



RIGHT TO PLAY



2024
ANNUAL REPORT



“Children understand
so fast when you teach
them through play.”

— Nelson Odera,
Right To Play Project Officer

Message From Our Global Leadership

At all times, and especially in difficult times, our responsibility as adults is to protect children — protect them from harm, protect their rights, protect their childhoods. Now, more than ever, we must think not only of our own children, but of the millions of children around the world who need and deserve a safe space to play, the chance to go to school, support to cope with crisis, and the knowledge that someone believes in them.

Today, one in six children live in a conflict zone. 250 million children are out of school. And close to 70% of 10-year-olds are unable to understand a simple text. In many places, poverty, conflict, and climate change are widening the gaps in education, skills, and opportunity — at a time when there are more young people alive than at any other time in history. It's in everyone's best interest to close the gap to ensure their success and greater safety, happiness, and prosperity for all.

Our efforts have real impact. In 2024, children's early literacy scores more than doubled when we trained kindergarten teachers in Ghana in play-based learning. 90% of out-of-school children who joined our accelerated learning program in Pakistan were able to stream back into the school system. 95% of children in Lebanon felt more able to cope with trauma and anxiety after play-based sessions with trained coaches. A young girl in Ethiopia told us she didn't think that blind children could go to school until a Right To Play-trained coach changed her story.

Supporting children's learning and well-being through play transforms their lives. And experts and governments are taking notice, as they face the urgent need to ensure youth have the academic and life skills they need to succeed in a complex world. In 2024, the Africa Foundational Learning Exchange issued a Declaration for Action that named play-based learning as a driver of educational outcomes thanks in part to our advocacy. We successfully lobbied the United Nations to declare a new International Day of Play,

to be celebrated annually on June 11. And renewed support from Norway through the Norwegian Agency for Development Cooperation will ensure that more children in the Middle East and Africa can learn and develop through play.

As we celebrate our 25th anniversary in 2025, we are reconnecting with former program participants who are now nurses, teachers, and civil society leaders. They speak powerfully about how they're paying forward the support they received to today's youth. That's what your investment in Right To Play does — it helps this generation thrive so that they can transform the lives of the next generation. That's the power and impact of development work, and of your support.

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 commitment.



Susan McIsaac
CEO
Right To Play International

A handwritten signature in black ink, appearing to read 'Susan McIsaac'.

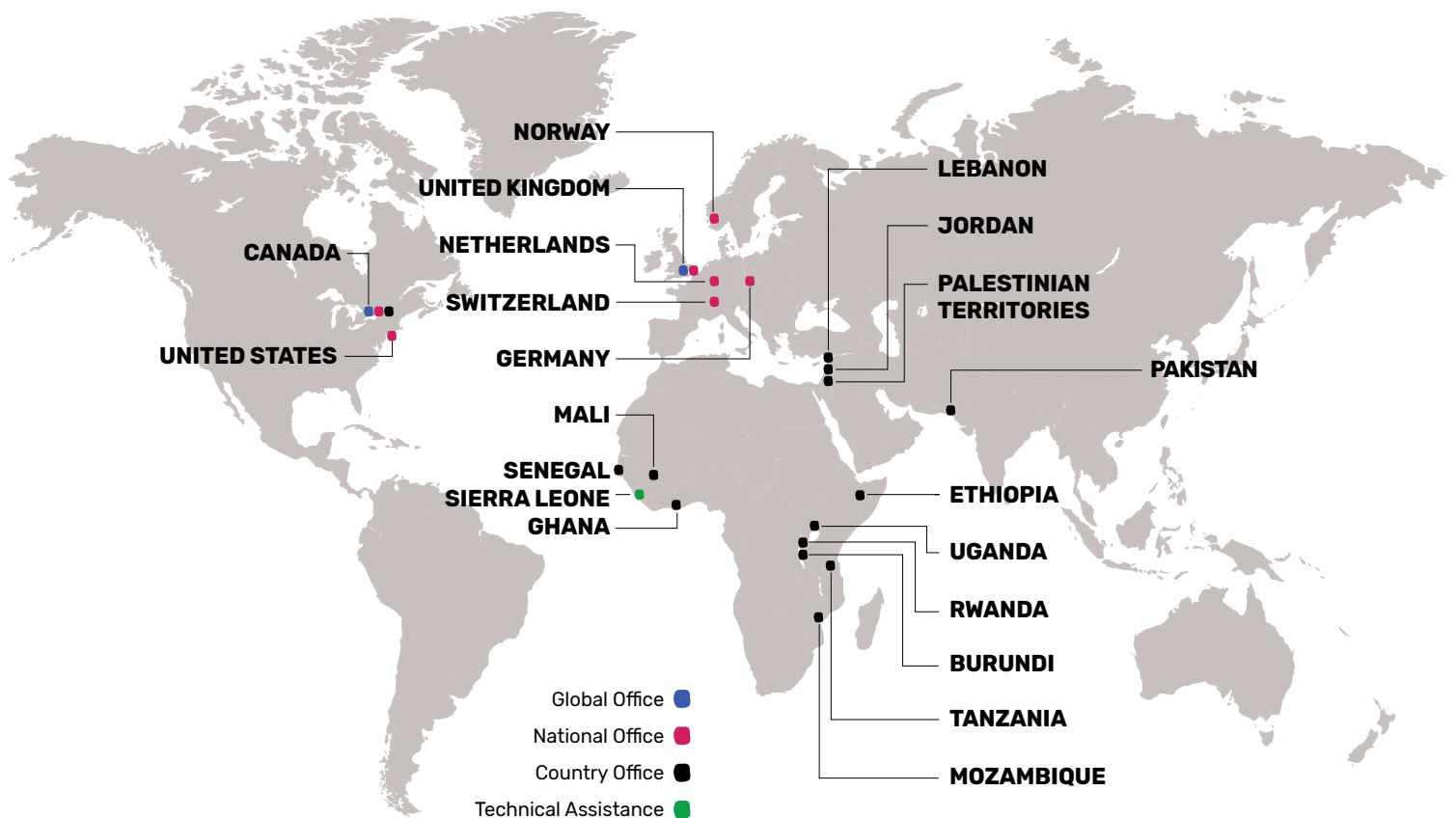


Kate McGilvray
Chair
International Board
of Directors

A handwritten signature in black ink, appearing to read 'Kate McGilvray'.

2024 Reach

Right To Play protects, educates, and empowers children to rise above adversity through the power of play. We are a global leader in delivering play based-programs that promote children and young people's learning and well-being.



WE REACHED

4,700,000
children
(48% were girls)



86,000
youth



550,000
parents and
caregivers



105,000
educators



86
refugee
communities



305
implementing
partners



IMPACT

EARLY CHILDHOOD CARE AND EDUCATION



41% 

Socio-emotional learning
scores increased by 41%
in young children
in our program in Ghana

PRIMARY EDUCATION



12.5x

12.5x more students
could read with
comprehension at
the end of our literacy
program in Mozambique

GENDER EQUALITY & GIRLS' WELL-BEING



79%

79% of girls in our
program in Tanzania
feel confident making
decisions about their
education

EMOTIONAL WELL-BEING AND CRISIS RESPONSE



9.2x 

The number of displaced
youth in our program
in Uganda who
experienced anxiety
dropped from 55% to 6%

Early Childhood Care And Education



PRIORITY: Provide young children with an opportunity to benefit from high-quality, playful early learning and care that supports their education and development.

2024 PROGRESS: Thousands of children in refugee and underserved communities developed their early literacy and socio-emotional skills. Parents and educators received training on how to build strong bonds with children and support their learning and development through play.

Giving Displaced Children the Chance to Thrive

In Uganda's Insingiro refugee settlement, more than 1,600 parents learned how to form trusting bonds with their children and support their learning and development through play in the Play To Grow program. Only 37% of Ugandan children are enrolled in early childhood education – even fewer in refugee communities. Through weekly sessions, parents learned playful parenting and trauma-informed care, resulting in a threefold increase in positive parent-child relationships and a 93% rise in the number of parents who use play to support their children's development.

3x



Positive parent child-relationships more than tripled after parents used play to support children's learning and development at home



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MORE**

“I never got the chance to play or go to school. Because of how I grew up, I was always edgy. The program has helped me make time for my children to play and enjoy themselves.”

– Anita, refugee and Play To Grow participant, Uganda

Strengthening Early Childhood Development

Close to 5,000 children in Uganda's Nakivale Settlement benefited from early childhood care and education thanks to the Building Resilience and Education Through Play program. For displaced children, education is a lifeline, yet many young children face barriers to learning. Through the program, which is funded by Education Cannot Wait through Save the Children, we created safer, more inclusive and playful classrooms, provided teacher training, and improved hygiene and sanitation facilities, creating safe school settings where children can gain the skills they need to thrive.



PLAY
supports brain
development in early
childhood.

Influencing Educational Policy

Every child deserves a strong start to their education, but few students in Ghana have a chance to learn and develop through play. To change this, we worked with the Ministry of Education to train more than 4,100 kindergarten teachers in how to use play-based approaches, and we worked to integrate play-based learning into the education system and curriculum. Children's literacy skills doubled by the end of the program, and children's numeracy skills almost doubled. This transformative work, supported by the ELMA Foundation and the LEGO Foundation, is helping today's and tomorrow's young learners thrive.



2x



Literacy scores more than doubled among young children in our program

40%



Socio-emotional learning scores increased by 41% among young children in our program

Primary Education



PRIORITY: Guarantee that more primary school-aged children have an enriched learning experience and improved literacy and socio-emotional learning skills.

2024 PROGRESS: In several countries, notably Burundi, Tanzania, and Ghana, children made gains in literacy and socio-emotional learning skills. And governments expressed commitment to incorporating play-based learning into educational policy and curriculum.

Boosting Literacy in Ghana, Tanzania, and Burundi

Displacement, gender discrimination, and poverty limit children's access to education. Almost 70% of 10-year-olds in low- and middle-income countries are unable to understand simple written text. In Ghana, Tanzania, and Burundi, the power of play-based learning helped children boost their literacy scores and develop a love of learning.

Students in Ghana improved their word recognition, reading fluency, and comprehension thanks to the P3 program, which trained more than 83,000 teachers in close to 10,000 schools across the country. Through the program, teachers learned how to use interactive, play-based learning strategies like games and storytelling to help students to develop reading comprehension, literacy skills, and a love of reading. Schools with low literacy rates made significant progress, reaching a more level playing field with similar schools.

In Tanzania, the percentage of non-readers in partner schools diminished to zero, and 97% of students answered comprehension questions correctly. The EQIE program, which is supported by Norway, contributed to national education goals by training teachers to use play-based methods to boost students' literacy.

Meanwhile, in Burundi and Tanzania, the number of refugee and returnee students who showed adequate reading proficiency increased significantly, and 3x more students demonstrated socio-emotional learning skills. The introduction of Reading Clubs was one of the factors that contributed to the change.



2.5x 

Children in partner schools in Tanzania were 2.5 times more likely to be proficient readers compared to children in other schools

Photo: Julius Mahela

“My mindset has shifted. I now understand the valuable role of play in learning, and the positive impact on our pupils. I am grateful to Right To Play for bringing this transformative program to us.”

– Abdul M. Conteh, Head Teacher, who received training along with a group of educators as part of a special training partnership between Sierra Leone’s Ministry of Education and Right To Play.

PLAY
helps children develop
a life-long love
of learning.

Strengthening Education Systems

Research shows that play-based learning increases student engagement, encourages school attendance, and improves academic outcomes. We partnered with governments and education officials to support the integration of play-based learning into teaching practice and educational curriculum and convened partners to share learning on how to enhance children’s foundational learning through play.

In Mozambique, we supported the government to integrate play-based learning into teacher training as part of national curriculum reforms.

In Rwanda, we participated in the 2024 Africa Foundational Learning Exchange (FLEX) whose Declaration for Action for the first time recognized play-based learning as a critical educational intervention – a milestone for educational policy in Africa.

In Pakistan, the Roshan Rostay program tripled its reach, expanding from 150 to 500 schools through partnerships with The Citizen Foundation and Indus Research Centre, and thanks to funding from The Light Foundation, ensuring that thousands more out-of-school children now have access to quality education and a chance to break the cycle of poverty.

In Sierra Leone, in collaboration with the Ministry of Education, teachers and education leaders were trained on how to enhance children’s education and development through play-based learning, forming a strong foundation for the expansion of play-based learning throughout the education system.



Photo: Benjamin Irihose

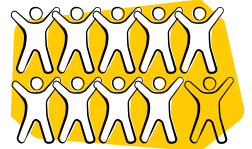
Primary Education

Helping Students Develop Future-Ready Skills

We need to equip young people with the skills they need to thrive in the workforce of the future. In Rwanda, more than 110,000 students learned STEM skills through hands-on tinkering, coding, and robotics lessons. STEM subjects aren't widely available to students in Rwanda, even though they're increasingly prized in the workforce. And boys often have more opportunities than girls to engage. Through the Plug in Play program, students had a chance to work together on interactive and collaborative projects, gaining new confidence and problem-solving skills.

In Pakistan, the Roshan Rostay project broke down barriers to education for out-of-school children, particularly girls, through an accelerated learning program offered in non-formal education centres. Many children in Karachi are forced to drop out of school because their parents can't afford school fees, or because they're girls. The accelerated learning program uses playful learning to engage students and help them catch up on their education so they can stream back into the education system. Of the 1,500 students who enrolled, 90% graduated. The program is now expanding to provide vocational training for middle-grade students to help them enter the workforce.

90%



90% of the 1,500 students who entered the accelerated learning program in Karachi graduated and were able to stream into the school system and continue their studies

PARTNER SPOTLIGHT Government of Norway

For more than 20 years, Norway, through the Norwegian Agency for Development Cooperation (NORAD), has been a key partner in advancing education and child protection, ensuring that children across Africa, the Middle East, and Asia have access to quality education, play-based, and inclusive programs. This vital partnership will continue in 2025 thanks to a \$25 million multi-year grant that will strengthen education and psychosocial support for children in Lebanon, the Palestinian Territories, Tanzania, and Ethiopia.



Photo: Ralph Azar



AMINATA'S STORY:

Channelling Lived Experience into Community Empowerment

After fleeing conflict in Mali as a child, Aminata experienced first-hand how crisis keeps children out of school. Determined to make a difference, she founded a community-based organization to support displaced children's education. Through the EMPOWER project, funded by Global Affairs Canada, she's receiving funding to help hundreds of girls enroll in school, providing them with a safe space to learn and grow. **"It was all of these difficulties that motivated me to create an organization to help the community, especially children."**

**LEARN
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Photo: Ismaël Diallo

Play is the way children learn, grow, and feel safe

Play-based learning helps children build confidence, develop critical thinking and decision-making skills, and learn how to collaborate with others. For children facing adversity, play creates an inclusive, engaging, and supportive environment where they can express themselves, cope with fear and trauma, and hold on to hope. Using arts, sports, guided play, or free play, educators and caregivers can ensure that every child has the chance to learn with purpose and joy.

The Characteristics of Play



The Power of Play

“In educational settings, play-based learning has been recognized as an effective approach to engage students actively in the learning process. It helps make learning more enjoyable and relevant, thereby enhancing motivation and retention of information.”

– United Nations

The United Nations Declares a New International Day of Play

Right To Play and partners successfully secured the United Nations’ official recognition of the International Day of Play (IDOP), a milestone that reinforces the importance of play in children’s learning, well-being, and development. This achievement will be critical in driving policy changes and funding commitments that protect every child’s right to play. On June 11, 2024, we joined our communities, partners, and donors in a celebration of the first IDOP, engaging with more than 12,000 participants and partners across the countries where we work.



Photo: Pascal, @isophotography

Right To Play's Approach to Play-Based Learning

While we value all types of play, studies and our own evidence show that play provides the most benefit to children's learning and development when it is collaboratively led by children and adults like parents, caregivers, and teachers.



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DELA'S STORY

Inspiring Students and Teachers Through Play

Dela, a Grade 6 teacher in Ghana, struggled to manage a classroom of 70 students using traditional teaching methods. Children were disengaged or absent, and she often resorted to harsh discipline to hold their attention. After participating in Right To Play's training, Dela now brings songs, group activities, and active learning approaches to all the subjects she teaches. As a result, her students became more engaged, confident, and eager to learn, **"When I see my students learning in a playful way, I feel so fulfilled because, for a very long time, the joy of learning wasn't there."** She now inspires fellow educators with ideas for play-based lessons via her YouTube channel, "Dela's Corner."

Gender Equality & Girls' Well-Being



PRIORITY: Support girls and young women to build confidence and address harmful social norms through programs that advance leadership and gender equality.

2024 PROGRESS: Thousands of girls were able to claim their right to education, speak up about violence and abuse and how to stop it, and gain knowledge about their bodies and their rights.

Amplifying Girls' Voices

When girls are heard, supported, and included, they gain confidence to shape their futures. Creating safe spaces where they can speak up, challenge barriers, and advocate for their rights is key to building a more equal world. In Senegal, girls and youth with disabilities had a chance to identify challenges in their communities and share their concerns directly with government officials as part of the RECAF-Jeu project. We convened a National Youth Conference in Senegal where youth participants shared powerful stories about the barriers facing girls, and the importance of sport in their lives. In Lebanon, hundreds of girls journalled and drew their experiences with gender-based violence, and their ideas for how to stop it. Boys also participated in the activities, learning about the impact of violence on girls and women, and how to stand up for girls' rights.

69%



69% of participants in Senegal reported a reduction in gender-based violence

Keeping Girls in School

In Tanzania, 4,800 girls, including 150 girls with disabilities, gained the skills, confidence, and support they need to stay in school and transition to secondary education. Only 34% of girls in Tanzania make it past primary school. Gender discrimination, poor school infrastructure, and harmful gender norms limit their opportunities. The Save Her Seat project breaks these barriers by equipping teachers to encourage girls to participate in learning, and engaging communities in conversations on girls' rights. With support from African Inland Church Tanzania and the Liverpool Football Club Foundation, teachers ran Girls' Clubs that created safe spaces for girls to learn, share, and lead.

99%



In Tanzania, 99% of female participants who were previously out of school re-entered and stayed in school

PARTNER SPOTLIGHT

Aahung, Pakistan

Aahung is a trusted leader in sexual and reproductive health and rights education. They often work in difficult contexts where harmful gender norms limit girls' knowledge and opportunities. Aahung and Right To Play are partnering on the What Works 2 project, which aims to reduce violence against women and girls by integrating gender-transformative education and play-based learning into schools. The project will reach girls in 160 schools with Aahung's curriculum on puberty and development, menstrual health, harmful social practices, bodily integrity, human rights, sexual harassment, and peer pressure.

PLAY
dismantles gender
barriers and helps
girls claim their
rights.



Healthy Choices, Healthy Bodies

Too many teenagers grow up without access to accurate information about their health. For girls, it means they're more likely to face early pregnancy, miss school during menstruation, or not know where to turn for help. Through the SHARE project, adolescents in Ghana, Mozambique, and Uganda can access mentorship groups where they can ask questions about their bodies and their health and learn about their rights. Thousands of adolescent girls and boys have gained confidence, life skills, and access to sexual and reproductive health services — many for the first time.

In Uganda, 96% of girls completed all sessions and many reported stronger knowledge, agency, and support. In Ghana, the number of girls who believe in youth's sexual rights increased by 77%. In Mozambique, 88% of girls are empowered to seek sexual and reproductive health information.

85%

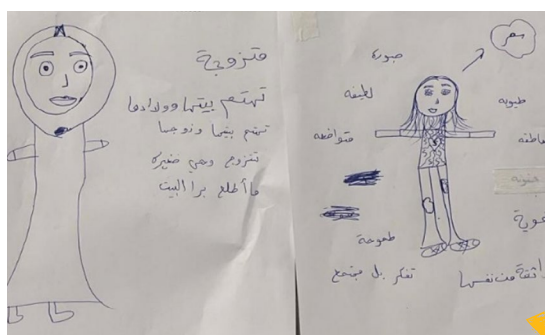


In Ghana, 85% of participants report feeling confident saying no to sex

Making Space for Girls' Voices

Every day, girls around the world are affected by gender discrimination, violence, and harmful gender norms. Too often, they suffer in silence, and don't get to have a voice in proposing solutions. We are working to change that.

In Lebanon and Senegal we brought girls together to talk about these issues. Using journaling, drawing, role-playing, and photovoice, they expressed the challenges they face and what solutions they want to see.



In Lebanon, girls drew their female role models, and how they envision themselves as leaders. In this powerful drawing, one young girl contrasted two experiences: a traditional figure expected to stay at home and marry young, and an empowered figure who is strong, confident, ambitious, and committed to giving back to her community—and is wearing jeans with holes at the knees. The drawing reveals how girls navigate conflicting expectations and how they imagine futures filled with purpose, strength, and leadership.

In this drawing, a girl drew her idea of women's leadership: a female soccer player. She respects others, speaks her mind, trusts herself, and is not afraid to stand out. The adjectives on the post-it notes read: brave, confident, independent, supportive, respectful, goal-oriented, humble, and successful. This exercise revealed how girls imagine leadership, not as power over others, but as self-respect, strength, and care for their community.



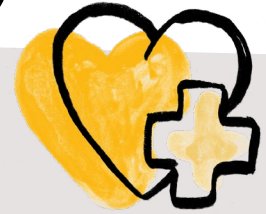
In Senegal, 17 girls created photo and written narratives about the barriers they face to playing sports, and the role of sport in their lives.

Photovoice is a transformative tool that turns research into real-world impact. By centering girls' voices and lived experiences, we gain insight not only into the challenges they face, but the solutions they already carry.



“Through photography, I was able to show what words don't always manage to express. Seeing our images exhibited and discussed by the community is a victory for us.” — Participant in Senegal

Emotional Well-Being and Crisis Response



PRIORITY: Provide children, including marginalized, refugee, and displaced children, with play-based psychosocial support that improves their well-being and helps them keep learning.

2024 PROGRESS: Thousands of children in Lebanon, the Palestinian Territories, Ghana, and Mali participated in programs that kept them safe and helped them cope, heal, and return to learning. Thousands more may have the same chance thanks to policy influence activities that made the case for funds to support the education and well-being of children in fragile contexts and protracted crises.

Giving Hope Conference: Investing in Mental Health and Psychosocial Support

In April we hosted the Giving Hope Conference, which convened 150 experts, partners, and advocates in Oslo, Norway, to discuss the urgent mental health and psychosocial support needs of children in fragile and crisis contexts. Children facing crises often lack the mental health and psychosocial support they need to cope, learn, and thrive. Our CEO Susan McIsaac spoke about our work responding to children's needs around the globe through play-based programs that support healing and resilience. Joined by NORAD, UNICEF, Save the Children, the LEGO Foundation, and others, we underlined the need to strengthen partnerships, increase research, and invest in resources for sustained action to ensure every child gets the support they need.



Photo: Right To Play

Emotional Well-Being and Crisis Response

Localization in Action: Community-led Solutions in Mali

In crisis-affected regions of Mali, local organizations are leading emergency education efforts that help children continue to learn even during displacement. More than a decade of conflict and insecurity has severely disrupted education in Mali. Many schools have been destroyed, teachers have been displaced, and families have been forced to flee their homes. The EMPOWER program provides direct grants to community-based organizations led by people who have first-hand experience of displacement. Grants are used to support temporary learning centres that improve access to quality education, as well as other locally led solutions that bridge resource gaps and provides safe, inclusive learning spaces where children can heal and thrive.



“I felt ashamed of being a foreigner and my self-esteem was very low. The play sessions help me to feel included and like I’m part of a team. I feel respected.”

– Nadira, 12, a Palestinian-Syrian refugee now living in Lebanon

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Education in Emergencies

Education often stops in times of crisis. Schools are used as shelters, teachers are displaced, and children are left without the safety and support that school brings. Right To Play’s Education in Emergencies and Protracted Crises strategy will ensure that learning can continue even in crisis and fragile settings by integrating humanitarian response with long-term development that is responsive to unique community needs. In 2024, we put the strategy into practice supporting children in Mali, Pakistan, Lebanon, Burundi, Tanzania, and the Palestinian Territories, using play-based learning to strengthen resilience, emotional well-being, and learning.



Photos: Ismaël Diallo, Right To Play Lebanon, Julius Maheia

PARTNER SPOTLIGHT

Sama, Lebanon

Children in Lebanon have been affected by the economic and political instability that has wracked the country in recent years, a situation that worsened in 2024. Sama for Development is a grassroots organization known for its deep community ties, local knowledge, and extensive experience supporting children in crisis situations. Through our partnership, Sama facilitated activities for more than 700 displaced children, trained 20 local facilitators, and strengthened community support systems.

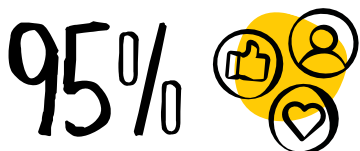
PLAY
helps children cope
with and recover
from trauma.

“Playing is a way for children to process their trauma, because they learn to express their feelings in their own way. Play is a language that every child speaks.”

— Racha Nasreddine. Country Director, Right To Play Lebanon

Children’s Emergency Fund Supports Children in Crisis

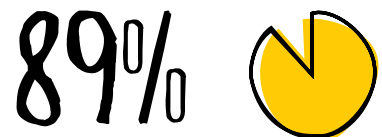
In Lebanon and the Palestinian Territories, children found safety, psychosocial support, and the chance to keep learning thanks to donations to the Children’s Emergency Fund. In Gaza and the West Bank, more than 5,000 children received hygiene kits and joined psychosocial support sessions, and 600 children who had been displaced from their homes received coats and warm clothing to prepare for winter. In Lebanon, more than 7,000 children and families received psychosocial support in safe spaces led by trained coaches from the communities where the children live. 95% of participants felt they could better express their emotions after the sessions.



95% of participants in Lebanon felt they could better express their emotions after the sessions



84% of displaced youth who took part in a sports for development program in Uganda reported feeling emotionally well, compared to 32% of non-participants



In our Indigenous Programs in Canada, 89% of youth said the program helped them develop positive coping skills

Global Leadership Council

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

Johann Koss
Martin Bidermann
Rainer-Marc Frey
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Global Donors and Supporters

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Thank you to all the Ambassadors who supported and amplified our work in 2024.

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Sam Effah, Track & Field, Canada

Halvor Egner Granerud, Ski Jumping, Norway

Géraldine Fasnacht, Freeride Snowboard, Switzerland

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

Marco Hagemann, Commentator & Moderator, Germany

Martina Hingis, Tennis, Switzerland

Alison Jackson, Cycling, Canada

Therese Johaug, Cross-Country, Norway

Hugo Kennis, TV Chef, The Netherlands

Bruno Kernen, Alpine Skiing, Switzerland

Vanessa Knecht, Golf, Switzerland

Carlos Lima, Handball, Switzerland

Aksel Lund Svindal, Alpine Skiing, Norway

Rosie MacLennan, Gymnastics, Canada

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

Pat Perry, Mental Magician and Conjuror, Switzerland

Suzann Pettersen, Golf, Norway

Andrew Poje, Ice Dancing, Canada

Grace Prendergast, Rowing, United Kingdom

Nathan Redmond, Football, United Kingdom

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

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 Sørum, 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

Maarten Tjallingii, Cycling, The Netherlands

Thijs van Dam, Field Hockey, The Netherlands

Eva van Timmeren, Content Creator, 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

Andreas Wenzel, Alpine Skiing, Switzerland

Hayley Wickenheiser, Ice Hockey, Canada

Erica Wiebe, Wrestling, Canada

Markus Zberg, Cycling, Switzerland

Mats Zuccarello, Ice Hockey, Norway

AMNA'S STORY:

Levelling the Playing field for Girls

Amna had to break through gender barriers to pursue her passion for cricket. Growing up in Pakistan, girls playing sports was seen as inappropriate, and she faced resistance from her community and her family. She joined the GOAL program and developed the confidence and leadership skills to challenge norms. What started as a personal battle became a mission to uplift other girls. She now runs a cricket academy, creating a safe space for over 200 girls to train and thrive.

LEARN
MORE



“Instead of supporting me, my friends said things like, ‘You are only a girl, and you cannot play cricket.’ But my Coach stood by me. She kept motivating me and telling me that I have potential. Right To Play equipped me with the life skills necessary to pursue my dreams.”

— Amna, Program alumna, Pakistan

Select 2024 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 program implementation, and amplifying awareness of the organization at a global level.





In partnership with
Canada



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JESUS CHRIST
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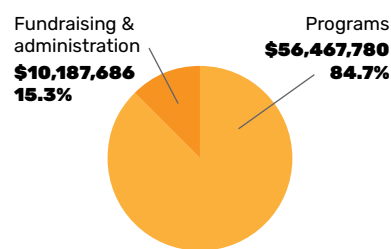
Consolidated Financial Statements

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 consolidated financial statements as part of our commitment to openness and accountability.

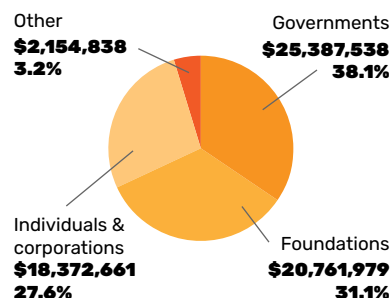
Consolidated Statement of Financial Position

As at December 31, 2024	2024	2023
	CAD \$	CAD \$
Assets		
Current assets		
Cash	26,444,589	33,344,468
Investments	5,834,342	4,569,070
Contributions receivable	5,404,326	4,827,941
Harmonized Sales Tax receivable	196,889	186,737
Prepaid and other expenses	1,553,414	1,441,247
	39,433,560	44,369,463
Capital assets	486,419	624,961
	39,919,979	44,994,424
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	2,191,883	3,975,335
Deferred contributions	17,780,265	21,158,633
Deferred lease inducement	45,074	31,093
Employee post-retirement benefits	588,462	277,807
	20,605,684	25,442,868
Long-term		
Employee post-retirement benefits	310,986	263,257
Deferred lease inducement	160,325	211,808
Deferred capital contributions	230,010	485,067
	21,307,005	26,403,000
Net assets		
Invested in capital assets	256,409	314,069
Internally restricted net assets	4,155,782	4,155,782
Unrestricted	14,200,783	14,121,573
	18,612,974	18,591,424
	39,919,979	44,994,424
For the year ended December 31, 2024		
Revenue		
Government	25,387,538	19,799,474
Individuals	7,220,248	9,385,057
Corporations	11,152,413	9,563,316
Foundations and charities	20,761,979	23,029,465
Other income	2,154,838	2,437,032
Total revenue	66,677,016	64,214,344
Expenses		
Program expenses		
Program implementation	54,177,335	52,020,645
Public awareness and education	2,290,445	2,246,177
Total program expenses	56,467,780	54,266,822
Non-program expenses		
Administrative	4,074,815	4,091,395
Fundraising	6,112,871	5,069,708
Total non-program expenses	10,187,686	9,161,103
Total expenses	66,655,466	63,427,925
Excess of revenue over expenses	21,550	786,419

Where the Money Goes



Where the Money Comes From



Visit our website to see the full set of Right To Play International's consolidated financial statements, including notes and the auditor's report.

LEARN MORE



Boards of Directors

International Board of Directors

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Kristina Brovig
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Nick Hartmann
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Lesley Kyd-Rebenburg
Leo Plank
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Johann Olav Koss
Kristin Skauan Kleven
Aksel Lund Svindal
Roger Solheim
Michael Vollset

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(resigned June 2024)
Alexander Troller, Chair
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Déborah Carlson-Burkart
Barbara Keller
Tom Kessler
Dr. Christoph Nater
François Randin
Sonja Ringdal
Dr. iur. Carole Schmied-Syz
Christoph Tonini

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Harmen Holtrop
Margriet de Schutter
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Leslie McCormack Gathy, Deputy Chair
Mireille Abujawdeh
Perihan Bassatne
Chemmy Crawford (Alcott)
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Sonal Dash
Lindsay Groves
Alex Howell
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Marijana Kolak (resigned June 2024)
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Kjartan Rist
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Lance R. Taylor, Vice Chair
Nancy Arnot Taussig
Allyson Felix
Mali Friedman
Carisa Graf-Suleman
Mark Pellerin
Evelyn Stevens
Shiv Vasisht
Steinar Zinke
Mark Hantho, Emeritus

Our Commitment to Safeguarding

At Right To Play, safeguarding is a fundamental priority, deeply embedded in our mission and culture. Our International Board of Directors and executive leadership are unwaveringly committed to creating and maintaining safe environments for all children, communities, staff, volunteers, and representatives associated with our organization. We have established robust systems to prevent the abuse of power and the exploitation of vulnerability, ensuring that no individual is harmed due to our actions or negligence. For more information, visit www.righttoplay.com/safeguarding.

Offices

Country Offices

Burundi

Avenue Juru, Quartier Gasekebuye,
Plot Number 3, PO Box 5123
Bujumbura Mairie

Canada

43 Front Street East, Unit 200
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+1 416 203 0190

Ethiopia

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Lebanon

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Park Bldg, 4th Floor
Dekwaneh, Mount-Lebanon
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Mali

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Bamako
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Mozambique

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Maputo
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Pakistan

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+92 051 235 1872

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Nile Street, Al Tireh, Ramallah
0097022975733

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www.righttoplay.org.uk

United States

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New York, NY 10004
+1 646 649 8280
www.righttoplayusa.org



1,500



Our team in Mali helped more than 1,500 children who lost their birth certificates when they were forced to flee their homes to get new documents so they could enroll in school

“I thought that there was no room for blind people to have education access and I assumed all blind people are left at home. I was not aware of the presence of support at school for disabled children. But thanks to Right To Play, I was able to enroll in school. I have a dream to become a teacher, and I am passionate to support children with disabilities left at home like me.”

– Chala, 14,
Ada'aa District, Ethiopia



RIGHT TO PLAY

Right To Play International
43 Front Street East, Unit 200
Toronto, Ontario, M5E 1B3
+1 416 203 0190

www.righttoplay.com
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