



# 2023 Annual Report



**RIGHT TO PLAY**  
PROTECT. EDUCATE. EMPOWER.

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A young girl with a joyful expression, wearing a vibrant shawl with purple and orange floral patterns over a dark blue headscarf. Her right hand is raised high in the air, a gesture of empowerment or triumph. The background is a soft-focus outdoor setting with other people visible. The text 'Protect Educate Empower' is overlaid in large white font, with yellow brushstroke accents above and below the words.

# Protect Educate Empower

Credit: Mehrdar Art & Production, Pakistan  
Cover Credit: Julius Mahela, Tanzania

## MESSAGE FROM OUR GLOBAL LEADERSHIP



Every child deserves to be loved and feel valued. To feel safe and protected. To learn and discover the wonderful world around them. To dream their future and reach it.

But the daily reality that millions of children face today is one that is limited by poverty, discrimination, and violence. And the compounding effects of economic instability, conflict, and climate change place children at increasing risk. Too many are forced to learn in unsafe or overcrowded environments or to leave school entirely, forced into early marriage, and forced from their homes and the people and places they love.

When everything around them looks like a roadblock and every word sounds like “Give up,” we are there to say: “Keep going.”

In this report, you’ll learn how our teams in 21 countries mobilized last year to keep millions of children in school and learning, to encourage them to believe in themselves and develop the skills they need to thrive, to help them cope with trauma, and to create enabling environments for generations to come. We did it using children’s language – play.

The results are significant: stronger parent-child bonds in Uganda and Tanzania, more inclusive classrooms in Burundi that meet the needs of children with disabilities, stronger literacy skills in Ethiopia, more children in Lebanon with support to cope with displacement, and more girls in Senegal with the chance to pursue their dreams.

This important work was possible thanks to our generous donors, whose unflagging commitment to children made it possible for us to respond to their changing needs during these uncertain times. We also thank our staff, who not only served children but also

contributed the ideas and commitment that inspired our new 2024–26 Strategic Plan, a strategy that will see us deepen and scale our impact; build a more responsive and resilient organization, and contribute to the growing body of evidence that play is key to supporting children’s learning and well-being.

We hope you will be inspired by what you read in this report and feel, as we do, ever more committed to protecting, educating, and empowering children to rise above adversity through the power of play. We are proud and grateful to have you by our side, and we thank you for your generous support.



**Susan McIsaac**  
CEO,  
Right To Play International



**Dag Skattum**  
Chair,  
International Board  
of Directors

*PS: On behalf of the entire Right To Play community, I would like to extend my deepest and most heartfelt thanks to Dag Skattum as he completes his time as Chair. We are grateful for his dedicated service to Right To Play over the past 18 years. Dag, your support has meant the world.*

*– Susan*

## MESSAGE FROM OUR NATIONAL OFFICE



Right To Play in Canada continues to make great strides in engaging and motivating Canadians with our mission of protecting, educating and empowering youth to rise above adversity through the power of play. With long time donors and others who are new to Right To Play, we collectively raised funds in 2023 for both our global programs and the partnerships we have with Indigenous communities in Canada.

Our flagship Heroes Gala brought together over 900 people and together we raised \$2,150,000 for Right To Play. Featuring honourees Tony Staffieri (CEO of Rogers), Diana Matheson (Olympic Soccer player and sport advocate) and Lola Monague (PLAY program participant), the Heroes Gala was another powerful reminder of the impact Right To Play's programs have on the world's most vulnerable children. In addition to the Heroes Gala, the Playmakers, our young professionals group, raised a record \$121,000 through their Gran Fondo cycling event and Golf Tournament.

Right To Play in Canada is very fortunate to have many enthusiastic and supportive partners. All year long, employee groups at organizations like National Bank,

Sun Life, Scotiabank, Dentons and GoodLife Fitness were coming together to both learn more about our work and also raise funds on our behalf. PepsiCo and Northern Mat & Bridge supported Right To Play through golf tournament activations and a skeet shooting fundraiser, respectively.

In closing, we would like to thank everyone who helped make 2023 such a success. From the Government of Canada and Canadian Advisory Board to our donors, partners, supporters and friends, thank you for continuing to help us shine a spotlight on the power of play to change the lives of 5.6 million children and youth around the world.



**Susan Vardon**  
National Director,  
Right To Play Canada



**Jake Lawrence**  
Board Chair,  
Right To Play Canada

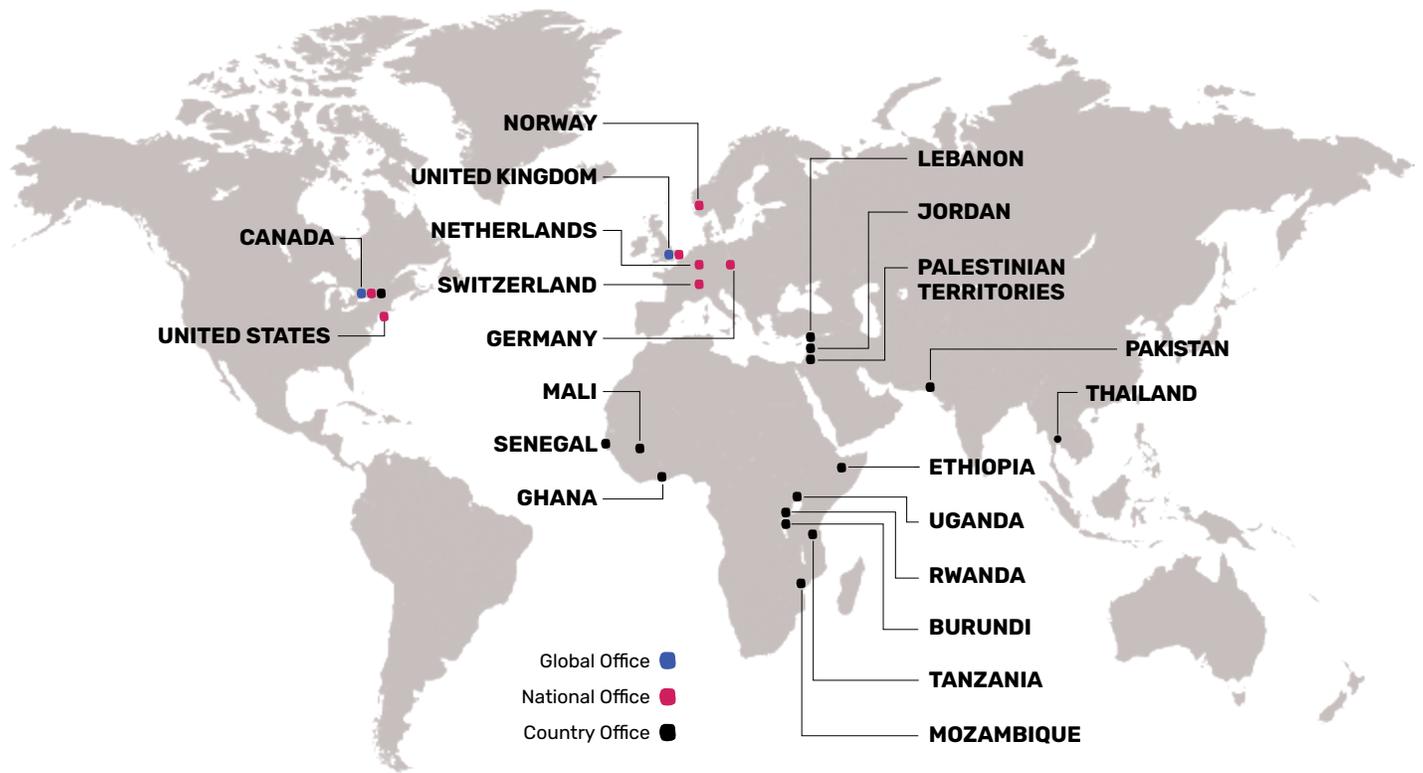
## 2023 REACH



In 2023, we protected, educated, and empowered children in 15 countries in Africa, Asia, and the Middle East, and in Indigenous communities in Canada. This work was supported by the resource mobilization efforts of seven National Offices in North America and Europe.



### WHERE **WE WORK**



### WHERE WE **IMPLEMENT PROGRAMS**

Areas where **educational inequalities** are prevalent

Places where **gender inequality** and **social exclusion** impact children and young people

Places impacted by **conflict, crisis, and climate change**, including refugee and host communities

In 2023, we reached millions of children and young people with play-based programs that promote their learning and well-being.

IN 2023 **WE REACHED**



5.6 million  
CHILDREN

through direct and partner-led programs;  
**49% of them were girls**



15,913  
YOUNG PEOPLE

including more than **4,800 Junior Leaders** who gained skills to support their peers



87,552  
REFUGEE CHILDREN

in **93 refugee camps** and internally displaced person-settlements



111,350  
PARENTS & CAREGIVERS

with programs that empowered them to **protect children and support their learning**



149,189  
EDUCATORS & COACHES

with training that equipped them to **support children's learning and well-being**

# STRATEGIC FOCUS



## MISSION

To protect, educate, and empower children to rise above adversity using the power of play.

## CORE PROGRAMS

EARLY CHILDHOOD CARE AND EDUCATION



PRIMARY EDUCATION



GENDER EQUALITY AND GIRLS' WELL-BEING



PSYCHOSOCIAL SUPPORT



## OUTCOMES

Children recognize and believe in their own abilities

Children and young people have **supportive relationships** with peers

Children and young people have **supportive relationships** with adults

Teachers and facilitators have **improved skills and well-being**

Learning spaces are **fun and equitable**

## IMPACT

IMPROVED LEARNING



IMPROVED WELL-BEING



IMPROVED SOCIO-EMOTIONAL SKILLS



## 2024-26 PRIORITIES

**Elevate** children and young people's **learning and well-being** through play

Deliver programs that **respond to a rapidly changing world and climate**

**Scale impact** through partnership, collaboration, and innovation

**Focus on growth** by deepening and diversifying funding

**Build evidence on the impact of play** to influence policy and systems

**Invest in our people** and strengthen organizational effectiveness and impact



# Helping children to develop and thrive through play



# Igniting learning through play

## EARLY CHILDHOOD CARE AND EDUCATION



We promoted positive attitudes toward early education, equipping caregivers and kindergarten teachers with play-based tools to support children’s holistic development and foundational learning.

### Putting play therapy skills in the hands of parents in Tanzania and Uganda

12,500 young children in Tanzania and Uganda have more positive relationships with their parents and are more ready to learn, thanks to Play to Grow, a pilot project developed with the support of the LEGO Foundation. The project supported 3,100 parents to use play to strengthen bonds with their children and support their socio-emotional, educational, and developmental needs through skills like letting the child lead in play, reflecting feelings, giving choices, and encouraging efforts. In Tanzania, the percentage of caregivers who reported observing positive socio-emotional skills and behaviour in their children increased from 39% at the start of the project to 64% at the end. In Uganda, parents reported a similar increase, from 21% to 46%.

We’ll build on the successful pilot in 2024 with Play to Grow Flex, a version of the program adapted to meet the needs of parents and children who have experienced trauma and are living in crisis settings and fragile contexts, such as refugee and host communities.

### Early Childhood Development Centres support children affected by displacement in Uganda

More children in refugee and host communities in Isingiro District accessed early childhood education and development, thanks to community mobilization activities that were offered with support from Education Cannot Wait. Our teams promoted positive attitudes toward education through radio, door-to-door campaigns, and parent meetings, and encouraged 1,400 children to enrol in ECE centres – a 34% increase over previous years. 56% of newly enrolled learners were girls.

“For children, developmentally, play is their language. These hands-on sessions help parents connect with their children through play.”

– Dr. Deborah Ojiambo, PhD, NCC, Professor at Makerere University, Kampala, Uganda; Director, Safe Haven Child and Family Counselling Centre; Play to Grow project advisor

### Equipping kindergarten teachers to support early learning in Ghana

48,000 kindergarten teachers received high-quality teacher training from Right To Play, thanks to support from the LEGO Foundation, Sabre Education, Innovations for Poverty Action, and the Ministry of Education. We trained teachers in how to deliver the national kindergarten curriculum to 1.2 million learners in 24,000 public schools, using playful activities like alphabet hopscotch, which helps children learn their letters, and games that teach numeracy and socio-emotional skills.

**2X** The number of caregivers in Uganda who **observed positive socioemotional skills in their children** more than doubled, rising from 21% to 46%.

# PRIMARY EDUCATION



Our play-based projects supported school-aged children to return to school, improve their literacy skills, and perform better academically, laying a foundation for success in school and life.

## **Back-to-school campaign shifts attitudes toward education in Burundi**

Thanks to awareness-building and re-enrolment campaigns led by Girls' Clubs, Coaches, and educational staff in Ruyigi Province, 461 out-of-school children returned to education. The area is home to a high population of returnees, and only 49% of children are enrolled in school. With support from Global Affairs Canada through the My Education, My Future project, our staff used outreach activities such as home visits and dramas to bring children back to the classroom.

## **Improving children's reading proficiency in Ethiopia**

Children in Grades 1 to 4 who struggle with literacy accessed additional support at Reading Centres through a project supported by the Norwegian agency for development cooperation (Norad). Without a firm foundation in core reading skills, children struggle to remain in school and succeed. In the Reading Centres, facilitators and Junior Leaders supported 1,100 primary students to improve their literacy skills by singing songs, reading stories, journaling, and playing games that reinforce reading skills. Today, 47.5% of Grade 4 children participating in the program are reading at grade-appropriate comprehension, up from 9.3% at the start of the project.

## **Remedial classes support children affected by learning loss in Jordan**

Primary students improved their comprehension of core subjects, thanks to weekly remedial classes where teachers used play to make lessons accessible and engaging. Students in Jordan are still experiencing learning loss caused by pandemic-related school closures. After participating in the classes, which are supported by the Walter Haefner Foundation, 78% of students saw improved grades across math, science, Arabic, and English.

## **Facilitating learning between Education Ministries in Ghana and Sierra Leone**

Right To Play Ghana hosted a bilateral exchange with the Honourable Dr. Yaw Osei Adutwum, Minister of Education for the Republic of Ghana, and the Honourable Dr. David Moinina Sengeh, Minister of Education for the Republic of Sierra Leone. The exchange created space for the Ministers and education officials from both countries to share opportunities to strengthen education systems and ensure that all children can access quality education and achieve strong learning outcomes.

In their discussions, the Ministers explored how integrating play-based learning across the different levels of education systems can accelerate learning outcomes and encourage holistic skills development. They looked at examples of how Ghana's partnership with Right To Play has helped strengthen teachers' skills and the delivery of competency-based curriculum to millions of learners.



Photo: Yves Nijimbere, Burundi

## PRIMARY EDUCATION



“As displaced people, we are more aware of the difficulties that our children are facing, and it’s our duty and obligation to guarantee them a future.”

– Aminata Ongoiba, President of the Grassroots Community Organization of Displaced People, a Right To Play partner organization in Mali

### Creating child-friendly learning environments in Pakistan

1,500 out-of-school children in Karachi enrolled in non-formal education centres that support learning and life-skills development for disadvantaged youth, thanks to efforts by Right To Play-trained teachers and coaches. More than 28 million children in Pakistan do not go to school, many of them girls. In the centres, educators use play-based learning activities to help children in underserved communities develop positive associations with school and return to learning.



**98%** of Grade 4 children we worked with in Tanzania are **reading at a grade-appropriate level**, up from 77% at the start of the project.

### Partnering with community-based organizations to address educational barriers in Mali

More than 37,000 conflict-affected children have better access to quality education, thanks to EMPOWER, a new project supported by Global Affairs Canada. Active in the Bandiagara, Gao, and Mopti regions, the project is equipping community-based organizations led by women and internally displaced persons to help out-of-school children get back to learning, and to enhance the quality of education by using playful activities that make lessons fun and engaging.

### Blended online and in-person training helps teachers bring play into classrooms in Rwanda

159,000 primary students will benefit from playful learning, thanks to new teacher training developed with support from the LEGO Foundation, Rwanda’s Ministry of Education, the University of Rwanda, the University of Cambridge, and the Rwanda Education Board. Teachers in the blended project are learning how to use play to help students develop core academic and socio-emotional skills. The training was designed with Rwandan teachers to ensure the content would be relevant to real-life classroom contexts and teacher needs.

## UPRISERS: NOELLINE'S STORY



“My friends advised me to come back to school. I said to myself, let’s go back for getting a better future.”

– Noelline, 14-year-old Junior Leader, Burundi

### Taking her future into her own hands

In Burundi, 51% of children affected by displacement do not go to school. Noelline was one of these children. She was forced to drop out of school when her parents couldn't afford the fees. Her friends, members of a Right To Play-supported Girls' Club, encouraged her not to give up on her dreams of an education and, fuelled by their encouragement, she found a way back to the classroom. Now she's a member of the Girls' Club too. As a Junior Leader, she performs plays that use humour and real-life examples to challenge gender norms and encourage parents and community leaders to support girls and out-of-school children to return to the classroom.

**LEARN MORE**





Photo: Julius Mahela, Burundi

**Noelline and the Girls' Club perform a play for the community that raises awareness of the importance of equal access to education.**

**In this scene, set in a school office during enrolment season, Noelline plays the role of the Head Teacher. She sits behind a desk as two other characters, a father and son, approach her.**



**Head Teacher:** "Why are you coming to enrol this young boy alone? Where is his sister?"

**Father:** "The reason is that only boys can go to school. Girls, they are not allowed to go to school."

**Head Teacher:** "It is very sad to hear what you are saying about girls' education. In fact, a girl is able to do what a boy can do. You are really amazing me with your mindset."

**Father:** "Whatever you say I cannot accept. I refuse to hear your arguments."

**Head Teacher:** "How many children do you have?"

**Father:** "I have two children, a girl and this boy. I came in to enrol this boy, but the girl must stay at home busy with chores."

**Head Teacher:** "Please go and bring your daughter for enrolment immediately. If you refuse, I will have to call the policeman, and for sure you will be jailed."

**Father:** "I do not understand what you mean. Why would the police care if my daughter is at home?"

**Son:** "If the policeman comes to take my father into jail, I will bite him." (The audience laughs as the boy mimes biting a police officer.)

**Father:** (speaking to his son) "I have my doubts about this Head Teacher; maybe she is not qualified."

**Son:** "She might be a liar! Maybe she is not a Head Teacher, and she is someone going to the market for her business since it is a market day." (The audience laughs again.)

**Head Teacher:** "You can believe what you want. But I know that all children, including girls, have a right to education. Your daughter must be allowed to enrol in school!"



# Empowering girls and supporting psychosocial well-being

## GENDER EQUALITY AND GIRLS' WELL-BEING



We improved access to health information and services, conducted research around gender-based violence prevention, and broke down barriers to girls' participation – on the field and in the classroom.

### **Understanding harmful norms and attitudes that contribute to gender-based violence in Uganda and Lebanon**

A three-year research project, conducted in partnership with the Global Women's Institute and the University of the Fraser Valley, engaged with adolescent girls in Uganda and Lebanon to better understand their perceptions of gender-based violence (GBV) and how it affects their lives. The project aims to use the findings to create more targeted and effective resources to combat root causes of GBV and monitor project impact.

By using playful and participatory evaluation approaches that empower participants and limit the risk of retraumatization, researchers collected data that centred the experiences and voices of young people, especially girls. Participants were encouraged to journal using writing prompts, to draw "safe" and "unsafe" community spaces, and to create vignettes to foster discussions. Researchers learned about the gender norms and roles that contribute to GBV, and saw promising indicators that youth-led initiatives can contribute to a shift in social perceptions of GBV.

### **Improving access to gender-responsive health information and services in Mozambique**

The SHARE project is equipping more than 162,000 young people to keep themselves safe from disease, avoid early pregnancy, and become advocates for their health and well-being. At the start of the project, only 50% of young women in project areas felt they could make their own decisions about their sexual activity, use of contraception, and when to access health care. Through Community-Based Mentorship Groups and School Health Clubs, community mentors and health workers supported young people to claim their sexual and reproductive health and rights. The project is offered in partnership with the Forum for African Women Educationalists, FHI 360, WaterAid, and Global Affairs Canada, and also works closely with Mozambique's Ministry of Education and Ministry of Health to ensure long-term sustainability.

### **Promoting gender equality and girls' empowerment through sports in Senegal**

230 coaches – 47% of them women – are empowering youth through soccer, basketball, and other sports, thanks to a training delivered in the RECAF-Jeu project, with the support of Global Affairs Canada. Sports helps youth develop life skills, yet there are few female coaches in Senegalese sports to empower young girls. These coaches are breaking down stereotypes about women's capabilities and places in sports leadership roles, inspiring thousands of girls.

### **Helping girls stay in school in Tanzania**

Right To Play-trained teachers and Girls' Club leaders are helping 4,800 girls in Grades 5 to 7 in the Tarime and Serengeti Districts to stay in school and learn through the Save Her Seat project. Girls in these areas have high dropout rates due to poverty, early marriage, and menstrual health challenges, and only 23% of girls have adequate knowledge of menstrual health and hygiene practices. The project, which is supported by the UK Government and the Liverpool Football Club Foundation, uses play-based activities to help girls develop confidence and perseverance, and learn how to protect themselves from abuse, and early pregnancy and marriage.

# PSYCHOSOCIAL SUPPORT



We piloted new projects to better understand how play helps children cope with crisis and foster belonging. We also provided psychosocial support to children experiencing trauma and displacement.

## Piloting new programs that support children’s well-being through play

For too many children, crisis is the new normal. Climate-related disasters, conflict, and forced displacement put a heavy emotional burden on children and their families. These stressors can inhibit brain development and a child’s ability to learn, limiting their future.

Last year, pilot projects in Lebanon and Pakistan used music and movement to support children to process trauma and find ways to communicate about and manage their emotions – skills that are key factors in improving children’s psychosocial well-being.

Our Policy Brief, “Promoting Psychosocial Well-being Through the Power of Play”, spotlighted learnings from these programs as well as external research on how play helps children develop, learn, and cope with challenging situations, and made policy recommendations for how funders and governments can support this critical area of child protection. [LEARN MORE](#)



## Fostering youth connection to Secwépemc cultural traditions in Canada

At a Youth Centre in Esk’etemc First Nation, Community Mentors encouraged Indigenous youth to connect to their cultural traditions by making Indigenous regalia, including belts, fans, bustles, skirts and shirts. These activities fostered a sense of belonging and pride in their heritage and created opportunities to learn from their Elders. Community Mentors also supported youth to build confidence and resilience through sports, arts and crafts, outdoor activities, land-based programs, and intergenerational events.



Photo: Dallas George, Canada

“Through play, children of all ages can explore their feelings, learn problem-solving strategies, and gain a sense of control over their experiences.”

– Dr. Ashley Nemiro, licensed family therapist and mental health and psychosocial expert



Credit: Right To Play, Palestinian Territories

### Supporting children with disabilities in the Palestinian Territories

Children were able to return to school and are showing positive learning outcomes thanks to the Norad-supported EQIE project. For children with disabilities living in the West Bank and Gaza, accessing safe and inclusive learning environments can be challenging. Educators enhanced classrooms to respond to the needs of children with disabilities, and in Gaza, our team led engagement campaigns that have helped more than 200 children with disabilities enrol in school since the start of the program. 94% of them successfully passed their school exams.

### Fostering social dialogue and cohesion in Lebanon

Women and youth are promoting social cohesion in their communities through a new project called We'am, supported by the European Union. Lebanon has experienced significant political, economic, and social upheaval in recent years, leading to increased social tensions. Women and youth are using music, sports, and other play-based approaches to engage more than 950,500 community members over the lifetime of the project through national-level campaigns that will support them to identify the causes of social tensions in the communities and build respect and common ground.

In Lebanon, children who participated in the Music for Emergencies pilot project showed **improvements in confidence, self-esteem, communication, and emotional regulation skills.**

### Marking 21 years of impactful programming in Thailand

Right To Play Thailand brought the power of play to more than 160,000 children and young people across the country between 2002 and 2023. Children in refugee settlements received support to cope with displacement, youth in Bangkok developed confidence and communication skills through sports, and young offenders gained life skills to help them reintegrate into society. Right To Play projects in Thailand ended in 2023, and we are grateful to our staff, our communities, and our partners, including DKSH and the Liverpool Football Club Foundation, for their incredible commitment and support.



Photography: James MacDonald, Thailand

## SUPPORTING CHILDREN IN EMERGENCIES



When an emergency strikes, children are the first and the most affected. Last year, we were able to quickly respond to three emergencies through the Children’s Emergency Fund. Donations to the Fund support children and families with the supplies, spaces, and support they need to cope with trauma and return to learning.

### Supporting children in Mozambique affected by Cyclone Freddy

In February, our teams distributed more than 1,000 kits containing toothbrushes, soap, menstrual products, school uniforms, and notebooks to children and families affected by Cyclone Freddy. The major storm destroyed homes, schools, and community spaces, and interrupted children’s learning. Our teams also provided assisted devices to children who had lost theirs in the storm.



Photo: Right To Play, Mozambique



Photo: Associated Press

### Keeping children learning in Rwanda

In May, our teams distributed learning and play kits to children and schools affected by heavy flooding and landslides that destroyed homes and schools in the country’s western and northern provinces. They also supported the District Authority to facilitate a remedial learning project that gave more than 1,200 grade 6 students a chance to continue learning.

### Supporting children in the Palestinian Territories

Donations to the Children’s Emergency Fund and funding from Global Affairs Canada and Norad provided thousands of warmth kits and psychosocial support kits to children and families sheltering in tents and schools in Gaza. Children are experiencing trauma and learning loss that will have long-term negative impacts on their well-being and development. We are coordinating with local agencies to assess children’s ongoing needs, including children with disabilities, and developing a response that can support them to recover and return to learning when it’s possible to do so.



Credit: Right To Play, Palestinian Territories

## UPRISERS: AIME'S STORY

“Children should know that they are capable of doing anything.”

– Aime, 11-year-old student, Rwanda

### Calling for action on climate change in Rwanda

Aime lives in Rubavu, an area that was impacted by devastating floods in 2023. More than 18,000 individuals and families across Rwanda were displaced by the flooding. Aime was deeply affected by seeing friends lose homes and loved ones in the floods, and he wanted to help. The 11-year-old was learning coding as part of Right To Play's Plug in Play project, which gives learners a chance to practise foundational STEM skills like making, tinkering, and coding. When he returned to school, he used a coding program to highlight how a changing climate caused flooding in his community and ways people can protect themselves against the impact of flooding. He won third prize in a national Scratch coding competition for his project!

LEARN MORE



# IMPACT AND PARTNERSHIPS IN CANADA



The Canadian National Office receives support from a number of entities, including corporate partners, individual donations, governments, and in-kind assistance. We thank all who passionately align with our mission and look forward to deepening these relationships in the future.

## How government support encourages Indigenous youth to PLAY

In 2023, Right To Play was fortunate to partner with the Ministry of Children, Community, and Social Services (MCCSS) in Ontario, to help enhance the health & well-being, leadership skills, and cultural reclamation of Indigenous youth involved with Right To Play programming. The funding involves joint contributions from MCCSS, Ministry of Indigenous Affairs, Ministry of Health and Long-term Care, and Ministry of Labour, Immigration, Training and Skill Development. Funding supports the PLAY program, Community Mentor training, Junior Community Mentor training and facilitation, and Crisis response, aligning with government priorities.



Photo: Right To Play Canada



Photo: Right To Play Canada



Photo: Right To Play Canada



## Youth Leading Youth

Echo Age instills school-aged children with the autonomy to give back to causes that matter to them. In 2023, 59 kids hosted their birthday parties in support of Right To Play, raising a total of \$21,064. Tiana, a child who chose Right To Play as a recipient for their birthday donations, said it best - "I think all kids should be able to play and not worry about being hurt or scared. I want other kids to have as much fun playing soccer or riding their bikes as I do!"



Photo: Right To Play Canada

Ambassador, Sasha Gollish, speaking at a Right To Play Playmakers social event

### **Ambassadors and advocates amplify the power of play**

Thank you to our incredible Ambassadors who help spread awareness, unleash hope, and inspire millions of people to become supporters of Right To Play. In 2023 we welcomed Alison Jackson, Marissa Papaconstantinou, Sasha Gollish and Miranda Ayim as new Canadian Ambassadors and were thrilled to have several longtime Ambassadors join us at events and programs, including an exciting visit by Pascal Siakam to Right To Play partner, ENAGB Indigenous Youth Agency in Toronto.

### **Canadian Advisory Board visit northern Indigenous Right To Play program**

Members of Right To Play’s Canadian Advisory Board and several Right To Play donors travelled to northern Ontario in August 2023 to visit a few of the programs run by the Kenora Chiefs Advisory and local partners. We were honoured to be guests of these Indigenous communities and have the opportunity to meet their leaders and connect with both the Community Mentors and the Indigenous youth participants in the programs.



Photo: Right To Play Canada

Loren Francis, Canadian Advisory Board Member



Photo: Right To Play Canada

# CANADIAN FINANCIAL OVERVIEW



## A snapshot of Canadian financial results in 2023

Right To Play is fortunate to have many donors who are eager to support Right To Play programming both overseas as well as the partnerships we have with 75 Indigenous communities across Canada. We are grateful for your support and want to share with you our fundraising results from 2023.

RTP International is registered and headquartered in Canada and consolidates all its global operations across over twenty countries in the audited financial statements shown on page 30. Within Right To Play International, an important component in the Canadian environment is the Canadian National Office, which is the fundraising office in Canada and the Indigenous Programs, the program implemented in partnership with Indigenous communities across Canada.

We have separated these costs in order to give readers information on the funds raised in the Canadian context and the expenses incurred in Canada to support these objectives. In addition, we have separated the expenses of the Indigenous Program, which is exclusively implemented in Canada.

For the year ended December 31, 2023	2023	2022
<b>Funds raised in Canada</b>	<b>\$</b>	<b>\$</b>
Global Affairs Canada	<b>14,232,873</b>	14,267,886
Government Support for Indigenous Programs	<b>1,862,126</b>	1,828,449
Corporations	<b>3,122,305</b>	3,164,078
Individuals, Foundation and Charities	<b>4,117,081</b>	4,133,399
<b>Total</b>	<b>23,334,385</b>	23,393,812

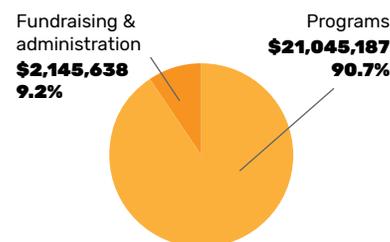
### Expenses supporting funds raised in Canada

Program Implementation and grant management	<b>399,620</b>	465,368
Public awareness and Education	<b>143,560</b>	66,594
Administration	<b>773,160</b>	575,246
Fundraising and events	<b>1,372,478</b>	1,777,891
<b>Total</b>	<b>2,688,818</b>	2,885,098

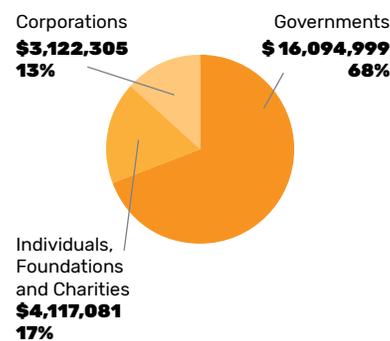
**Indigenous Program Expenses** **4,572,637** 4,822,672

**Net Funds Available for RTP International after Listed Above** **16,072,930** 15,686,042

## Where the Money Goes



## Where the Money Comes From



## GLOBAL LEADERSHIP COUNCIL



This network of international leaders is committed to supporting our work. We thank our founding members for their leadership.

Johann Olav Koss  
Martin Bidermann  
Rainer-Marc Frey  
Tatjana Frey  
Mark Hantho  
John & Deborah Harris  
Ragnar Horn

Wilco Jiskoot & Alexandra Schaapveld  
Adrian Keller  
Barbara Keller  
Robert MacLellan  
Meridee Moore  
Mehrdad Noorani  
Dwight Poler

Rob Pulford  
Dr. Michael Siefke  
Dag Skattum  
Lawrence M. Tanenbaum, O.C.  
Florian Wendelstadt  
Urs & Simone Wietlisbach

## GLOBAL DONORS AND SUPPORTERS



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Community Mentors are program facilitators, typically between the ages of 18-29. They are hired to help design, implement and oversee Indigenous Programs in 75 partner communities across Canada. Community Mentors help build the life-skills, confidence and leadership abilities of Indigenous youth and serve as the backbone of the PLAY Program.

Community  
Mentors attending  
training in 2023



# DONORS AND SUPPORTERS



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## UPRISERS: HANA'S STORY



Photo: Heran Films, Ethiopia

### Inspiring tomorrow's changemakers

Hana moved around a lot growing up on the outskirts of Addis Ababa, Ethiopia. When her parents divorced and she went to a new school, she felt isolated and anxious, and struggled to cope with those big feelings. She heard about a Right To Play program in her community and decided to try it out. That's where she met Coach Nunu. In the program, Nunu led fun games and activities that gave children the chance to develop skills like communication, problem-solving, and leadership. Hana loved it and soon began leading sessions herself. Now Hana is a motivational speaker and youth mentor who dares younger generations of girls to go after their ambitions. She and Nunu reunited in March 2023 to speak at an International Women's Day event held by a nearby school and attended by more than 500 students, teachers, and community members.

[LEARN MORE](#)



“There was something inside me. I wanted to be big, an influential woman.”

– Hana, Right To Play Alumna

# GLOBAL CONSOLIDATED FINANCIALS



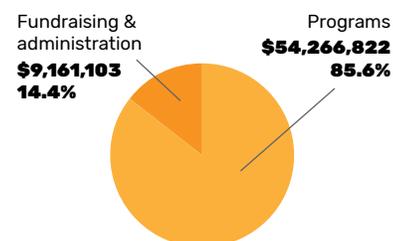
We are grateful for the trust that donors have placed in us to protect, educate, and empower children. We are proud to share annual reports and financial statements as part of our commitment to openness and accountability.

As at December 31, 2023 and 2022	2023	2022
<b>Assets</b>	<b>\$</b>	<b>\$</b>
Current assets		
Cash	33,344,468	34,636,553
Investments	4,569,070	4,155,782
Contributions receivable	4,827,941	3,808,145
Harmonized Sales Tax receivable	186,737	172,811
Prepaid and other expenses	1,441,247	1,249,569
	<b>44,369,463</b>	44,022,860
Capital assets	624,961	789,041
	<b>44,994,424</b>	44,811,901
<b>Liabilities</b>		
Current liabilities		
Accounts payable and accrued liabilities	4,516,399	4,818,642
Deferred contributions	21,158,633	21,338,817
Deferred lease inducement	31,093	31,093
	<b>25,706,125</b>	26,188,552
Long-term		
Deferred lease inducement	211,808	242,901
Deferred capital contributions	485,067	575,443
	<b>26,403,000</b>	27,006,896
<b>Net assets</b>		
Invested in capital assets	314,069	555,132
Internally restricted net assets	4,155,782	4,155,782
Unrestricted	14,121,573	13,094,091
	<b>18,591,424</b>	17,805,005
	<b>44,994,424</b>	44,811,901

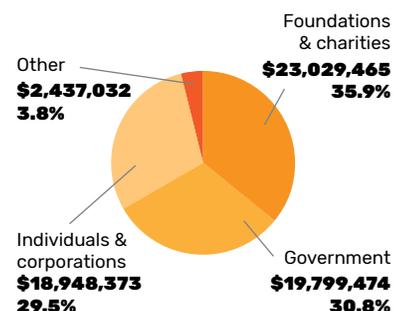
For the year ended December 31, 2023 and 2022

<b>Revenue</b>		
Government	19,799,474	22,469,354
Individuals	9,385,057	8,966,276
Corporations	9,563,316	10,002,843
Foundations and charities	23,029,465	21,694,340
Donations-in-kind	117,821	98,506
Interest on investments and interest income and miscellaneous income	2,319,211	1,514,237
Total Revenue	<b>64,214,344</b>	64,745,556
<b>Expenses</b>		
Program expenses		
Program implementation	52,020,645	51,696,813
Public awareness and education	2,246,177	1,740,967
Total program expenses	<b>54,266,822</b>	53,437,780
Non-program expenses		
Administrative	4,091,395	3,742,396
Fundraising	5,069,708	5,139,391
Total non-program expenses	<b>9,161,103</b>	8,881,787
Total expenses	<b>63,427,925</b>	62,319,567
<b>Excess of revenue over expenses</b>	<b>786,419</b>	2,425,989

## Where the Money Goes



## Where the Money Comes From



Visit our website to see a full audited report of Right To Play International's 2023 Financials, including notes that are an integral part of these consolidated financial statements.

LEARN MORE



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possibilities in  
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