

Play It Fair!: A Human Rights Education Toolkit for Primary School Children in Non-formal Settings

Name of organisation:

**Equitas- Centre international d'éducation aux droits humains/
International Centre for Human Rights Education**



Play it right ! / On ne joue pas avec les droits

Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society

Pilot Projects Conducted in 2007

Summary

"I love that they're just games ... I think this aspect of it, the way you guys are presenting it to the children in games, it's going to keep their attention, its going to make them want to do it because its fun for them. I think at this age they are getting to the point where they like talking about things. I think that the fact that you are sitting down with them to discuss what they feel, what they liked and what they didn't like, makes them feel part of it, and like they have a say. And that is awesome, it empowers them and that's awesome.

Camp leader



Mme. Louise Arbour, United Nations High Commissioner for Human Rights played some of the games during a visit to a day



The games promote cooperation and respect for diversity.



Mr. Claude Dauphin, Mayor of Lachine, supports using the Toolkit in his borough.

camp

In the summer of 2007, 11 local partner organizations, working in collaboration with Equitas – International Centre for Human Rights Education, piloted the *Play It Right! Toolkit* in 22 sites as part of the program entitled, *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society*. Pilot projects took place in Moncton, Dieppe, Fredericton, Toronto, Winnipeg and Vancouver, in addition to in Montreal where the program was broadly implemented for the second year in 2007.

Using a rights-based approach, this program aims at strengthening the capacity of targeted Canadian municipal governments and community-based organizations to develop **sustainable strategies** to promote **multiculturalism, inclusion, human rights, non-discrimination and peaceful conflict resolution** in existing programs for children. This goal will be achieved by integrating non-formal human rights education and multiculturalism training and resources into community-based endeavours focusing on children and youth, such as summer camps.

This program builds on the positive results of a pilot project conducted with the City of Montreal that began in 2004. The pilot resulted in the development of an educational *Toolkit* entitled *Play it Right!* containing activities and games specifically designed for use with children outside the formal classroom setting. The *Play It Right! Toolkit* has been published and was used in over 80 summer camps across Montreal during the summer of 2006. The positive results and high level of enthusiasm generated by the project in Montreal convinced Equitas to expand it to a national-level program.

The first phase of the national-level program, undertaken during the summer of 2006, consisted of an in-depth needs assessment conducted in targeted centres across Canada (Toronto, Moncton - Dieppe - Fredericton, Vancouver, and Winnipeg). This confirmed both a pressing need for such programming and the strong desire to engage in similar initiatives in these four new centres where local organizations have committed to partnering with Equitas in this program.

In April 2007, 22 individuals, representing 12 organizations from across Canada gathered in Montreal to participate in a four-day intensive National Training Session and, supported by Equitas, these partners have themselves conducted Local Training Sessions on the *Play it Right!* program for their camp leaders in May and June 2007.

In the summer of 2007, the *Play it Right!* program was implemented in over 100 sites in Montreal and as a pilot, in 22 sites in Vancouver, Toronto, Winnipeg and Moncton / Dieppe / Fredericton. In 2007 alone, over 1,350 individuals have been trained and between 15,000 and 20,000 children have been reached.

In the new centres, the objectives of the pilot projects were to validate the relevance of the program to the varying contexts of each community and organization, to assess the implementation strategies developed by each partner and to identify challenges faced, lessons learned and best practices in implementing the program.

The monitoring and evaluation activities conducted during the summer of 2007 were a critical component of the pilot projects. The data collected will be used to inform the development and implementation of the next steps of the program.

The evaluation involved different components of inquiry and employed both quantitative and qualitative data gathering methods, including individual and group interviews with managers, trainers, camp leaders and children, participation in training sessions delivered by local partners, observation in camps, simulation activities with children, as well as questionnaires (completed by participants in training sessions as well as by camp leaders in the pilot sites at the end of the summer).

As one of the main goals of the evaluation was to gather best practices and identify challenges faced in the implementation of the *Toolkit*, a strong focus was put on collecting qualitative data. The variety of activities conducted allowed the gathering of qualitative information regarding both the use of and results generated by using the *Toolkit* and, in particular, allowed valuable validation of perceived changes in attitudes and behaviours amongst campers and leaders. The quantitative data gathered, particularly through questionnaires, was used to complement the detailed qualitative information gathered through interviews and observations.

The table below summarizes the evaluation activities conducted in each new targeted centre.

Centre	Questionnaire Ppts in local training sessions	Observation of local training session	Visits to Camp	Nb. of leaders interviewed	Nb of Coordinators interviewed	Nb of Observations in camps	Camp staff End of Summer Questionnaire
Vancouver	28	1	14	12	5	6	0
Toronto	66	2	30	14	5	13	40
Winnipeg	52	2	27	13	6	25	26
New Brunswick	42	2	30	26	8	18	35
Total	188	7	101	65	24	62	101

Local Training sessions

Supported by Equitas, the trainers who participated in the National Training Session developed and delivered Local Training Sessions for camp staff working in the pilot sites, as well as for other employees from their organizations. In total, 20 formal training sessions were delivered. 300 camp staff, including 250 from the pilot sites, were trained on the *Play It Right! Toolkit*.

The primary objectives of the Local Training Sessions were to sensitize participants to the importance of promoting human rights and multiculturalism values, such as collaboration and respect, in their work with children and to equip them with the necessary knowledge and skills to implement the *Play It Right! Toolkit* in their camps.

Evaluations completed by participants at the end of the Local Training Sessions confirmed that these objectives were achieved.

- 99% of participants 'agreed' or 'strongly agreed' that through the training session they 'have been sensitized to the importance of promoting values such as collaboration and respect with children.'

"I've realized the importance and responsibility we have as counsellors and think we should be showing these kids these rights (positively influencing them) while they're young, to mould them into responsible, positive adults"

"I definitely have a better understanding of children's rights"

- 99% of participants 'agreed' or 'strongly agreed' that they had 'sufficiently experienced some games' and 97.4% of participants 'agreed' or 'strongly agreed' that they were 'feel(ing) well equipped to conduct debriefings with the children after the games.'

"The games! I have multiple approaches to use now when dealing with situations, and am comfortable using them."

"The technique I would use most is the debriefing at the end; we often assume the objectives have been met, but when you discuss what had occurred you clarify and reinforce what has been learned."

- 65.1% of participants indicated that their ideas or perceptions had changed following the activities and discussions held during the Local Training sessions, with a number of respondents specifically mentioning increased sensitivity around multiculturalism and human rights and others referring to new capacity, strategies and tools now available to them for promoting multiculturalism and human rights.

"My ideas on making children's rights known to them changed. I can see that it's important.

Also, I had never really thought of teaching clear-cut "steps" to conflict resolution"

"I now realize that there is a great resource to use that teaches multiculturalism and inclusion to all: kids would really enjoy this."

"I now have a better idea how to approach certain problems faced with at camp; by using games the kids learn indirectly, and it seems to be an easier way to get through to kids"

Pilot projects

During the summer, the *Play it Right!* program was implemented as a pilot in 22 camps: 4 in Vancouver, 5 in Toronto, 7 in Winnipeg and 6 in New Brunswick. Approximately 250 leaders were reported to be working in those camps, and more than 2,700 different children benefited from the activities of the *Toolkit*.

The camps that piloted the *Toolkit* are presented in the table below.

Partner	Name of Camp and program within camp	Nb. of staff	Nb. of children attending (estimate)
City of Winnipeg	French Sports Camp (College Louis Riel)	3	21
City of Winnipeg	Awesome Adventures (Van Walleggham)	2	35
City of Winnipeg	Magnus Eliason Recreation Centre: Drop-in program	4	30
Boys and Girls Clubs of Winnipeg	Ryerson Club: Rotary and Drop-in programs	5	40
Boys and Girls Clubs of Winnipeg	Victor Mager Club: Rotary and Drop-in programs	5	40
Boys and Girls Clubs of Winnipeg	Sister MacNamara Club: Rotary, Drop-in and CSI programs	10	60
Mamawi	Mamawi Summer Camp	12	42
Multicultural Association of Fredericton	Rainbow of colours Summer Camp	8	45
Fredericton YMCA	Fredericton YMCA Sports Camp	29	100
Moncton Magnetic Hill Zoo	Magnetic Hill Zoo Camp	7	450
Moncton Boys and Girls Clubs	Camp Livingstone	5	40
Dieppe Boys and Girls Clubs	Drop in summer programming	12	150
Ville de Dieppe	Camp Renardi	17	540
City of Toronto	St Lawrence Summer Camp	10	50
City of Toronto	Malvern Summer Camp	9	70
City of Toronto	Lawrence Heights Summer Camp	13	110
City of Toronto	Naorca Summer Camp	55	300
City of Toronto	Avondale Summer Camp	5	38
City of Vancouver	Britannia Community Center - Summer camp	7	130
City of Vancouver	False Creek Community Center - Summer camp	18	230
City of Vancouver	Mount Pleasant Community Center - Summer camp	11	140
City of Vancouver	Renfrew Daycamp Community Center - Summer camp	6	100
CANADA TOTAL		253	2761

Representatives of each partner organization have played a key role in coordinating the implementation of the pilot projects. All organizations participating in the program have dedicated significant staff time and resources to implement the program.

The camps in which the *Toolkit* was piloted were chosen to represent a wide diversity of situations and varied in a number of important aspects: type of organization running the camps, profile of children attending, type of programming offered, period of camp opening and duration of session, main language spoken, size of camp, etc.

In particular, the socio-economic and ethno-cultural profile of the children varied between the camps and within the camps, with some camps showing greater diversity amongst their campers than others. A large majority of camps were nevertheless characterized by a significant diversity in the ethno-cultural backgrounds of children attending. The majority of the camps also served a significant proportion of children from low income families and most had some degree of subsidy program available.

Evaluation activities conducted over the summer indicated that **the *Toolkit* was used regularly by most camp leaders**. 79% of the leaders who answered the questionnaire confirmed using the *Toolkit* at least 1 or 2 times a week.

How frequently did you use the Toolkit?	
Never	1% (1)
Rarely (1-2 times per summer)	17.8% (18)
From time to time (1-2 times per week)	61.4% (62)
A lot (at least 3 times per week)	17.8% (18)
no answer	2% (2)

Feedback received throughout the summer strongly indicated **the Toolkit was appreciated by a large majority of leaders.**

"The toolkit is a very good resource and contains valuable information on how to deal with certain difficult situations."

"This is a fantastic program which has had an overall positive effect on my campers and had been helpful to many of my fellow staff."

Many leaders indicated that **most of the time children enjoyed the games a lot** and some noted that children requested to replay their favourite games from the *Toolkit*. This was also confirmed during interviews with children, who overall enjoyed both the games and what they learned.

"The games are cool...I like the number game because we are helping each other."

"It was fun, people helped me and I helped others. I love the crocodile game."

"The games are fun, you get to run around and be all crazy. I loved the Human Knot."

At the end of the summer **72.2% of leaders reported that the Toolkit was easy to use** and feedback gathered highlighted particularly the clear layout and instructions in the *Toolkit* and indicated that most leaders have greatly appreciated the ease of finding games in the *Toolkit*.

64.4% of leaders also indicated that the Toolkit was helpful in their work with children.

Leaders appreciated the *Toolkit's* role in promoting positive values with children, as well as a method for intervening when issues arise at camp and as a resource for animating activities with the children.

"Overall I like the games a lot, I love the message it brings and it is so important for children to be doing things like this because so often those values are lost."

"(The Toolkit) is a useful way to avoid conflicts between children and staff as well as children and children."

"The debriefing process with campers was very helpful, and the games would be great for dealing with problems a different way instead of simply getting kids to say sorry"

"Found the games useful with groups that were struggling with their discipline."

Leaders also strongly indicated that they had reinforced their capacity to respond to challenges typically faced in the camps and, more generally, to promote multiculturalism and human rights. Both the training they received and the experience of using the *Toolkit* throughout the summer contributed to building this capacity.

"It provided us with a way to bring the children together between activities and helped us work on their listening and cooperation skills."

"It provides a helpful start for dealing with conflicts between children I have not known for a long time."

"I used it once for the purpose of explaining bullying, it was very helpful. Bullies come out of the woodwork."

Changes in camp staff attitudes and behaviours

At the end of the summer, **41.6% of leaders reported that they had changed their way of working with children.** Some noted that the *Toolkit* changed the perception they had of their own role. After using the *Toolkit*, a number identified their role as not only providing activities to children at the camp, but also as providing a safe, positive, non racist and discrimination free environment for their campers. Other leaders noted changes : in their awareness of model they set for children, in the way they interact with the children, and in their capacity to address arising issues.

"I feel that because of the Toolkit and its effect on me, I am more aware and comfortable in stepping in to situations where values are being compromised because I have a tool to use to defuse the situation."

I would use the games that teach the kids about exclusion. Kids can really relate to being left out so once they are formally introduced to exclusion, then they can begin to understand the concept of racism which is a big problem even today."

"We developed a new perspective in working with the kids. I am now more aware of issues happening ... and I try to incorporate these issues into games."

Overall, changes in the attitudes and behaviours of staff were noted in the following areas:

- **Increased openness and listening attitude with children**, particularly through increased discussion with children (the discussion / debriefing period taking place after the games was instrumental in that regard).
- **Leaders modeling the values** promoted by the *Toolkit* in their interactions with children and each other.
- **Alternative response to conflicts** – Leaders using games to respond to conflicts collectively or to prevent them and decreased recourse to punitive responses such as time-outs, communication with parents or exclusion from camps.
- **Promoting children's participation** - For example by involving children in setting up camp rules as well as in discussing problems and identifying solutions.

The fact that a number of leaders adapted the approach of the *Toolkit* to modify their own activities (for example by changing the rules of a game to ensure that no one is excluded or by conducting a debriefing) is indicative of their capacity to effectively integrate the approach and, by ensuring it responds to the specific needs of children in their group, enhancing the results generated.

Changes in children's attitudes and behaviours

During the pilot projects, managers, leaders and to some extent, children themselves, indicated that changes occurred. If positive changes were noted by leaders in most of the camps, they appeared to vary from one camp to another depending upon, amongst other factors, how long on average the children were staying in the camps, as well as how frequently the games were played and debriefings conducted.

Changes were reported in a variety of areas such as cooperation, inclusion of marginalized children, peaceful conflict management, respect for diversity, etc. The following quotes illustrate different types of changes that were observed:

- **Respect and inclusion**
"Campers did become more respectful of others...Children become aware that everyone's emotions are important for a successful camp. It allowed them to help other campers when they felt upset or left out."
"The children are now using the skills learned from the Toolkit and they respect one another"
"Some of the kids that had left others out before or made fun of others were starting to demonstrate inclusion of others. The kids seemed to be more tolerant of other kids during games as well."
- **Collaboration and participation**
"As the kids got more familiar with the Equitas games, their collaboration has been better, also their understanding of why we play these games."
"I've observed particular campers including other campers and encouraging them to be involved in the activities."
"They all want to help each other out and are sharing a lot more."
- **Integration of marginalized children**
"We have had children with aides for various reasons and after playing and discussing inclusion games the other children have made sure everyone lets those children play with them."
"Well, during the summer I have seen a lot of the children playing together and rarely did I see kids being left out so I think some of the Play it Right! games contributed to it."
- **Bullying and conflict**
*"The crocodile game started a huge conversation about bullying and the next day I heard a kid say
 "this is like when we played that game. You did this to me and I don't like it."
 "Through some of the bullying games kids have realized how bad being bullied makes you feel, and a lot of the kids spoke out about how no one should be bullied and how bad it
 "There has been a lesser amount of conflicts that occur after playing the games with the kids and after doing debriefing."
 "I think children have a better understanding in how to resolve conflicts and arguments with the values taught in Equitas, children can better apply these values. "*

When asked directly what they had learned in the games, comments given by children indicate some level of appropriation of the values promoted by the Toolkit.

- "I learned that it's good to cooperate."*
- "People are different because they look different, like different things and speak different language. Everyone has an accent, everyone has feelings everyone eats and breathes."*
- "It's good to cooperate. Life is a knot and you have to work with others to solve problems."*

Overall, among the leaders who completed the end of summer questionnaire:

- 60.4% of leaders indicated that using the Toolkit sensitized children to acceptance, inclusion, respect for others and respect for diversity.
- 48.5% of leaders observed changes in the level of team spirit, collaboration or participation by children in the camp activities after playing Toolkit games.
- 35.6% of leaders observed changes in the 'integration of children who are usually marginalized.'
- 27.7% of leaders observed a reduction in the number of conflicts arising at camp.
- 25.7% of leaders observed a reduction in the incidents of bullying or verbal or physical violence.

As presented in the table below, more changes were observed, and those were usually more significant in camps where the *Toolkit* was used frequently and the debriefings conducted systematically.

Type of change	% of leaders who observed change		
	All leaders	Leaders conducting games least twice per week	Leaders conducting debriefing 'most of the time' or 'always'
Reduction in the incidents of bullying or of verbal or physical violence	25.7%	27.7%	34.3%
Reduction in the number of conflicts arising in the camp	27.7%	34.2%	40.0%
Integration of children who are usually marginalized	35.6%	45.8%	48.5%
Changes in the level of team spirit, collaboration, or participation by children in the camp activities after playing game from the <i>Toolkit</i>	48.5%	56.7%	61.4%
Sensitizing children to acceptance, inclusion, respect for others and respect for diversity	60.3%	70.1%	74.6%

In some camps where the *Toolkit* was used very regularly, managers indicated that the dynamic of the camp changed and that the number of incidents was significantly lower this summer. In one of the camps, the manager even indicated that this year, for the first time, they did not have to call parents for behavioural issues. This strongly suggests the need to reinforce the use of the *Toolkit* in camps where it has been used less regularly or comprehensively.

Changes in the Camp Environment

When engaging in the *Play it Right!* program, some partner organizations have gone beyond simply implementing the *Toolkit* activities, and have engaged in making more profound changes in their programming to further emphasize the promotion of multiculturalism and human rights.

- In Vancouver, influenced by their engagement in the program, the child and youth training committee of the Board of Parks and Recreation decided to undertake a review of their training approach. The theme of the city-wide training for camp leaders in the City of Vancouver this year focused on children's rights. Discussions are currently on-going to engage in a comprehensive review of the training for next year.
- Several camps explicitly used the multiculturalism and human rights values promoted by the *Toolkit* as their overarching principles and goals. In one community centre in Vancouver, this approach is promoted on their website and is now an important part of their recruitment process.
- Several camps explicitly reviewed their existing responses to behavioural problems arising in the camps, in order to first try to positively address these through games and the promotion of values, before using repressive measures such as time outs, communications with parents or exclusion from the camp.
- Posters of the *Toolkit*, of children's rights or murals of the values created by children were prominently displayed in some camps.
- Several camps engaged in various initiatives to inform and engage the parents in the program and more broadly on the question of promoting human rights and multiculturalism values.

A number of partner organizations are already exploring how they can mobilize resources to implement the *Toolkit* more broadly next year.

Challenges Faced

If the pilot projects have been successful overall, the *Play It Right!* program has not been implemented to the same extent in all camps, and the level of implementation has led to differences in the level of results generated. Several challenges or factors have been identified as being of particular importance to be considered when implementing the *Play It Right!* program. The main challenges or factors identified include the following.

- **Context of the camp:** the context in which some camps operate as well as the nature of programming offered has made it more challenging for them to implement the program. For example, camps running thematic programs, drop-in programs, or camps of a short duration appeared to require a more considered implementation plan in order to successfully integrate the *Toolkit* and generate significant results.
- **Capacity and resources of partner organizations:** Some camps operate with very limited resources and have to accommodate different priorities. In particular, limited resources of the local partner organizations have made it more challenging to conduct appropriate training and to provide the adequate support during implementation. When training and support were limited, camp staff have faced more difficulties to systematically implement the program.
- **Debriefing:** Effective debriefing is a key component in generating changes with the children. It is also the aspect that leaders are least likely to be familiar with and thus where challenges were the most commonly faced. Training and ongoing support during implementation have influenced the capacity of staff to integrate this new approach systematically.

In addition to these challenges, the results of the pilot projects suggest to review certain evaluation tools. If overall the evaluation approach allowed the gathering of very valuable information and to meet the set objectives for the pilot projects, challenges were identified in collecting quantitative information through questionnaires, both with camp staff and children. These challenges indicate the needs to explore using alternative evaluation methods next year.

Responses to these challenges will be discussed in the next section.

Lessons Learned and Recommendations

A number of important lessons were learned when preparing and implementing the pilot projects. These elements will be taken into consideration when planning the upcoming activities of the program. These lessons learned in 2007 build not only upon the experience of the pilot projects conducted in each new centre but also upon the Montreal experience where the *Toolkit* was implemented for the second year in 2007.

The Pilot projects were successful and confirmed the relevance of the program

In each centre, partner organizations actively engaged in the pilot projects. They played a lead role in developing and delivering Local Training Sessions as well as in the implementation of the

pilot projects. They dedicated significant resources to ensure the successful implementation of the pilot projects. As a result, the *Toolkit* was widely used in the pilot sites and overall, was highly appreciated by partner organizations, leaders and children.

Significant results have been recorded. If they vary from camp to camp, depending on a number of factors, staff who used the *Toolkit* regularly strongly confirmed that it helped in their work with children in numerous ways and they identified changes both in their own approach to working with children and in the children attitudes and behaviour.

The results of the pilot projects confirmed the relevance of the program in responding to the needs expressed the partners' organizations and the importance of promoting human rights and multiculturalism values in their existing programs with children and youth.

Recommendation:

- Building on successes encountered as well as challenges identified during the pilot projects, it is recommended to explore with the local partners how the program can be more broadly implemented in 2008.

The context in which each local partner organization operates differs significantly and it is critical to take this diversity into consideration when developing implementation plan for 2008

The pilot projects confirmed that the context in which camps operate varied significantly and that this context has an important impact on the way the *Toolkit* is implemented and on the results generated. The pilot projects confirmed the relevance of the *Toolkit* in different contexts as well as the importance of the flexibility of the program implementation strategy; with Equitas designing and delivering capacity building activities, developing tools and providing ongoing guidance and support, and the local partners elaborating their own strategy and implementing the program according to their own context. To respond to their specific needs, the different partners will follow different strategies to implement the program in the upcoming years, and might do so at a different pace.

Recommendation:

- In the fall, support local partners in initiating the development of implementation strategies for 2008 and provide opportunities for local partners to exchange on, and learn from, each others' approaches, both during the National Training Session and through the on-line Equitas community.

Different factors need to be taken into consideration to ensure an successful implementation of the *Toolkit*

The pilot projects as well as the Montreal experience confirmed that a variety of factors play an important role in ensuring that the implementation of the *Play It Right!* program is successful and generates significant results. The main factors include:

Importance of developing a clear implementation strategy of the *Toolkit*

The pilot projects as well as second year of implementation in Montreal confirm that organizations and/or camps which developed a clear strategy for implementing the *Toolkit* achieved greater results addressing existing problems (such as bullying, verbal or physical violence, exclusion) or in preventing them. Such strategies include overall goals, specific

quantitative and qualitative objectives, planning, clear distribution of roles and follow-up and accountability mechanisms to monitor the implementation of the *Toolkit*.

Debriefing / reflection period with children after games is a challenging new approach

Debriefing is one of the most important element and likely the most challenging part of the program. It is a new approach for most camp staff and they do not necessarily feel comfortable when initially engaging in it. Significant attention needs to be paid to ensure that the staff have the capacity to conduct the debriefing effectively. This includes initial training, adequate tools as well as support and reinforcement when they implement this approach with children.

Training is key to successful implementation

The training of camp leaders delivered by local partners prior to the pilot projects have overall been very successful, particularly in generating enthusiasm on the project and in having leaders experience the games and debriefings. Despite the quality of the Local Training Sessions delivered, the results of the pilot projects and feedback received indicated that alone, training sessions have not always been sufficient to fully equip staff to implement the *Toolkit*.

When time allocated to training was limited, it impacted on leaders' understanding of the program rationale, on their capacity to conduct debriefing, and on the identification of practical ways to use the *Toolkit* in their work. In contrast, when more time was allocated to training, the staff engaged more strongly in using the *Toolkit*, and did so in a more meaningful way, by using the *Toolkit* more proactively to address their own specific challenges. It is important to note that different approaches of training staff on the *Toolkit* have proven successful.

Finally, strengthening the capacity of camp staff to adequately implement the *Toolkit* is not limited to a training session but is an ongoing process which can be reinforced through efficient follow-up and positive reinforcement during the implementation.

Importance of ongoing follow-up and positive reinforcement during implementation

A training session is insufficient to discuss every challenge camp staff may face in their work with children and in implementing the *Toolkit*. Therefore, providing opportunities for staff to discuss positive and negative experiences, lessons learned and challenges faced is critical. Follow up has proven to be an effective method for both encouraging and ensuring frequent use of the *Toolkit* and for enhancing the quality of use by building skills through peer exchange and support.

During the pilot projects, a number of leaders also indicated that on-line tools would be helpful to support them when implementing the *Toolkit*, in particular to access additional tools or a forum where they can discuss their questions, or share challenges encountered and solutions identified, etc.

Recommendations:

- Provide opportunities to share different implementation and training strategies and tools among partners and provide ongoing support in both the development and the implementation of these strategies.
- Reinforce local partners' capacity to train their staff on the *Toolkit*, particularly on the debriefing component.

- Enrich the *Toolkit*, in particular by:
 - developing new tools related to debriefing, as well as additional practical tools, including on how to ensure efficient ongoing follow-up and monitoring during the implementation of the *Toolkit*,
 - reviewing debriefing questions at the end of the games to make them more accessible for leaders,
 - making the user's guide more accessible and user friendly,
 - strengthening links between different components of the *Toolkit* and typical situations occurring in camps.

Reinforce exchange and sharing among local partners and camp staff

As described above, local partners operate in different contexts and followed different approaches in implementing the pilot projects. Learning from other organizations' approaches, successes and difficulties was identified as extremely valuable by the different partner organizations in developing their own strategies. In the next phase, it will therefore be important to ensure that opportunities for sharing lessons learned exist. This will be done both through the National Follow-Up Training session planned for March 2008 as well as through on-line communications, particularly the Equitas community.

Recommendation:

- Ensure that sufficient time is dedicated to sharing during the National Follow-Up Training Session,
- Create an on-line forum for local partners on the Equitas Community,
- Explore how the Equitas website and community could support the leaders engaged in implementing the *Toolkit*.

Next steps

Given the positive results of the pilot projects and the strong ownership demonstrated by the local partners, the immediate next steps are as follows:

- Finalize the evaluation report on the pilot projects in each of the four targeted centres.
- Share these reports and validate their findings with local partners during visits to each centre in the fall 2007 / winter 2008.
- During visits to each centre and through ongoing communication, initiate the development of strategies for a broader implementation in 2008
- Create a Play It Right forum on the Equitas Community to strengthen opportunities for and promote sharing and exchange amongst key project stakeholders as strategies for the 2008 implementation are developed
- Incorporate lessons learned and suggestions gathered during the pilot project into the preparation of the national edition of the *Toolkit* and of the 2008 Follow-Up National Training Sessions.

Conclusion

The *Play it Right!* Program has been successfully piloted by the local partners in 22 camps in the 4 new targeted centres. These pilot projects have confirmed the relevance and appropriateness of the program to respond to existing needs, and the importance of promoting human rights and multiculturalism values in existing programs with children and youth

Local partner organizations actively engaged in the program throughout 2007. They played a lead role in developing and delivering Local Training Sessions as well as in the implementation of the pilot projects. They dedicated significant resources to ensure the successful implementation of the pilot projects, demonstrating a high level of ownership of the program.

The *Play it Right! Toolkit* has been shown to be an effective and valuable method to promote multiculturalism and respect for human rights values. It is appreciated by leaders, the games are enjoyed by the children and early positive results have already been generated in many camps. This demonstrates the effectiveness of the transformative educational approach of the program and the relevance of the *Toolkit*.

Monitoring and evaluation activities conducted during the pilot projects have also identified important lessons and good practices which will be critical in the development the next phase of the program.

The pilot projects have achieved their objectives in providing a solid basis to explore how local partners and Equitas can collaboratively ensure a successful broader implementation of the program in 2008.

Acknowledgements

Equitas would like to thank all the partner organizations for their active involvement in the program. Equitas would also like to thank Heritage Canada, the TD Bank Financial Group and the J.W. McConnell Family Foundation for their generous financial support of this program.

For more information about this program or to obtain a copy of the Evaluation Report of the Pilot Projects, please contact:

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