

A group of children in a classroom setting. In the foreground, a young girl with short dark hair, wearing a blue polka-dot shirt with a white collar and a light-colored skirt, is raising her right hand. To her left, another girl in a grey t-shirt and a red and black patterned skirt looks towards the camera. In the background, several other children are visible, some looking at the camera and others looking away. The walls are decorated with colorful posters and drawings.

2023 Annual Report



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

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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

UPRISERS: HAYAT'S STORY



“Learning here is fun. I am happy when we play games – it relaxes me and helps me concentrate on my studies.”

– Hayat, Grade 4 student, Ethiopia



Driven from home but keeping hopes high

More than 4.51 million people in Ethiopia have fled their home regions to escape conflict and difficult conditions. Hayat is one of them. She arrived at a refugee settlement after a long and dangerous journey, eager to find a way back to the classroom. Play-based lessons and psychosocial support at a local school helped Hayat get back to classes and pass her exams, make new friends, and start to process the trauma she experienced.

LEARN MORE



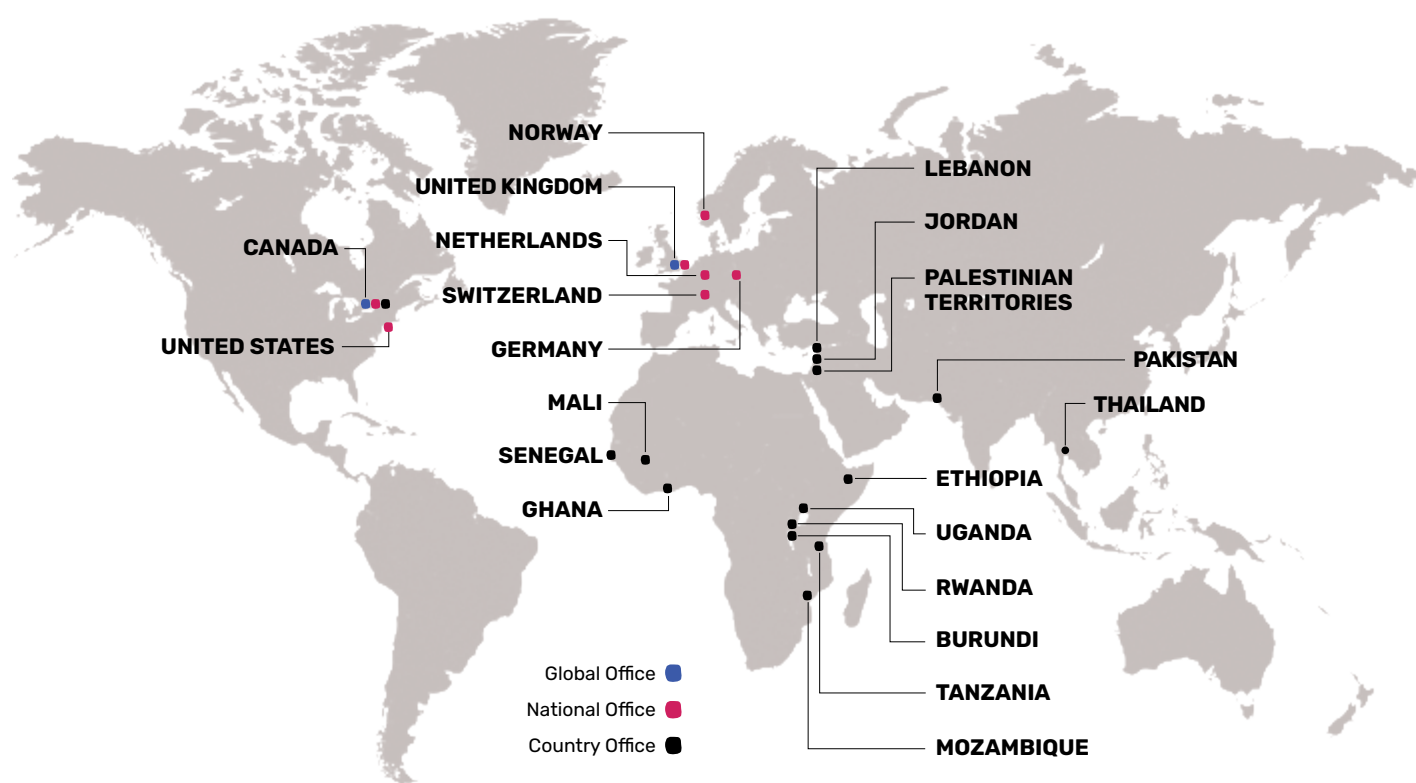
2023 REACH



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

Credit: Luca Imberi, Ghana

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 Senggeh, 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.



Credit: 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.



Credit: Right To Play, Pakistan

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





Credit: 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!"

A photograph of two children in a rustic setting. A girl in the background, wearing a grey sweatshirt with heart patterns and leopard-print pants, has her hands raised in a playful gesture. In the foreground, a boy in a blue sweatshirt and dark pants is bending over, holding a small object in his hands. The background shows a doorway and some hanging clothes. The text "Empowering girls and supporting psychosocial well-being" is overlaid in white, bold font, with orange brush strokes above and below it.

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.



Credit: 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.



Creditgraph: 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.



Credit: Right To Play, Mozambique



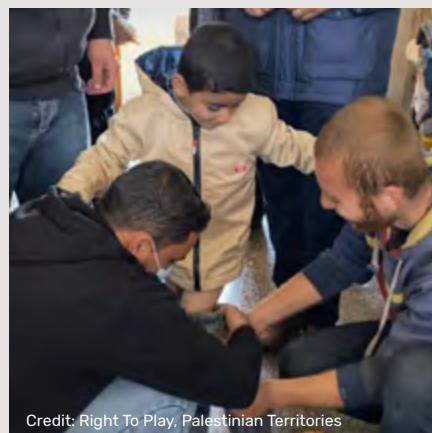
Credit: Associated Press

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



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

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We thank the following funders who contributed CAD \$25,000 or more to Right To Play between January 1, 2023, and December 31, 2023.

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Thank you to all the Ambassadors who supported and amplified our work in 2023.

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Kayla Alexander, Basketball, Canada

Bianca Andreescu, Tennis, Canada

Nora Angehrn, Golf, Switzerland

Miranda Ayim, Basketball, Canada

Billy Bridges, Sledge Hockey, Canada

Marco Büchel, Board Member, Alpine Skiing, Switzerland

Pat Burgener, Snowboarding, Switzerland

Dario Cologna, Cross-Country Skiing, Switzerland

Marijn de Vries, Cycling, Journalist, Host, The Netherlands

Diggy Dex, Singer/Songwriter, The Netherlands

Sasha DiGiulian, Rock Climbing, United States

Uschi Disl, Biathlon, Germany

Eva Drummond-de Goede, Field Hockey, The Netherlands

Sam Effah, Track & Field, Canada

Halvor Egner Granerud, Ski Jumping, Norway

Perdita Felicien, Track & Field, Canada

Allyson Felix, Track & Field, United States

Nouchka Fontijn, Boxing, Coach, Speaker, The Netherlands

Severin Freund, Ski Jumping, Germany

Akwasi Frimpong, Skeleton, The Netherlands

Roger Furrer, Golf, Switzerland

Théo Gmür, Para Alpine Skiing, Switzerland

Sasha Gollish, Track & Field, Canada

Kayla Grey, Media, Canada

Marco Hagemann, Commentator & Moderator, Germany

Martina Hingis, Tennis, Switzerland

Benoît Huot, Para Swimming, Canada

Alison Jackson, Cycling, Canada

Therese Johaug, Cross-Country, Norway

Hugo Kennis, TV Chef, The Netherlands

Bruno Kernen, Alpine Skiing, Switzerland

Carlos Lima, Handball, Switzerland

Aksel Lund Svindal, Alpine Skiing, Norway

Rosie MacLennan, Gymnastics, Canada

Joana Mäder, Beach Volleyball, Switzerland

Lucas Malcotti, Fencing, Switzerland

Sadio Mané, Football, Senegal

Alexander Martinez, Track & Field, Switzerland

Diana Matheson, Soccer, Canada

Brolin Mawejje, Snowboarding, Uganda, United States

Marnie McBean, Rowing, Canada

Anders Mol, Beach Volleyball, Norway

Ragnhild Mowinckel, Alpine Skiing, Norway

Tanguy Nef, Slalom, Switzerland

Marissa Papaconstantinou, Para Athletics, Canada

Suzann Pettersen, Golf, Norway

Andrew Poje, Ice Dancing, Canada

Nathan Redmond, Football, United Kingdom

Kevin Rempel, Sledge Hockey, Canada

Laurence Rochat, Cross-Country Skiing, Switzerland

Bernhard Russi, Honorary Board Member, Alpine Skiing, Switzerland

Abdi Salam Ali, Track & Field, Switzerland

Pien Sanders, Field Hockey, The Netherlands

Maximilian Schachmann, Cycling, Germany

Anna Schaffelhuber, Para Alpine Skiing, Germany

Manuela Schär, Para Athletics, Switzerland

Lauritz Schoof, Rowing, Germany

Alex & Maia Shibutani, Ice Dancing, United States

Pascal Siakam, Basketball, Cameroon

Birgit Skarstein, Rowing, Cross-Country, Norway

Arvin Slagter, 3x3 Basketball, The Netherlands

Sami Jo Small, Ice Hockey, Canada

Ben Sonnemans, Judo, Entrepreneur, The Netherlands

Christian Serum, Beach Volleyball, Norway

Lauren Stam, Field Hockey, The Netherlands

Jeroen Stekelenburg, Sports Journalist, The Netherlands

Amelie Stiefvatter, Moviemaker & Moderator, Germany

Johannes Thingnes Bo, Biathlon, Norway

Thijs van Dam, Field Hockey, The Netherlands

Tessa Veldhuis, Rugby, TV Host, The Netherlands

Rivkah op het Veld, Sports Journalist, The Netherlands

Anouk Vergé-Dépré, Beach Volleyball, Switzerland

Anouk Vetter, Track & Field, The Netherlands

Hayley Wickenheiser, Ice Hockey, Canada

Raphael Wicky, Soccer, Switzerland

Erica Wiebe, Wrestling, Canada

Markus Zberg, Cycling, Switzerland

Mats Zuccarello, Ice Hockey, Norway

UPRISERS: HANA'S STORY



Credit: 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

SELECT 2023 PARTNERS



We are deeply thankful to the following global partners who have shown significant commitment to Right To Play over the last year by generously providing funding, supporting project implementation, and amplifying awareness of the organization at a global level.



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.

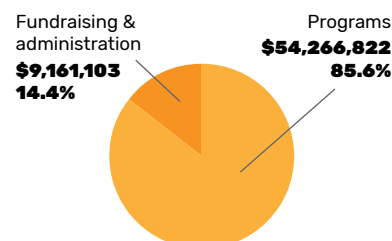
As at December 31, 2023 and 2022

	2023	2022
Assets	\$	\$
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
	44,369,463	44,022,860
Capital assets	624,961	789,041
	44,994,424	44,811,901
Liabilities		
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
	25,706,125	26,188,552
Long-term		
Deferred lease inducement	211,808	242,901
Deferred capital contributions	485,067	575,443
	26,403,000	27,006,896
Net assets		
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
	18,591,424	17,805,005
	44,994,424	44,811,901

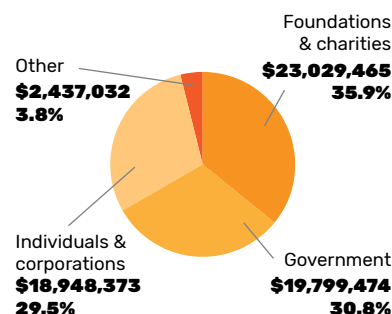
For the year ended December 31, 2023 and 2022

Revenue		
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	64,214,344	64,745,556
Expenses		
Program expenses		
Program implementation	52,020,645	51,696,813
Public awareness and education	2,246,177	1,740,967
Total program expenses	54,266,822	53,437,780
Non-program expenses		
Administrative	4,091,395	3,742,396
Fundraising	5,069,708	5,139,391
Total non-program expenses	9,161,103	8,881,787
Total expenses	63,427,925	62,319,567
Excess of revenue over expenses	786,419	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



BOARDS OF DIRECTORS



International Board of Directors

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Christoph Tonini
Alexander Troller

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Remko de Bruijn
Harmen Holtrop
Margriet de Schutter
Hermine Voûte
(resigned February 2023)
Mies de Vries
Gijs Vuursteen

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December 2023
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Mireille Abujawdeh
Chemmy Crawford (Alcott)
Nancy Curtin
Sonal Dash
Lindsay Groves
Alex Howell
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Lance R. Taylor, Vice Chair
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Mali Friedman
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Evelyn Stevens
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Mark Hantho, Emeritus

COUNTRY OFFICES



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Jordan

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Lebanon

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Park Bldg, 4th Floor
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Mali

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Mozambique

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and NOA CSS Academy, G-10/4,
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Palestinian Territories

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RIGHT TO PLAY

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