THE POWER OF PLAY

Annual Report 2022
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In Ghana, teachers in Right To Play-supported schools make colorful supplemental learning resources out of locally available materials.
MESSAGE FROM OUR GLOBAL LEADERSHIP

In 2022, millions of children faced a difficult present and an uncertain future. Conflict, climate change, economic instability, and the consequences of COVID-19 combined to limit their futures and their potential.

Accessing quality education and the support that helps a child thrive became more difficult. 244 million children who were in school faced a learning gap that threatens to leave them without the skills and knowledge they need to thrive. 41 million children were not attending school. Millions more children were refugees or internally displaced, the highest number ever recorded.

Despite the scale of these challenges, we saw reasons for hope every day. In Tanzania, young students with disabilities went back to school, joining lessons adapted to allow them to fully participate. In Senegal, teenage girls learned how to stand up for their rights and stop gender-based violence in their communities. In Uganda, Tanzania, and Lebanon, we supported parents to take a more active role in educating their children during an extremely challenging year. We are proud and grateful to have you by our side as we continue to protect, educate, and empower children to rise above adversity through the power of play.

2022 also saw us increase our focus on scaling our impact. We trained a growing number of educators and coaches on how to make learning safe, engaging, and inclusive. We collaborated with Ministries of Education to incorporate play-based learning into teacher and classroom curriculum, to improve student learning outcomes, and to strengthen education systems. And we brought education stakeholders together to learn from each other and deepen their commitment to quality play-based learning. These efforts are a critical part of making sure the world’s most marginalized children won’t be left behind in a rapidly changing world.

All of this work was only possible thanks to supporters like you. Thank you for standing by children during an extremely challenging year. We are grateful for your investment and commitment to improving children’s rights and stop gender-based violence in their communities. In Uganda, Tanzania, and Lebanon, we supported parents to take a more active role in educating their children during an extremely challenging year. We are proud and grateful to have you by our side as we continue to protect, educate, and empower children to rise above adversity through the power of play.

MESSAGES FROM OUR NATIONAL OFFICE

Dear Supporters,

I am thrilled to update you on Right To Play’s remarkable progress in making a tangible difference in the lives of vulnerable children worldwide. Our dedicated team has worked tirelessly to overcome challenges and deliver transformative impact.

Right to Play USA experienced significant change, achievement, and progress in 2022. I commend our National Director, Rosemary Trent, for successfully managing a team transition and assembling an excellent group of people dedicated to taking Right to Play to the next level. Our focus has been on growing our board, improving fundraising strategy, expanding our presence on the West Coast, and overall organizational growth.

A personal highlight of 2022 was the outstanding success of our annual Gala. We raised close to $1.4 million and highlighted our Save Her Seat campaign, honoring Allyson Felix and Mark Hantho for their contributions to Right to Play.

Looking ahead to 2023, we have ambitious plans, including board growth, diversified funding, and increased awareness of the Right to Play movement. Look at the smiles on the faces of the children, teachers, parents, and colleagues we support. I am grateful to all of you — our donors and partners, our colleagues in Rwanda and worldwide have revived learning and joy. I feel fortunate to witness the impact of our work.

I encourage you to read our report. It highlights our challenges, successes, and statistics representing the hard work of the Right To Play movement. Look at the smiles on the faces of the children, teachers, parents, and colleagues we support. I am grateful to all of you — our donors and partners, our colleagues in Rwanda and worldwide have revived learning and joy. I feel fortunate to witness the impact of our work.

Lastly, I extend my gratitude to all of you — our funders, sponsors, partners, and project teams. Your investment and commitment to improving children’s lives have made 2022 a remarkable year and positioned us for an even better 2023. Our progress depends on your faith in us and your generosity.

Dear Friends,

In November 2022, our leadership and board members visited Right To Play’s programs in Rwanda. We witnessed how our colleagues addressed post-COVID learning loss using the Learning Through Play methodology, provided support to parents and caregivers, and enhanced teacher training. We even played games with children at Kibungo Public School!

This trip was a revelation, reinforcing my pride in the work we do at Right To Play. With the help of our donors and partners, our colleagues in Rwanda and worldwide have revived learning and joy. I feel fortunate to witness the impact of our work.

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In Mali, children attending Right To Play-supported schools that use play-based learning approaches demonstrated stronger life skills than students in unsupported schools, scoring higher in teamwork, communication, and conflict resolution skills.
IGNITING LEARNING WITH PLAY

The world is facing a learning crisis. It’s estimated that 70% of the world’s 10-year-olds can’t read a simple text with comprehension post-COVID. Most of them live in the Global South.

Research shows that play is an effective way to boost primary school students’ interest and performance in reading, mathematics, and science. It can also strengthen students’ creativity, problem-solving skills, and their ability to collaborate to achieve their goals.

“Before our teacher learned to play with us in class, it was very boring. We would fall asleep because the subjects were hard to understand. Then we started playing, and learning became easier.”

– Aisha, 13-year-old student, Ghana

In Ghana, Mozambique, and Rwanda, 81% of teachers in partner schools are using playful, gender-responsive techniques in class—up from 13% at the start of the GREAT project.

Students in supported schools were 1.5 times more likely to view their learning environment as positive than children in non-partner schools.

In Ghana, students showed stronger overall reading fluency, reading an average of 17 more words per minute than students in unsupported schools.

Students in Ghana play a game with their teacher that helps them apply literacy and numeracy concepts.
Building Positive Learning Environments

When teachers use play in the classroom, learning becomes meaningful and fun. Incorporating play creates a more positive learning environment. Gender and ability barriers are broken down, and both girls and boys participate more equally. Students want to come to school, and they encourage their peers to join them. They develop supportive peer relationships. More children complete their education and pursue their dreams.

Creating Supportive Schools

Burundi has been wracked by periodic violence since 1962, which has contributed to one of the largest and most underreported refugee crises in the world. Schools serving returnee communities are crumbling, classes are crowded, resources are scarce, and the dropout rate is high. We are strengthening access to education by rehabilitating classrooms and creating playful and engaging lessons that help children master new concepts and catch up to their peers. With funding from Global Affairs Canada, we restored ten classrooms and trained 234 teachers and 27 other education staff on how to use play-based lessons to help students achieve their goals - in and out of the classroom.

Breaking Down Barriers to Participation

Schools in rural Tanzania struggle to meet the needs of children with disabilities. The options for most children with special needs are either to find an expensive private school or to drop out. School inclusion committees, trained through a project funded by Norad, are running community-based campaigns to bring children living with disabilities back to school. Teachers are receiving training on how to create learning environments where every child at every level of ability can fully participate. Students, including those with disabilities, are connecting to others, building their confidence, and discovering their own potential through intentional activities and support. In 2022, we supported 8,624 children with disabilities to claim their rights to equal participation in their classrooms and communities through programs like this.

Engaging Parents in their Children’s Success

Strong parent-child relationships are critical for a child’s long-term learning and development, especially in their early years. A program in Uganda and Tanzania is equipping caregivers with strategies and support to nurture their children’s early literacy, numeracy, and social-emotional skills. With the support of the LEGO Foundation, we are training community leaders to facilitate parental support groups and learning sessions where they can practice playful learning and bonding activities with their children.

“Through play, parents learn more about their children and their interests. This helps parents get closer to their children.”

- Joel Karagwe, primary school teacher and parent educator, Uganda

Impact Highlight

In Burundi, there are 1.9 million out-of-school children between four and 19 years of age. Fifteen per cent of them live with a disability. As part of our work in Burundi, we raise awareness around children with disabilities’ right to education. Sixty-eight per cent of community members in our project locations are now supportive of that right, up from 14% at the start of the project.
Thirteen-year-old Aisha lives in a community outside of Accra, Ghana. She dreams of becoming a journalist for Ghana’s national broadcasting service so she can raise awareness of the challenges children face. But the idea of standing in front of a camera scared her.

“To be a journalist, you have to be able to stand in front of people. I was very shy, so I always asked myself, ‘How can I become a journalist when I feel so shy?’

I started to involve myself in [Right To Play’s] games and eventually I didn’t feel shy anymore. They would bring a game where you had to act out what you want to do in the future, and I would act out being a journalist. That’s how I’m improving my skills. Because if I’m doing this now, then one day when I’m grown it will easier for me to be a journalist.”

A few minutes ago, I met 13-year-old Eben selling plantain chips on a major highway. This falls under child labor and child streetism. Child labor and streetism are dangerous, critical and difficult problems in Ghana.

What are child labor and streetism?

Child labor is when your right as a child is being seized, and you are made to work for money while you are underage. Streetism means a child on the street selling water, some begging for money and some also doing robbery for a living. I spoke to a few parents and children on the street concerning this matter, and surprisingly got many answers. Some of the children were saying it was because of poverty and peer pressure. Some parents also said it may be due to lack of parental advice and also single parenting.

How has it affected these children? According to an adult beggar on the street, every month, at least one child gets knocked down by a vehicle. Instead of being in school learning, they are on the dangerous streets of Accra.

Somebody may ask, How is it going to affect our nation of Ghana? Of course, it’s going to affect it in many ways. Are we going to allow this to happen to our nation Ghana? I know you will say a big No to this question. Let’s join hands to stop child labor and streetism. We can help by educating people on it, and also I am urging children to seek counseling from responsible adults. Let’s stop child labor and streetism.

This is Aisha, reporting for GBC News, Accra, Ghana
PROTECTING CHILDREN WITH PLAY

When a child is facing crisis, displacement, or the effects of conflict, play is a powerful protective tool that helps them build resilience and healthy coping skills. Children use play to hold on to feelings of normalcy and hope, and to connect with the important people in their lives. With caring, thoughtful support from their caregivers, play can help children dream beyond their circumstances. We are equipping caregivers with the skills and resources they need to protect children from the effects of negative emotions that can harm their futures.

Keeping Hope Alive in Lebanon

Children and families in Lebanon are dealing with inflamed social tensions and the economic chaos of hyperinflation. In partnership with Norad, we equipped parents with resources that help them manage their own stress, respond to their children’s complex emotional needs, and support their children to develop healthy coping skills. Parents have found the program resources so helpful, they’ve started sharing them with their networks on social media.

Keeping Hope Alive in Lebanon

Rebuilding After the Pakistan Floods

The worst floods in Pakistan’s history hit in September, displacing eight million people and damaging more than 23,000 schools. Right To Play coaches and volunteers in hard-hit Sindh province rapidly mobilized to offer play-based psychosocial support to more than 3,400 flood-affected children to help them cope with stress and anxiety. We also provided 1,000 hygiene kits to flood-affected families and worked with government and the international community to make schools safe for children to return.

“These activities made my connection and relationship with my kids more positive. The breathing techniques helped me cope with stress and make good parenting decisions.”

– Mother of three in Beirut, Lebanon

IMPACT HIGHLIGHT

We provided psychosocial support sessions to children affected by the legacy of the Beirut explosion. Children who participated in the sessions said they felt better able to ask for help, and were 40% more likely to report feeling resilient by the end of the program.
HELPING CHILDREN COPE AFTER THE FLOOD: MEHBOOB’S STORY

“when rain first hit in September 2022, we did not know that it would cause havoc in our village. Every house, including mine, started flooding with water, so everyone went out to take temporary shelter in the only government school in our village. There were space issues since everyone had to fit in one large building. Food shortages, unhygienic practices and the realization of lost livelihoods started to emerge. Water-borne diseases even led to the death of a couple of children, while others were in severe trauma.

I could hear people calling for help while everything they owned was flooded with water, and I could see children’s faces filled with distress and fear of losing even the smallest toy they had. Being affected by this disaster, I knew their pain and I could not stop the urge to help. I was already volunteering with Right To Play as a coach, and the most important thing I had learned from that experience was to work together in hard times. I started talking with people about what their children needed the most right then. While most of them said it was safe shelter and food, some said they needed to get their stress out, but they did not know how.

So, I joined in the relief efforts and started conducting play-based activities in smaller groups. Seeing those little smiles, other children and parents started joining in these activities. With the expertise I gained from Right To Play, I chose games such as “Hope in the Air” and “I Like My Neighbor”. These are games that provide psychosocial support to children.

Over a short period, I noticed how these sessions were helping them to see a light amid despair. The healing power of play not only allowed them to release the negative emotions caused by the floods, but also sparked the spirit of togetherness, a spirit to fight against all odds. Parents started conversations on how they could act to create a new life out of uncertain times and connect better with their children. Through this, the children helped create a sense of normalcy for everyone as their voices echoed across the village each day.

Play-based psychosocial support activities reduced fear among the children, while making them feel more resilient. They understood that uncertain times require everyone to act together. Community members, especially parents, realized the importance of play for a child’s well-being. Even after the situation got back to normal, they requested the other Right To Play coaches and I continue conducting play sessions. The children who were once shy started speaking to their parents and their peers due to these play activities.

Playing ignited a solution-oriented approach in their lives. It made them more resilient and able to handle the hardships that life brings. This is the first time in my life that I have seen people getting up amidst a calamity and children’s eyes filled with joy, thanks to the power of play. This is the message I would like to convey to the world: Call for support when hardships hit, but do not sit with your hands tied. Explore everyone’s abilities, bring your skill sets to practice and be the captain of your own ship.”
SCALING THE IMPACT OF PLAY

The crisis in learning is threatening the education and futures of millions of children. We collaborated with Ministries of Education and civil society partners to reach more children with playful approaches that improve learning and development outcomes. In 2022, we trained more than 100,000 teachers and coaches, and contributed to curriculum development and system building efforts in several countries. Here, we profile two training initiatives, supported by the LEGO Foundation, that are strengthening teachers’ skills in ways that will benefit students for generations to come.

Strengthening Education Systems

Through a collaboration with the Ministry of Education in Ghana, we are demonstrating how learning through play can be integrated into education systems at a national level. In addition to providing training on play-based learning approaches directly to education staff in partner schools, we are also equipping teacher trainers with skills and resources to support and mentor thousands of education staff in other districts.

This cascading training model allows us to gradually transfer training responsibilities to district and national education stakeholders, supporting the long-term sustainability of the project. It will also open up the positive impacts of learning through play to millions of children across Ghana.

Leveraging the Power of Technology

In Rwanda, we are piloting a blended training program in learning through play for lower primary teachers. More than 3,300 lower primary teachers will receive the training over one year, bringing learning through play approaches to a projected 158,000 children across the country in the pilot phase. The course is certified and accredited by the University of Rwanda – College of Education and is developed and delivered in partnership with the Ministry of Education, the Rwanda Basic Education Board, and the National Examination and School Inspection Authority. We are also thankful for the support of the University of Cambridge and the Pedagogy of Play project at Project Zero, Harvard Graduate School of Education.

HOW AMBROISE STOOD UP FOR STUDENTS

Ambroise and his fellow teachers used to use corporal punishment in the classroom to keep students in line. The abuse made students afraid, and led to high student drop-out rates. In a teacher training program led by Right To Play, Ambroise learned nonviolent classroom management techniques, and how to use play-based approaches to make learning fun and keep students engaged. It worked so well in his class, he began sharing the knowledge with his fellow teachers. Now, students at the school are learning with joy, not fear.

“"The only problem with Right To Play is that you’re not in every school in Rwanda.””

– Gaspard Twagirayezu, Rwandan Minister of State, Primary and Secondary Education

IMPACT HIGHLIGHT

In Right To Play partner schools in Ghana, Mozambique, and Rwanda, 81% of students felt their school supports their learning goals, up from 66% at the start of the project.
THE POWER OF PARTNERSHIPS

Our valued supporters are integral in driving the transformative work of Right To Play and amplifying our impact on the lives of children and youth facing adversity. Through collaborative partnerships forged this past year we accomplished remarkable outcomes. Together, we successfully reached and positively influenced the lives of over 1.52 million children, making a lasting difference.

We are thrilled to highlight a group of both new and longstanding supporters who have demonstrated their incredible generosity and dedication to our mission. Their instrumental support has significantly impacted our ability to bring about a brighter and more inclusive future for all, leveraging the power of play. By working together, we achieve so much more for children!

LDS Charities

Latter-day Saint (LDS) Charities is one of our long-term partners, supporting quality education and school rehabilitation programs in Africa and the Middle East for over five years. In 2022, LDS Charities supported two education programs in Lebanon to improve access to quality education for refugee children. We are also working with schools and community-based organizations to rehabilitate school infrastructure in three different regions in the country, which will directly benefit over 700 refugee children.

The ELMA Foundation

The ELMA Foundation joined Right To Play as a new partner in 2022 to expand our early childhood education (ECE) initiatives to 40 new schools in Ghana. The project is working with the national government and schools to address issues of inadequate school infrastructure and short supply of qualified teachers. Together we are strengthening the government’s capacity to provide quality coaching and support to kindergarten teachers to implement play-based learning in schools and communities.

New York City Marathon

Some of our amazing supporters chose to run the TCS New York City Marathon to raise funds for Right To Play USA this year! Together, Team RTP created a lasting impact and helped create a brighter future for so many children worldwide. We are grateful to these marathon runners for joining us in this remarkable journey!
GLOBAL LEADERSHIP COUNCIL

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

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2022 Annual Report
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Thank you to all the Ambassadors who supported and amplified our work in 2022.

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Roger Furrer, Golf, Switzerland
Théo Gmür, Alpine Skiing, Switzerland
Kayla Grey, Media, Canada
Martina Hingis, Tennis, Switzerland
Sarah Hughes, Figure Skating, United States
Zach Hyman, Ice Hockey, Canada
Henrik Ingebrigtsen, Athletics, Norway
Kjetil Jansrud, Alpine, Norway
Therese Johaug, Cross-Country, Norway
Hugo Kvens, TV Chef, The Netherlands
Bruno Kernen, Alpine Skiing, Switzerland
Carlo Lima, Handball, Switzerland
Aksel Lund Svindal, Alpine, Norway
Rosie Maclellen, Gymnastics, Canada
Joana Mäder, Beach Volleyball, Switzerland
Sadio Mané, Football, Senegal
Diana Matheson, Soccer, Canada
Marnie McBean, Rowing, Canada
Mirai Nagasu, Figure Skating, United States
Darnell Nurse, Ice Hockey, Canada
Rikvah O’Hertel, Sports Journalist, The Netherlands
Suzann Pettersen, Ski Jumping, Norway
Kevin Rempel, Sledge Hockey, Canada
Laurence Rochat, Cross-Country Skiing, Switzerland
Bernhard Russi, Honorary Board Member, Alpine Skiing, Switzerland
Casper Ruud, Tennis, Norway
Pien Sanders, Field Hockey, The Netherlands
Maximilian Schachmann, Cycling – Road, 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
Nathan Redmond, Football, United Kingdom
Kevin Stuylman, Sledge Hockey, Canada
Laia Vizoso, Rowing, Canada
Suzann Pettersen, Ski Jumping, Norway
Sasha Digiulian, Rock Climbing, United States

HOW MADIHA IS STANDING STRONG FOR GIRLS

Thatta in Sindh province is one of the most conservative areas of Pakistan, where girls are strongly discouraged from pursuing life outside their homes. Madiha refused to let tradition tell her what she, or any other girl, could or couldn’t do. She stood up for girls’ right to discover their potential by creating opportunities for girls to play together.

Read More
SELECT 2022 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.

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.

For the year ended December 31, 2022

<table>
<thead>
<tr>
<th>Assets</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current assets</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Cash</td>
<td>34,456,553</td>
<td>38,489,497</td>
</tr>
<tr>
<td>Investment in GIC’s</td>
<td>4,155,782</td>
<td>-</td>
</tr>
<tr>
<td>Contributions receivable</td>
<td>3,808,145</td>
<td>5,441,000</td>
</tr>
<tr>
<td>Harmonized Sales Tax receivable</td>
<td>172,811</td>
<td>171,277</td>
</tr>
<tr>
<td>Prepaid and other expenses</td>
<td>1,249,569</td>
<td>1,227,076</td>
</tr>
<tr>
<td>Total current assets</td>
<td>44,022,860</td>
<td>45,429,750</td>
</tr>
<tr>
<td>Capital assets</td>
<td>789,041</td>
<td>564,421</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>44,811,901</td>
<td>45,994,171</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current liabilities</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>4,118,642</td>
<td>4,649,590</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>21,338,817</td>
<td>24,963,901</td>
</tr>
<tr>
<td>Deferred lease inducement</td>
<td>31,093</td>
<td>33,756</td>
</tr>
<tr>
<td>Total current liabilities</td>
<td>26,588,652</td>
<td>29,266,247</td>
</tr>
<tr>
<td>Long-term liabilities</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Deferred lease inducement</td>
<td>242,901</td>
<td>268,749</td>
</tr>
<tr>
<td>Deferred capital contributions</td>
<td>576,443</td>
<td>587,629</td>
</tr>
<tr>
<td><strong>Total long-term liabilities</strong></td>
<td>819,344</td>
<td>856,378</td>
</tr>
<tr>
<td>Net assets</td>
<td>44,811,901</td>
<td>45,994,171</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Government Subsidies</td>
<td>46,248,459</td>
<td>38,479,980</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>18,497,097</td>
<td>13,917,091</td>
</tr>
<tr>
<td>Government Subsidies</td>
<td>-</td>
<td>1,775,536</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>64,745,556</td>
<td>54,373,507</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program expenses</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Program implementation</td>
<td>51,696,815</td>
<td>42,202,904</td>
</tr>
<tr>
<td>Public awareness and education</td>
<td>1,740,907</td>
<td>1,669,974</td>
</tr>
<tr>
<td><strong>Total program expenses</strong></td>
<td>53,437,722</td>
<td>43,872,878</td>
</tr>
<tr>
<td>Non-program expenses</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Administrative</td>
<td>3,742,396</td>
<td>4,920,203</td>
</tr>
<tr>
<td>Fund raising</td>
<td>5,159,391</td>
<td>3,673,716</td>
</tr>
<tr>
<td><strong>Total non-program expenses</strong></td>
<td>8,901,787</td>
<td>8,593,919</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>62,339,509</td>
<td>52,466,797</td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>2022 Annual Report</strong></td>
<td>2,425,989</td>
<td>2,706,710</td>
</tr>
</tbody>
</table>

Visit our website to see a full audited report of Right To Play International’s 2022 Financials, including notes that are an integral part of these consolidated financial statements.
At a school in Bishoftu, Ethiopia, this Girls’ Club provides a safe place where girls can access menstrual hygiene products and information, and where boys and girls can engage in conversations about gender equality and their rights. This photo was taken during an International Women’s Day celebration at the school.