls back on track.



Putting Our Work to the Test

We conduct our Reading and Writing Assessment in every school where our Literacy program operates. The assessment proves that our methods for teaching reading and writing are producing results.



*McEwan (2013). Improving learning in primary schools of developing countries: A meta-analysis of randomized experiments. Working Paper.

Ensuring Advancement When it Matters Most

Our Girls' Education program students in Puttalam, **Sri Lanka** have many obstacles to overcome on their way to education. They are internally displaced persons (IDP) whose families had to flee their homes in the Northern Province due to Sri Lanka's two-decade-long armed conflict. So when these girls faced an important obstacle, the G.C.E. Ordinary Level exam (a critical test for advancing to higher education), Room to Read Sri Lanka decided to dig deep to make sure they had the extra support they needed to pass.



RISKS TO GIRLS DROPPING OUT OF SCHOOL IN PUTTALAM



GENDER DISCRIMINATION
SONS ARE PRIORITIZED OVER DAUGHTERS TO ATTEND SCHOOL. AFTER PUBERTY, GIRLS ARE NOT ALLOWED OUT OF THE HOUSE UNLESS ACCOMPANIED BY A MALE.



EARLY MARRIAGE
GIRLS ARE MARRIED EARLY IN THIS COMMUNITY DUE TO CULTURAL NORMS AND POVERTY.



FINANCIAL CHALLENGES
GIRLS ARE ASKED TO ATTEND TO THE HOUSEHOLD AND CARE FOR SIBLINGS WHILE PARENTS WORK.

"I ALWAYS THINK OF THE DAY I WILL GRADUATE AND ENTER UNIVERSITY. I WANT TO HAVE A JOB SO THAT I CAN EARN A GOOD LIFE FOR ME AND THE PEOPLE I LOVE." — Haja, age 15

Understanding Book Preferences

Room to Read developed the Book Checkout Analysis to study children's preferences across multiple countries and to understand how the books we publish and provide to libraries compare to others.

IN **LAOS**, YOUNG READERS PREFER THE BOOKS ROOM TO READ PUBLISHES.

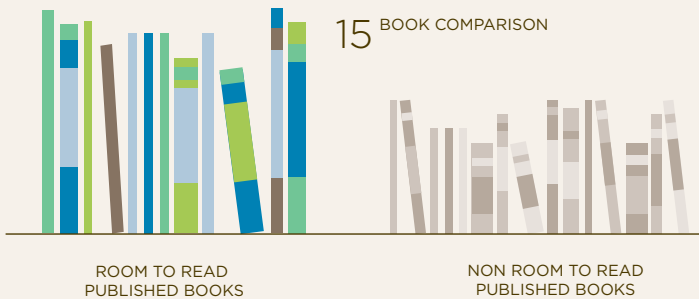
HOW WE TRACKED IN LAOS


256
STUDENTS


1ST TO
4TH GRADE


6 MONTHS OF
BOOK CHECKOUT
RECORDS


TEACHER &
LIBRARIAN
INTERVIEWS



RESULTS SHOW THAT CHILDREN PREFER:



3 MOST POPULAR BOOKS PUBLISHED BY ROOM TO READ LAOS



LITTLE RABBIT
GETS LOST



BEAUTIFUL
FLOWER



FIRST WEEK
AT SCHOOL

Testing Strategies for Learning

Too many girls in our Girls' Education program in **Zambia** showed poor reading skills, which contributed to consecutive low 9th-grade passing rates. Extra support through intensive tutoring and exam coaching was not working. Room to Read Zambia tested a new literacy intervention as a more drastic approach.

REPORT CARD

TARGET

OVER A PERIOD OF 6 MONTHS, ROOM TO READ TARGETED 940 GIRLS IN 6TH, 7TH AND 8TH GRADES IN 6 SCHOOLS WHERE ROOM TO READ WORKS IN KAFUE, ZAMBIA.

EFFORT



NEW LITERACY
INTERVENTION

RESULTS

GOOD, BUT NOT GREAT GAINS IN WORD PRONUNCIATION, SPELLING AND FLUENCY.

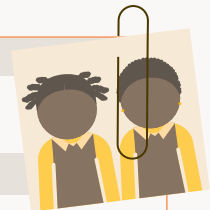
INCREASED SCHOOL ATTENDANCE HAD A MORE DIRECT POSITIVE IMPACT ON READING ACHIEVEMENT.

IMPROVED PERFORMANCE IN SPECIFIC SUBJECT AREAS SUCH AS SOCIAL STUDIES AND ENVIRONMENTAL STUDIES DUE TO GAINS IN READING AND WRITING SKILLS.

REMEDIAL TUTORING HAD LITTLE IMPACT ON READING ACHIEVEMENT.

RECOMMENDATION

IN 2014, WE WILL BE CONDUCTING COMPARISON STUDIES WITH ROOM TO READ GROUPS AND CONTROL GROUPS. WE WILL DISCONTINUE REMEDIAL ENGLISH LANGUAGE CAMPS, WHICH SHOWED LITTLE IMPACT ON IMPROVEMENT.



Smart About People

We believe in human potential.

Our belief in expanding human capacity is at the core of everything we do. We believe that through education, children all over the world have the potential to lead us into a brighter future. But providing this education also requires that we invest in the teachers, communities, partners, parents, administrators and staff that can turn this potential into reality.



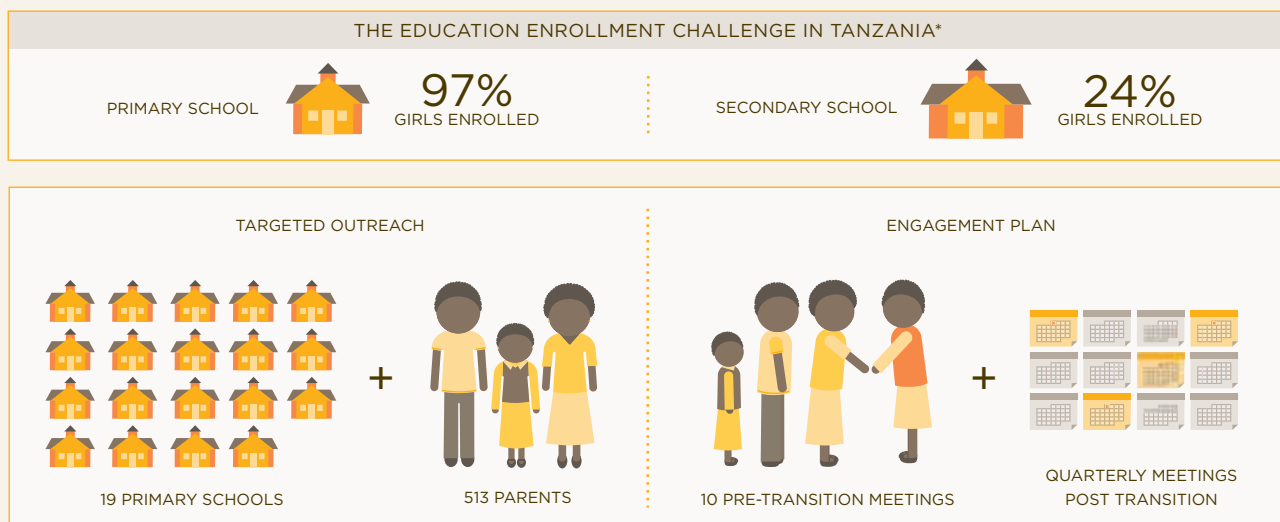
Enlisting Volunteers to Keep Library Doors Open

Room to Read's libraries in **South Africa** couldn't stay open all day because the librarians had multiple responsibilities and full workloads. To fix this, they established Library Management Committees who source community volunteers (including parents of the students) to help with some of the work. Now a full-time librarian can always be on duty and the library doors can stay open.



Starting the Conversation Earlier

The transition into secondary school is when girls are most vulnerable to dropping out. That's why our Girls' Education program starts our intervention at this critical transition point. However, our team in **Tanzania** decided to go even further upstream to start engaging with parents of primary-school-age daughters about the importance of staying in school and how Room to Read will help.



By starting this conversation before girls reach this critical juncture, parents are more likely to value their daughters' education when secondary school begins.

Learning to Listen to Data

We continually collect data to monitor progress toward our goals and then we analyze that data to recommend ways to make faster progress. Sometimes, this analysis and recommendation process can take time. To make the process more responsive, we experimented with training local staff in Rajasthan, **India** to diagnose project problems in real-time and to use data for tracking the effectiveness of their solutions.

STEPS TO REAL TIME PROJECT IMPROVEMENT

STEP 1: QUESTION, BRAINSTORM & PLAN



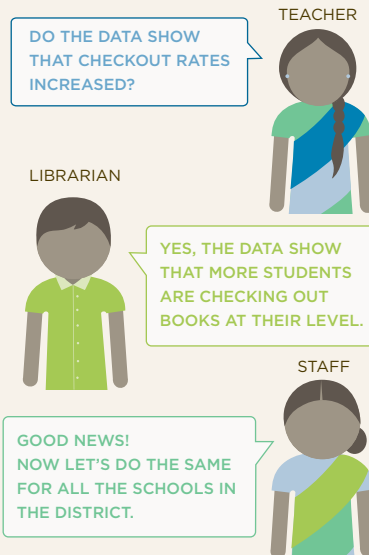
STEP 2: TRIAL SOLUTION



STEP 3: MONITOR RESULTS



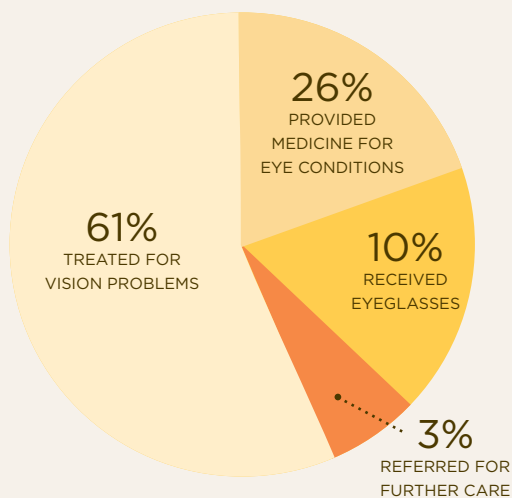
STEP 4: IMPLEMENT OR TRY A NEW PLAN



Envisioning Strategies for Added Success

In the remote Sirajganj district in **Bangladesh**, frequent heavy flooding means that it is very hard for girls to get to school. It also means that the area lacks medical centers for access to eye exams and glasses. Our team realized that the girls' poor eyesight was hurting their school performance.

583 GIRLS
SCREENED (2011-2013)



ROOM TO READ BANGLADESH ARRANGED FOR EYE DOCTORS TO VISIT SOME OF THE SCHOOLS WHERE WE WORK TO PROVIDE SCREENINGS.*



* In partnership with Orbis, an international organization that prevents and treats blindness, and the Bangladesh National Society for the Blind.

Bringing Home the Habit of Reading

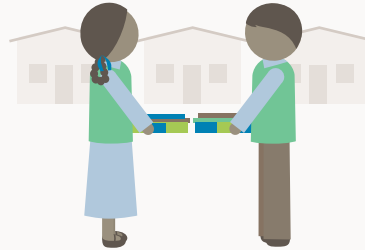
To become an independent reader and nurture a reading habit, children need literate environments at school and at home. Our team in **Sri Lanka** engaged with parents in the primary schools where we work and encouraged them to incorporate books and a culture of reading into their households.

8,500 HOME LIBRARIES WERE ESTABLISHED IN THE HOMES OF STUDENTS IN OUR LITERACY PROGRAMS.

HOW A CULTURE OF READING DEVELOPED



PARENTS FOUND CREATIVE WAYS TO SOURCE BOOKS FOR THEIR HOME LIBRARIES.



NEIGHBORHOOD STUDENTS BEGAN ORGANIZING HOME BOOK SWAPS.



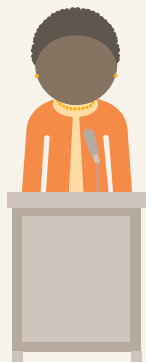
PARENTS BUILT SHADED OUTDOOR STRUCTURES TO ENCOURAGE READING IN MULTIPLE LOCATIONS.



CHILDREN STARTED READING OUT LOUD TO THEIR PARENTS, MANY OF WHOM ARE ILLITERATE.

Where Are They Now?

Since the Girls' Education program began, more than 1,100 girls have graduated from secondary school across six countries. Our first cohort of girls from **Zambia** graduated in 2012, and those girls are now putting their education to good use. See what some of them are doing now.



ESTHER K.: HUMAN RIGHTS WORKER, ADVOCATING FOR YOUNG PEOPLE WHOSE HUMAN RIGHTS HAVE BEEN VIOLATED IN THE JUVENILE PRISON SYSTEM.

ESTHER M.: 3RD GRADE MATHEMATICS AND ENGLISH TEACHER.



VERONICA: PRESCHOOL TEACHER. COMPLETED A COURSE IN CARING FOR THE TERMINALLY ILL AND THOSE WITH HIV/AIDS. PLANS TO BECOME A NURSE.



MULENGA: COLLEGE STUDENT. STUDYING TO BECOME A TEACHER AT THE UNIVERSITY OF ZAMBIA.



THERESA: COLLEGE STUDENT. STUDYING TO BE A TEACHER IN MATHEMATICS AND GEOGRAPHY, HER FAVORITE SUBJECTS.



MIRIAM: SOCIAL MOBILIZER FOR ROOM TO READ'S GIRLS' EDUCATION PROGRAM. PLANS TO BECOME A NURSE.

"I ENJOY MY WORK AS A SOCIAL MOBILIZER BECAUSE I SEE HOW VULNERABLE COMMUNITIES ARE OPTIMISTIC ABOUT EDUCATING THEIR CHILDREN. THE GIRLS NEED ROLE MODELS LIKE ME TO ENCOURAGE THEM TO WORK EXTRA HARD IN SCHOOL AND FIGHT THEIR WAY OUT OF POVERTY." — Miriam

Smart About Tools

We respect the physical.

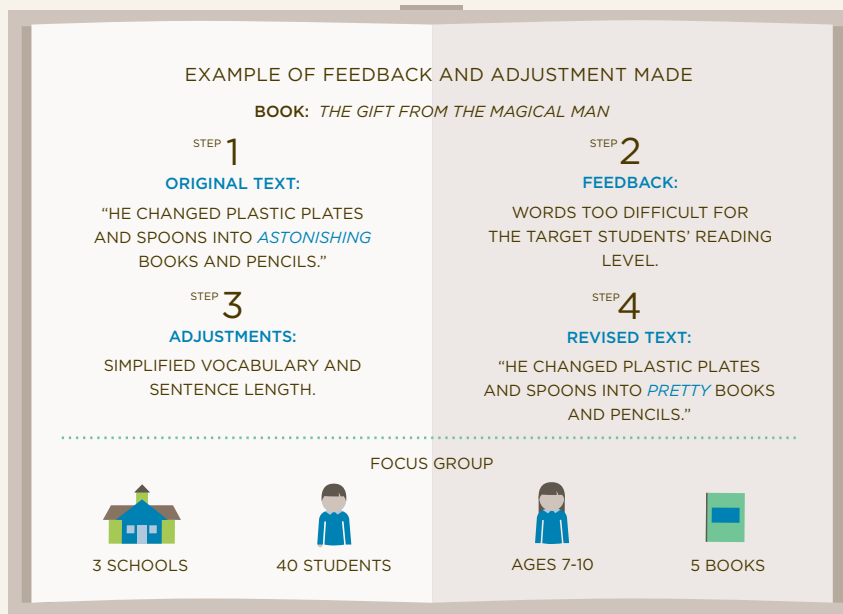
Especially when resources are scarce, the right tools and physical environments can make all the difference. For example, how can we expect children to read without books made specifically for their level, language and culture? How can we expect them to learn in dark classrooms with poor ventilation, and with chalkboards they can't reach and can't see? We've spent years listening and testing in order to learn which materials are vital for long-term success, and how we can make those materials even better.



Improving Books by Listening to Our Customers: The Children

Before we print our books, we test the manuscripts in the field with their intended audience—the children who will be reading them—to collect feedback on design, reading level, language and gender sensitivity. We then make adjustments so we can produce higher-quality books—books they will be excited to read.

FIELD TESTING IN **CAMBODIA** LED TO ADJUSTMENTS THAT IMPROVED BOOK QUALITY.



"I LIKE THE STORY *SKIPPING ROPE* BECAUSE I PLAY THIS GAME WITH MY FRIENDS DURING RECESS."

— Lengseng, age 10



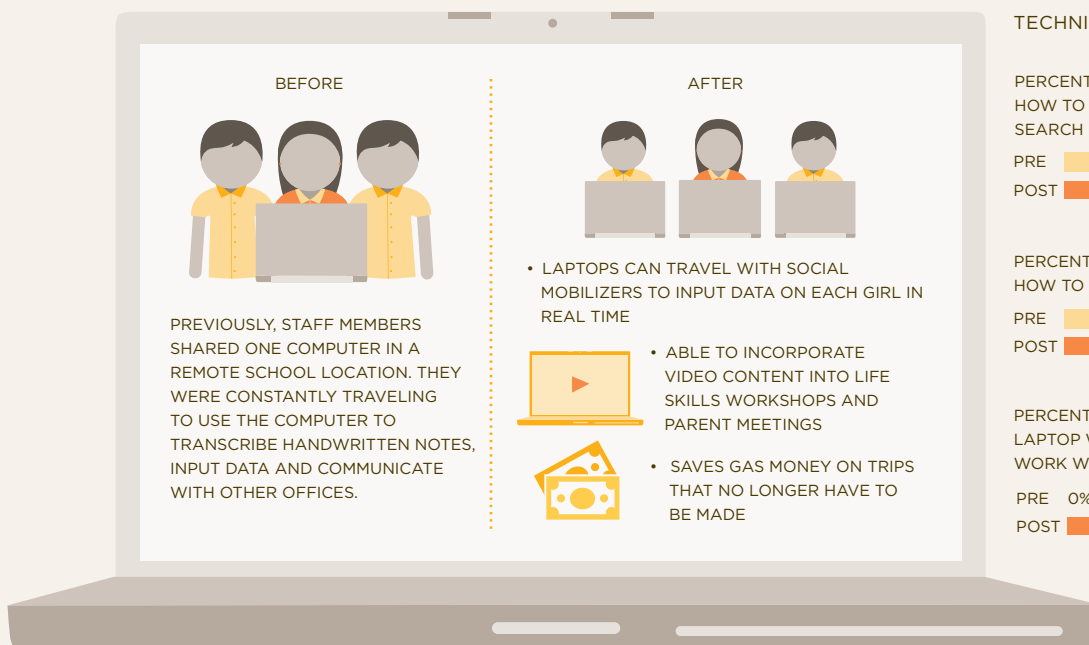
"I LIKE THE STORY *PLEK PLOK THE LUCKY LITTLE FISH* BECAUSE I CAN LEARN ABOUT SEA ANIMALS IN THE PICTURES."

— Nirornnissa, age 8

Saving Time and Money with Technology

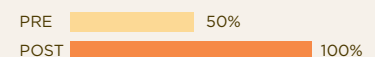
Thanks to a partnership with Lenovo, Room to Read has received donated laptop computers to assist in the implementation of our Girls' Education program.

HOW LAPTOPS HELP IN **VIETNAM**



TECHNICAL SKILLS LEARNED

PERCENTAGE OF USERS WHO KNOW HOW TO FIND INFORMATION USING A SEARCH ENGINE



PERCENTAGE OF USERS WHO KNOW HOW TO USE EXCEL



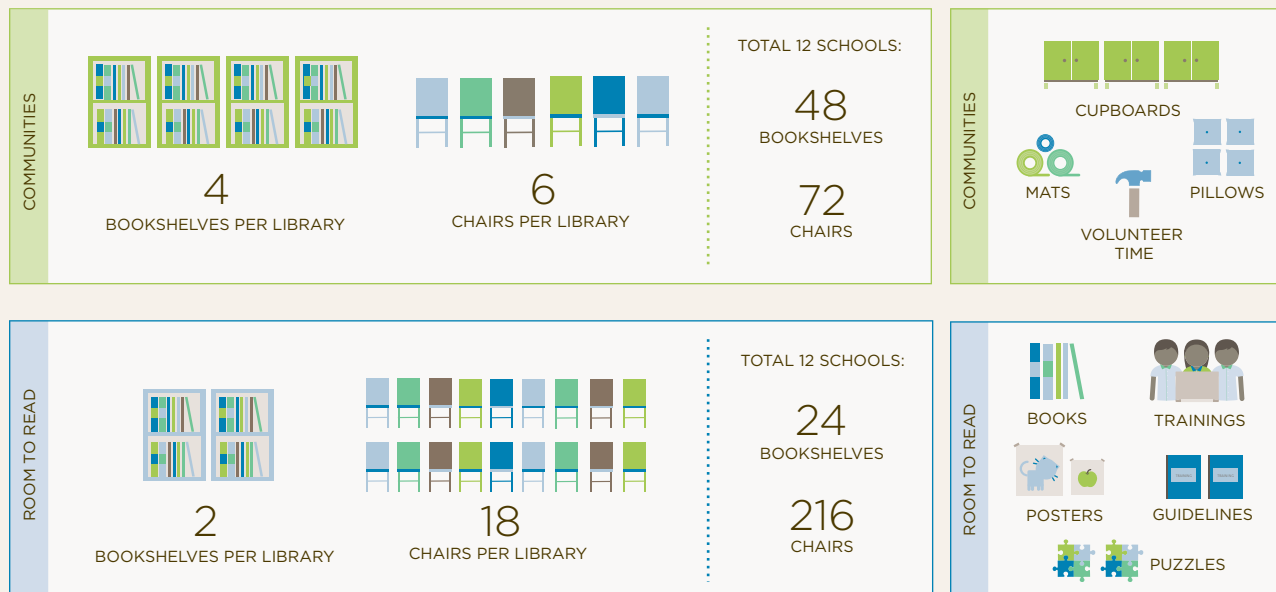
PERCENTAGE OF USERS WHO USE THE LAPTOP WITH THE STUDENTS THEY WORK WITH



Contributions of All Shapes and Sizes Boost Sustainability

For 12 village schools, Room to Read **Tanzania** integrated each village government into the planning of their school's literate environment. We partner with the communities where we work because we know that no program can be sustainable without community engagement. We empower communities to take ownership of their schools and futures by involving them from the beginning.

HOW COMMUNITIES CONTRIBUTED IN TANZANIA



Simple Things with Big Impact

Room to Read **Nepal** realized that many girls in the Bardiya district faced challenges in school but were afraid to voice them publicly. To respond, our team created an anonymous letter box and placed it on each school's grounds. Students can now feel safer and more confident when reporting issues about school management, teacher behavior, quality of their studies and other more serious issues such as sexual abuse by teachers.



HOW THE SYSTEM WORKS

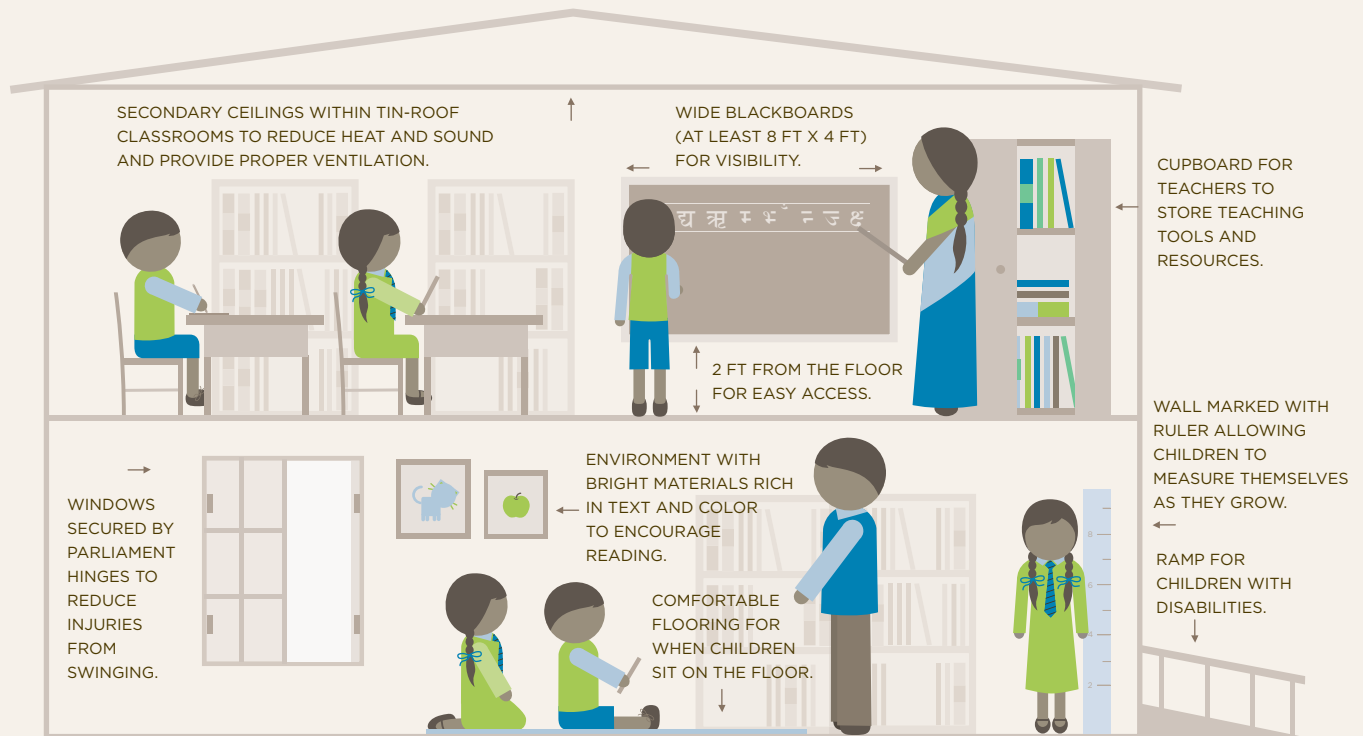
COMMITTEE OF 5 ESTABLISHED WITH STAFF MEMBERS, PARENTS, TEACHERS, SCHOOL MANAGERS AND STUDENTS.

BOX IS OPENED EVERY 15 DAYS TO REVIEW COMPLAINTS.

EACH ISSUE IS TAKEN TO THE HEAD TEACHER AND THE SCHOOL MANAGEMENT COMMITTEE FOR REVIEW AND ACTION.

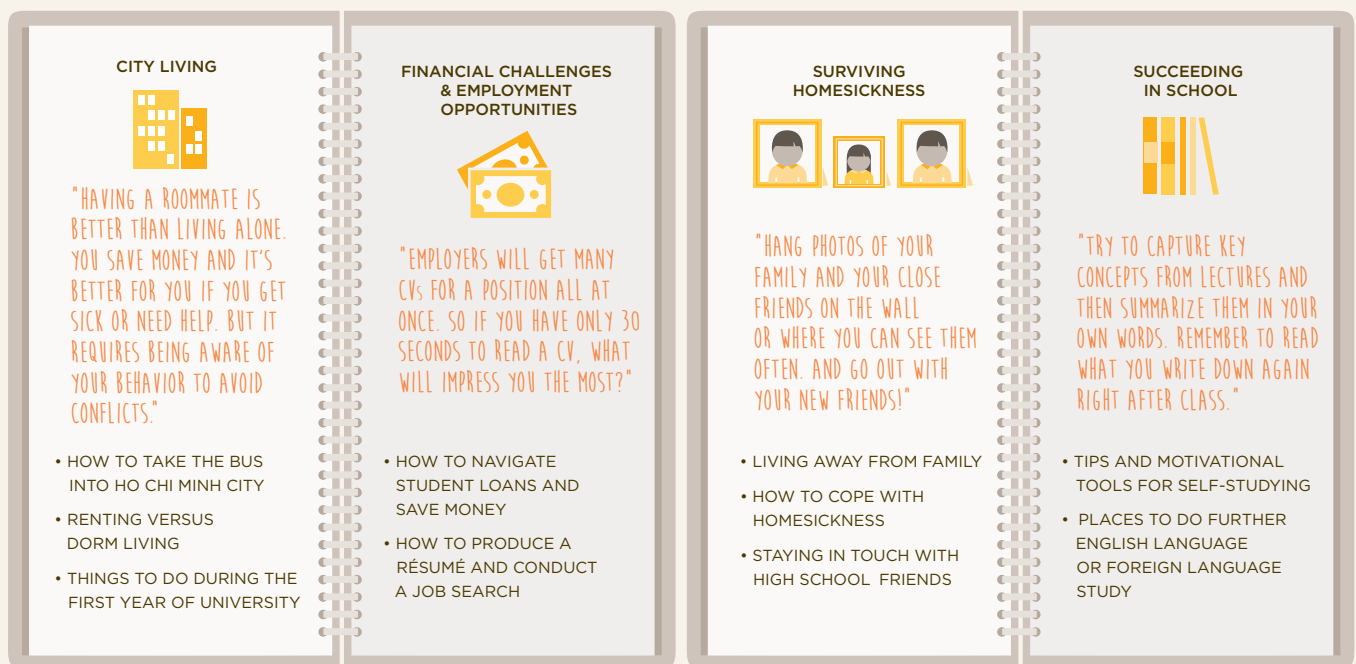
Creating the Best Learning Environments

After years of experience in designing, constructing and repairing schools, Room to Read **Nepal** has developed a checklist that ensures our learning environments are safe and engaging.



The “Girls’ Guide to Graduation”

More than 300 girls in our Girls’ Education program in **Vietnam** have graduated from secondary school. They remember how daunting graduation felt and wanted to offer guidance to the younger girls following behind them. Alumnae contributed advice that was compiled into a handbook about what life will be like after school.





Smart About Impact

We feel a responsibility to share.

With 14 years of learning how to be smart about education, we've honed skills and strategies that have made our programs effective and sustainable. But we don't strive to be better for our own sake; we strive to be better for the sake of the children. We are eager to share this knowledge and expertise with governments, international and local partners and others who are working toward the same goal so that we can bring high quality education to more children faster.

Sharing Library Expertise

Room to Read works in eight districts across **Sri Lanka** but we broadened our programmatic influence even further by providing technical assistance to UNICEF so they could establish book banks (UNICEF's version of a school library) across four districts where Room to Read doesn't operate.

ROOM TO READ TRAINING SESSIONS



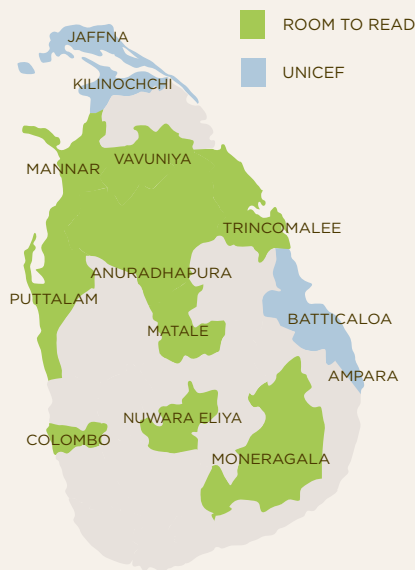
70 PRINCIPALS,
TEACHERS &
GOVERNMENT
OFFICIALS



70 UNICEF-
SUPPORTED
SCHOOLS

TRAINING OBJECTIVES

THE TRAININGS SHARED OUR GLOBAL LIBRARY GUIDELINES THAT DETAIL THE PURPOSE AND BENEFITS OF A SCHOOL LIBRARY AS WELL AS BEST PRACTICES FOR EFFECTIVE LIBRARY MANAGEMENT AND READING ACTIVITIES.



ROOM TO READ'S UNICEF TRAINING RESULTS*

80%

INCREASE IN PARTICIPANTS' UNDERSTANDING OF PURPOSE OF THE LIBRARY AND HOW PRINCIPALS PLAY A KEY ROLE.

90%

OF THE PARTICIPANTS GAINED AN UNDERSTANDING OF THE FEATURES OF A CHILD-FRIENDLY LIBRARY.

100%

INCREASE IN PARTICIPANTS' KNOWLEDGE ABOUT HOW TO CONDUCT READING ACTIVITIES TO ENCOURAGE A READING HABIT AMONG CHILDREN.

* Based on participant evaluations.

Dream Big, Start Small

Room to Read **India** completed a three-year pilot course for 400 girls on social entrepreneurship to help them take charge of their own careers. After refinement of the coursework, the content will now be integrated into Room to Read India's standard life skills education curriculum and implemented on a broader scale.

ENTREPRENEURIAL SKILLS COURSE: CAREER EXPLORATION | MARKETPLACE EXPOSURE | FINANCIAL LITERACY

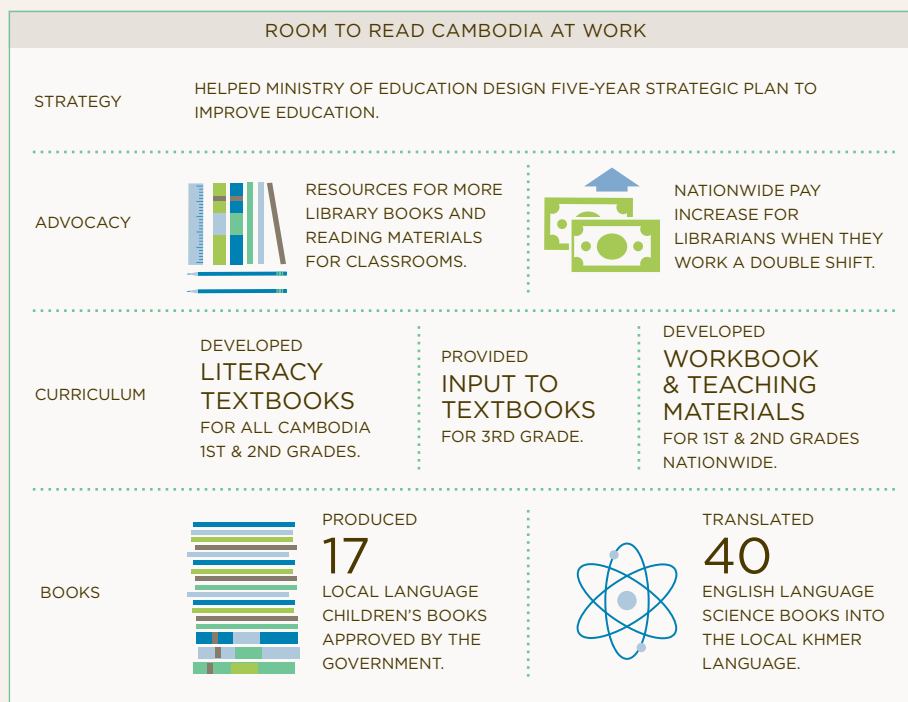
LEVEL	OBJECTIVES
GRADE 9	<ul style="list-style-type: none"> • UNDERSTAND ONESELF • UNDERSTAND ENTREPRENEURSHIP
GRADE 10	<ul style="list-style-type: none"> • UNDERSTAND BEHAVIORS & SKILLS OF ENTREPRENEURS • UNDERSTAND BANKING & FINANCE SYSTEMS
GRADE 11	<ul style="list-style-type: none"> • UNDERSTAND ENTERPRISE MANAGEMENT
GRADE 12	<ul style="list-style-type: none"> • UNDERSTAND HOW TO LAUNCH A BUSINESS



"I LIVE IN THE OUTSKIRTS OF BHOPAL, AND I CAN SEE MANY WOMEN ARE WORKING INDEPENDENTLY. THE SKILLS LEARNT FROM THE SESSIONS WILL SURELY HELP ME IN THE FUTURE." – Kiran

Deepening Government Partnership Means Greater Impact

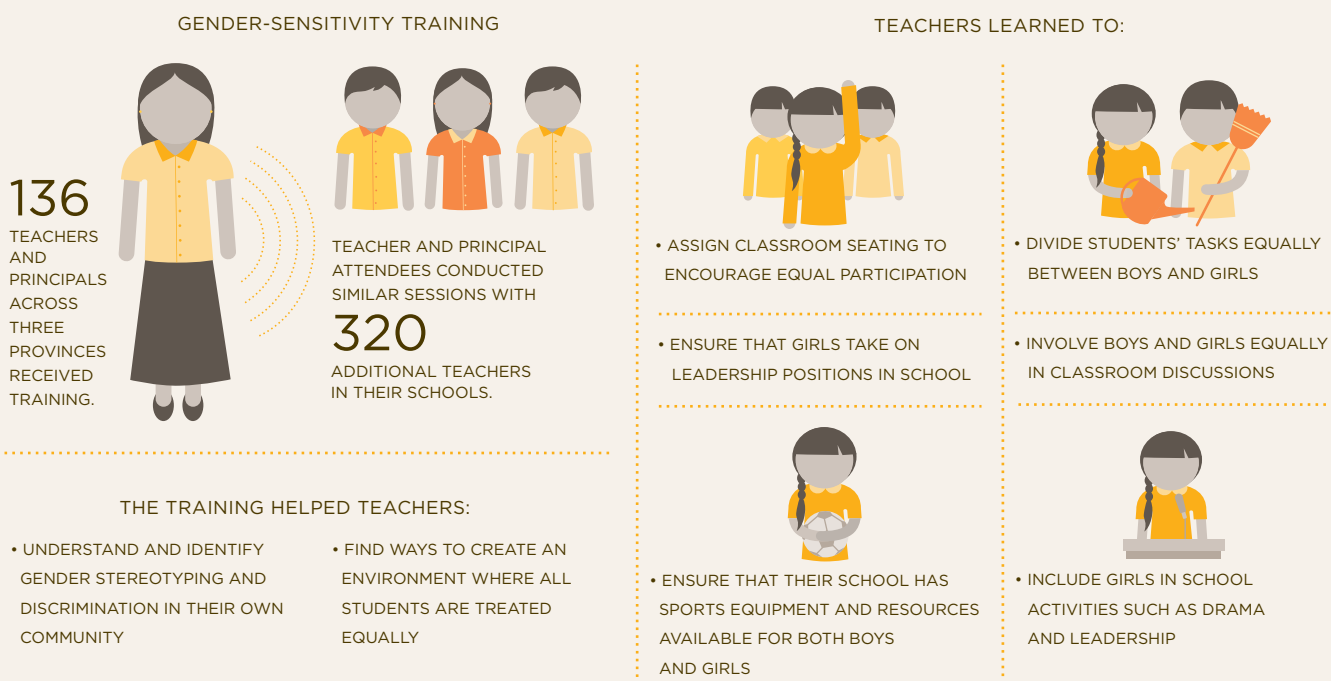
Room to Read **Cambodia** has established itself as one of the national government's primary partners for promoting and strengthening Cambodia's quality of education.



IN 2013, ROOM TO READ RECEIVED THE ROYAL MEDAL OF MUNISARAPHORN MAHASEREYWAT FROM CAMBODIA'S EDUCATION MINISTER FOR OUR WORK TRANSLATING AND DISTRIBUTING SCHOLASTIC'S SCIENCE BOOK SERIES, "TIME TO DISCOVER." THE MEDAL IS ONE OF THE HIGHEST ROYAL HONORS BESTOWED BY THE GOVERNMENT TO THOSE WHO HAVE MADE SIGNIFICANT CONTRIBUTIONS TO THE COUNTRY.

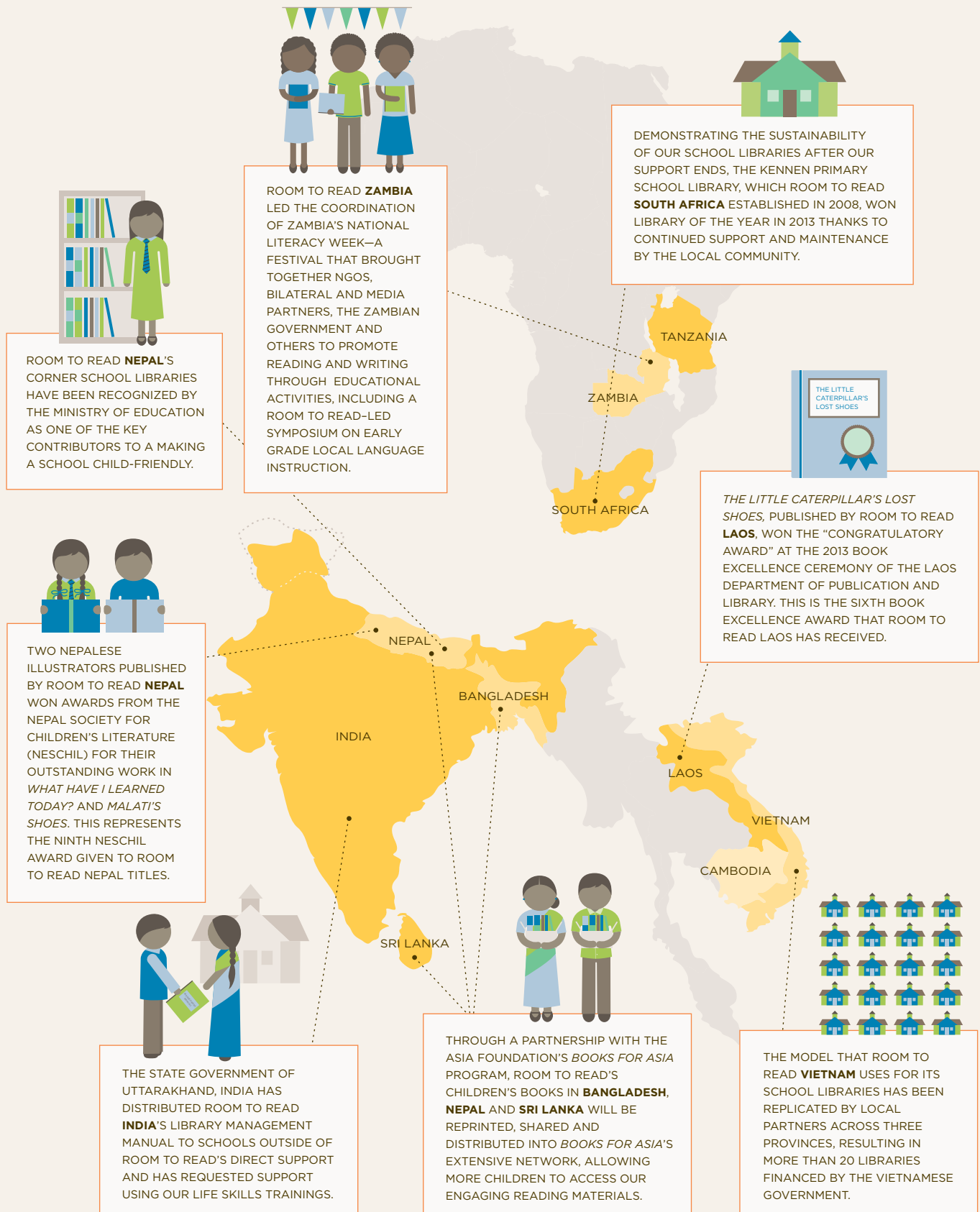
Stopping Gender Stereotyping from Spreading

In many areas where we work, teachers don't realize the long-term, negative effects that gender-based stereotyping and discrimination can have on the success of their students. Room to Read **Laos** provided gender-sensitivity training to teachers across three provinces and those teachers passed this knowledge forward to their colleagues.



Recognition Far and Wide

Across the globe, Room to Read's programs are being recognized for their quality. This has allowed for replication and sharing through partnerships and visibility through awards and events.



Smart About Engagement

We have built a global movement.

At Room to Read, we realize that the scope of our work depends upon the scope of our vision, and our ability to communicate that vision to others. That's why every time Room to Read's voice is featured in major media outlets, or we tell our story to a packed room, or thousands more people engage with us through social media and our blog— we know that we are continuing to spread our message. These platforms, as well as awards and our amazing network of volunteers, help us inspire the trust, awareness and support that are vital to our work.

From the Written Page to the Big Screen

John Wood's sequel to *Leaving Microsoft to Change the World*, *Creating Room to Read: A Story of Hope in the Battle for Global Literacy*, was published by Viking Penguin in February 2013. In it, he chronicles how Room to Read tackled the challenges of balancing business expansion and integrity, raising funds in a difficult economy and expanding Room to Read's mission.

Girl Rising, a film showcasing the transformative power of education, was released in U.S. theaters in March 2013 and aired internationally on CNN. *Girl Rising* tells the story of Suma from our Girls' Education program in Nepal along with nine other young women whose lives were changed through education.

Achieving Recognition through Awards



Charity
Navigator's
4-Star Rating

Awarded highest rating for the 8th consecutive year for sound fiscal management and commitment to accountability and transparency. This recognition can only be claimed by **1 percent** of their rated charities.



Times of India's
Social Impact
Award

Recognized for our scale and sustainability, we received this award from India's English-language daily newspaper. Room to Read was the **only** NGO recognized in the Education category.

GLOBAL The Global Journal's Top 100 NGO

Room to Read ranked **#26** overall and **#3** in the Education category in the only comprehensive ranking of nonprofit organizations.

GREAT Nonprofits GreatNonprofits' Top-Rated Award

The leading provider of reviews and ratings of nonprofit organizations included Room to Read in the 2013 Top-Rated Nonprofits list.

Tracking to Maximize Media Impact

We conduct a quarterly media audit thanks to our pro bono global public relations partner, Ketchum, to assess the effectiveness of our media coverage. Room to Read's 2013 assessments, based on the quality of coverage, trend above average:

- **Increased Media Coverage:** 250+ media placements in 2013, a 133% increase over 2012.
- **Positive Press:** 98% of coverage was positive in tone.
- **Spreading Around the Globe:** 59% of our coverage was in the U.S.; 41% was outside the U.S.

Spreading Awareness via Press and Social Media

The Washington Post

FINANCIAL
TIMES

The Sydney Morning Herald



THE HUFFINGTON POST



THE VANCOUVER SUN



NATIONAL POST



Bloomberg
TELEVISION

South China Morning Post



THE STRAITS TIMES



55,500
FACEBOOK FANS



617,000
TWITTER FOLLOWERS



DOUBLED
YOUTUBE VISITORS
IN 2013

On the Road with Our Founder, John Wood (2013)



13
COUNTRIES

35
CITIES

255,063
NUMBER OF MILES TRAVELED
(EQUIVALENT OF CIRCLING THE GLOBE 10 TIMES)

93%
FLIGHTS NOT PAID FOR BY
ROOM TO READ

149
NIGHTS IN HOTEL ROOMS

85%
ROOMS NOT PAID FOR BY ROOM TO READ

100+
SPEAKING ENGAGEMENTS

100+
FUNDRAISING EVENTS

100+
MEDIA APPEARANCES

Best in-flight book you've read? (Besides *Creating Room to Read*, of course)

"Out of the 40 I read in 2013, I loved Jose Saramago's *The Elephant's Journey*, a historical fiction that...wait for it... involves a long trek through mountains."

Most exciting development from your travels?

"Watching the meteoric growth of our regional development boards who have become integral to building our global movement. I love working with these passionate people."

Most touching moment of 2013?

"Giving a pep talk to Sreymom, a girl who graduated secondary school in Cambodia thanks to Room to Read. She was nervous about speaking in English to 300 guests at our Singapore gala, but of course she received a standing ovation with her story about how education changed her life."

Engaging Volunteers to Ignite a Global Movement



VOLUNTEERS NOT ONLY RAISED FUNDS BUT ALSO DEMONSTRATED THEIR CREATIVITY IN USING THEIR ADVENTUROUS SPIRIT TO SUPPORT OUR WORK.

16
COUNTRIES

14,680
VOLUNTEERS

46
TOTAL CHAPTERS

500
MILES

After a year volunteering in Zambia, Australian **Eddie Chee** took a 500-mile "walkabout" on the Camino Francés (The French Way) from Saint-Jean-Pied-de-Port, France, to Santiago de Compostela, Spain, all in the name of Room to Read.

9
COUNTRIES

American professional rock climber **Paige Claassen** traveled to nine countries as part of her "Lead Now" rock climbing tour. She kicked it off in South Africa to benefit Room to Read.

7,456
MILES

Cycling from Cairo, Egypt, to Cape Town, South Africa, **one Spanish and three Irish cyclists** completed an epic 7,456-mile adventure through 13 countries to raise money for Room to Read and Médecins Sans Frontières.

200
MILES

Seventy "**TechBikers**," a collaboration of the London tech community, including Google, Yammer, Microsoft Ventures, BBC Worldwide Labs and several startup companies, cycled 200 miles from Paris to London in three days to raise money for Room to Read.

2,174
MILES

"**The Reading Rickshaws**"—four friends from three countries—spent two weeks driving 2,174 miles across India in two motorized three-wheeled rickshaws from Shillong, Meghalaya, to Jaisalmer, Rajasthan. All for Room to Read.

6,033
FEET

Branded "**Room to Read's Yak Pack**," a group of 23 marathon runners from Switzerland, Germany, Great Britain and America completed the Jungfrau Marathon, which included climbing 6,033 feet from Interlaken to Kleine Scheidegg, Switzerland.

1,300
PARTICIPANTS

For six years trail runners have trekked 16 to 25 miles in the dark of a Hong Kong night to raise money for Room to Read in the annual **Barclays Moon-Trekker** challenge. The 2013 challenge included more than 1,300 participants.

Smart About Partnerships

We scale through institutional funders.

Partnering with key institutional funders allows us to multiply our impact around the globe. In 2013, over 40 percent of our support and revenue came from corporations, foundations and governments that provided cash and helped meet targeted needs through in-kind donations. These partners not only provide funding that is critical to our work but also play an important role in spreading Room to Read's vision for education within influential networks, so that we can continue to grow our impact.



Atlassian donates all proceeds to

Room to Read from the sale of US\$10 Starter Licenses that provide startups and small teams with fully supported software. Through this initiative, Atlassian has raised \$3 million for Room to Read's programs in Asia while generating new business for Atlassian. Atlassian aims to help Room to Read reach 250,000 children by the end of 2014.



The **Bill & Melinda Gates**

Foundation is supporting Room to Read's strategic planning efforts as well as cross-national evaluations of our School Libraries and Book Publishing programs. The foundation has also supported a library post-completion study to identify the success factors that have contributed to schools' abilities to sustain their libraries once Room to Read's support has ended, as well as supported a library resource integration study focused on the effective use of reading materials by librarians, teachers and students.



Bloomberg supports pioneering

approaches to closing the achievement gap for disadvantaged young people and to raising educational standards, with the long-term goal of increasing employability. Bloomberg's collaboration with Room to Read began in 2008 and has included the funding of more than 500,000 local language books and story cards for literacy programs across Asia. Since 2012, Bloomberg has also supported approximately 2,000 girls in the Girls' Education program in Asia.



Through donations from generous **BURGER KING®**

restaurant guests in select areas in Europe and South Africa, as well as donations directly from the **BURGER KING McLAMORESM Foundation**, the **BURGER KING®** system is supporting Room to Read's literacy programs in South Africa and Cambodia and has already reached more than 25,000 children with quality educational opportunities.



The **Caterpillar** Foundation has

provided crucial support for our Literacy and Girls' Education programs since 2009. Currently, the foundation is providing four years of secondary education to 1,200 girls, establishing more than 80 libraries, and supporting our efforts in teaching reading and writing, all of which will serve more than 16,000 children in India, Vietnam and South Africa.



Citi partnered with Room to Read in 2013 through Citi's e for Education

initiative, an effort to raise funds for education-related nonprofits around the world. From October through December 2013, Citi donated US\$1 for every \$1 million of notional volume traded on Citi Velocity, its award-winning institutional trading platform—raising more than \$500,000 for Room to Read, providing critical operational support to Room to Read's Literacy and Girls' Education programs and benefiting more than 1 million children.



Credit Suisse is one of

Room to Read's largest corporate funders and currently supports Room to Read's Reading & Writing Instruction program, Girls' Education program, and key strategic growth opportunities through its Global Education Initiative. Credit Suisse also donates office space for Room to Read staff in Hong Kong, London, Tokyo and Sydney, and provides capacity-building to country teams on a broad range of topics through its Global Citizens Program.



The **Fossil Foundation** made a two-year, million-dollar

commitment to Room to Read's literacy programs in Asia and Africa. Through its support of Room to Read's 2013 Checkout Challenge campaign, the Fossil Foundation has already helped us reach 1 million children in 2013.



Through Goldman Sachs Foundation and Goldman Sachs Gives, **Goldman Sachs**

and its senior executives have contributed millions of dollars to Room to Read. Goldman Sachs *10,000 Women* has supported an entrepreneurial skills pilot course for the Girls' Education program in India while enabling the holistic education of 400 high school girls over three years. Goldman Sachs *10,000 Women* is a \$100 million, five-year campaign to foster greater shared economic growth by providing 10,000 underserved women around the world with a business and management education.



In celebration of **Google's** 15th birthday, Room to

Read worked with Google's Education for All initiative, Google's first-ever global education campaign for employees. Through this campaign, Google encouraged global employees to donate a minimum of US\$15 each to help 15,000 children gain access to education through Room to Read. The funds raised are providing us with crucial operating support.



Pearson Foundation
has supported Room
to Read's efforts

to develop and implement literacy programs across Asia and Africa for many years. In 2013, Room to Read was a beneficiary of Pearson Foundation-sponsored player actions in the *Half the Sky* online game. In the game, players could unlock US\$250,000 for Room to Read from Pearson Foundations's We Give Books program.



Symantec Corporation
has supported

hundreds of girls through our Girls' Education program. Symantec also helped to launch our programs in Maharashtra, India, by providing core operation and programmatic support and is helping to expand our literacy programs throughout India. In 2013, Symantec expanded its support for Room to Read's scale and sustainability efforts by investing in our information technology and technical assistance initiatives.



UNICEF Zambia has
supported Room
to Read since 2011.

In 2013, UNICEF Zambia partnered with Room to Read to improve the literacy skills of children in 25 schools in Petauke (Eastern Province of Zambia). This partnership is benefiting approximately 4,000 children and 200 teachers and administrators.



Room to Read has partnered
with the **U.S. Department of
State, South and Central Asia**

Bureau, to support teacher and librarian trainings and capacity-building initiatives for local authors and illustrators in Bangladesh, India, Nepal, Maldives and Sri Lanka. The Department of State is also supporting the establishment of libraries, creation of local language book publications and the Girls' Education program across the region.

Top Institutional Funders (1/1/2013-12/31/2013)

\$500,000 and more

Atlassian Foundation
Bill & Melinda Gates Foundation
Citi
Credit Suisse
Fossil Foundation
Goldman Sachs
Symantec Corporation
UNICEF Zambia

\$250,000 - \$499,999

BURGER KING McLAMORESM Foundation
Caterpillar Foundation
Google
InMaat Foundation
Pearson Foundation
U.S. Department of State, South
and Central Asia Bureau

\$100,000 - \$249,999

Caerus Foundation
Coach Foundation
DG Murray Trust
Four Acre Trust
Hilton Worldwide
Hyatt Hotels & Resorts
Jones Day Foundation
Kendeda Fund
Microsoft
Next Jump
Positive Real Estate
Royal Bank of Scotland
Swades Foundation
The Charitable Foundation
Tokio Marine & Nichido Fire
Insurance Co., Ltd.

\$50,000 - \$99,999

ABeam Consulting Ltd.
Better World Books
Bharat Petroleum
Bol.com
CLSA Asia Pacific Markets
Dining Concepts

Dodge & Cox
Experian Singapore PTE Ltd
GlaxoSmithKline
Gunvor Group
Hoglund Foundation
Ketchum
Navitas Education Trust
Noble Group
Nuix
Reliable Source Industrial
Rural Electrification Corporation
The Girl Rising Fund
The PepsiCo Foundation
The Sherwood Foundation
Thebe Foundation
UNICEF India
United Way Worldwide grant on behalf
of the generosity of Target Foundation
Vitol Foundation
Zee Entertainment Enterprises Limited

In-Kind Gifts

Berry Bros. & Rudd
Book Enterprises
Books for Africa
Brother's Brother Foundation
C12 Capital
Cisco Systems, Inc.
Credit Suisse
Financial Times
Hilton Worldwide
Ketchum
Lafarge
Lenovo
Moët Hennessy Asia Pacific
Pearson Foundation
Reliance Capital
Scholastic
The Asia Foundation

Smart About Finances

We care about transparency.

Room to Read is known to be one of the most effective and fiscally responsible organizations in global education. Our commitment to full transparency, combined with consistent monitoring of our impact, ensures our investors that with their funding, our programs are achieving measurable results. For the children we serve, our programs are dramatically changing their lives so they can reshape their own future and the future of their communities and nations.

Financial Highlights



\$41.6
MILLION IN CASH
DONATIONS

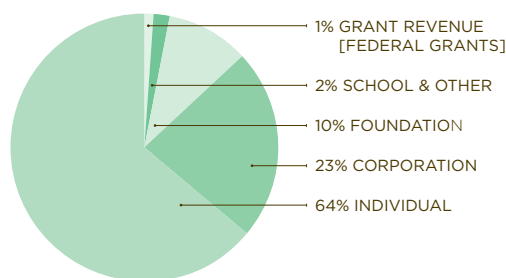


\$6.3
MILLION IN-KIND
DONATIONS

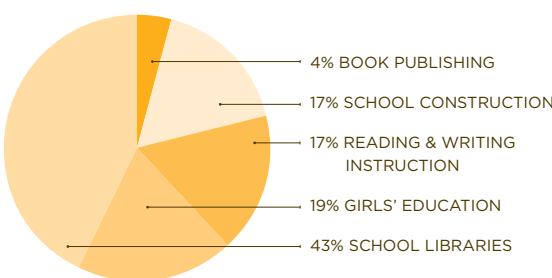


83%
SPENT ON
PROGRAMS

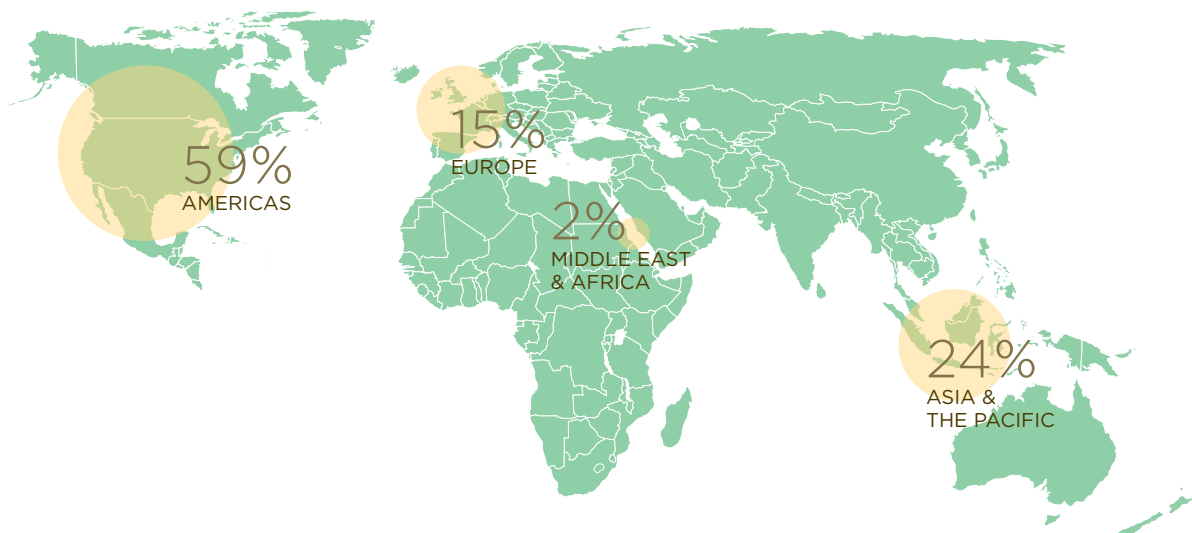
Donations by Type of Investor



Program Functional Expense Breakdown



Sources of Revenue by Region



Statement of Activities

For the years ended December 31, 2013 and 2012 (USD).

SUPPORT AND REVENUE:	2013	2012
Corporation	\$9,454,565	\$9,204,733
Foundation	\$4,044,931	\$3,867,878
Individual	\$26,766,308	\$25,285,323
School and Other	\$759,126	\$1,462,898
Total Donations	\$41,024,930	\$39,820,832
Grant Revenue	\$572,042	\$470,900
Donations In-Kind	\$6,336,874	\$2,784,397
Investment and Other Income, Special Event Expenses, Fees	\$44,244	\$180,131
Total Support and Revenue	\$47,978,090	\$43,256,260
OPERATING EXPENSES:	2013	2012
Program Services		
Library Establishment	\$5,225,408	\$7,260,323
Donated Books and Supplies	\$5,324,446	\$4,259,626
School Construction	\$3,923,182	\$5,743,317
Girls' Education	\$2,813,670	\$2,724,477
Book Publishing	\$696,699	\$812,429
Reading & Writing Instruction	\$1,777,240	\$1,741,344
Conferences, Travel and Meeting Costs	\$1,775,331	\$2,430,187
Information Technology Expenses	\$883,255	\$848,457
Monitoring & Evaluation	\$171,477	\$940,608
Professional Fees	\$421,376	\$509,015
Program Operating Expenses	\$1,985,871	\$2,106,875
Program Personnel Expenses	\$12,587,985	\$12,508,038
Total Program Services	\$37,585,940	\$41,884,696
Management and General	\$2,526,066	\$2,653,069
Fundraising	\$5,206,370	\$5,551,692
Total Operating Expenses	\$45,318,376	\$50,089,457
Translation Adjustments	\$(304,252)	\$(38,984)
Change in Unrestricted Net Assets	\$3,029,088	\$(5,644,289)
Change in Temporarily Restricted Net Assets	\$(673,626)	\$(1,227,892)
Unrestricted Net Assets at Beginning of the Year	\$(2,340,599)	\$3,303,690
Temporarily Restricted Net Assets at Beginning of the Year	\$19,830,322	\$21,058,214
Net Assets at End of the Year	\$19,845,185	\$17,489,723

Room to Read's financial statements have been audited by independent certified public accountants and are available on our website.

Boards and Staff

Board of Directors

Craig Bruya (Board Chair), Former CFO, Microsoft Business Solutions

Yusuf Alireza, CEO, Noble Group

Jerry del Missier, Former COO, Barclays Bank

Erin Ganju, Co-Founder & CEO, Room to Read

Peter T. Grauer, Chairman, Bloomberg Inc.

Scott Kapnick, CEO, Highbridge Capital Management

Tim Koogle, Former CEO and Chair, Yahoo!

Kim Anstatt Morton, Advisory Board member, Girl Rising

Fernando Reimers, Director of Global Education and International Education Policy, Harvard University

John Ridding, CEO, Financial Times

Susan Wojcicki, CEO, YouTube

John Wood, Founder, Room to Read

Emeritus Board

Hilary Valentine (Board Chair) Partner, Black & White Design

Chris Beer, Founding Member, Ironmark Law Group

Alastair Mactaggart, President, Emerald Fund

Muneer Satter, Chair, Satter Investment Management

Jenny Shilling Stein, Co-Founder and Senior Advisor, Draper Richards Kaplan Foundation

Regional Boards

Asia Pacific

Yusuf Alireza and Dina Khreino-Alireza

Kevin and Alisa Burke

Daniel and Daun Dees

Ben and Asami Ferguson

Neil Harvey

Carl Huttenlocher and Tamiko M. Lippit

Alan and Christine Miyasaki

Zoltan and Tamara Varga

Australia

Steve and Carrie Bellotti

Mike and Annie Cannon-Brookes

Brett and Zahra Godfrey

John and Nicolle Keith

David Torrible and Donna Yip

Mike and Cynthia Whelan

New York

Mary Byron

Peter T. Grauer

Scott Kapnick

Jaideep Khanna

Stephen and Jane King

John and Dudley Macfarlane

David and Jacqueline Martin

Aaron Nieman

Eric and Shauna Varvel

United Kingdom

Andrew Balls and Erica Wax

Patrick and Benedicte de Nonneville

Marisa Drew

Martyn Gowar

Doug Henderson

Sindhu Horder

Scott Mead

Annalisa Burello Morris

John Ridding

Randy Work

Leadership Team

Management Team

Erin Ganju, Co-Founder & CEO

Joanne Chou, Chief Financial Officer

Lynn Foden, Chief of International Operations

Cory Heyman, Chief Program Officer

Geetha Murali, Chief Development Officer

Pierre Towns, Chief Talent Officer

International Directors

Unmesh Brahme, India Country Director

Samantha Chuula, Zambia Country Director

Shafiqul Islam, Bangladesh Country Director

Shevanthi Jayasuriya, Sri Lanka Country Director

Kall Kann, Cambodia Country Director

Tatjana Klein, Director, Asia

Tien Phong Le, Vietnam Country Director

Geoffrey Odaga, Associate Director, Africa

Christopher Mothupi, South Africa Country Director

Annastasia Mulwa, Acting Tanzania Country Director

Dinesh Shrestha, Co-Founder, Director of Field Operations and Acting Nepal Country Director

Norkham Souphanouvong, Laos Country Director

List current as of 4/30/2014



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World Change Starts with Educated Children.®

Room to Read seeks to transform the lives of millions of children in developing countries by focusing on literacy and gender equality in education. Working in collaboration with local communities, partner organizations and governments, we develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the relevant life skills to succeed in school and beyond.



Room to Read Global Office: San Francisco
Delhi • Hong Kong • London • Mumbai
New York • Sydney • Tokyo • Zurich

www.roomtoread.org

We would like to thank the following companies for sharing their office space with Room to Read: Credit Suisse (London, Hong Kong, Sydney and Tokyo), C12 Capital Management (New York), Reliance Capital (Mumbai).