



**AGENDA
FOR HUMANITY**
5 CORE RESPONSIBILITIES
24 TRANSFORMATIONS



Individual Self Reflection 2020 on World Humanitarian Summit Commitments and Initiatives - Right To Play



Stakeholder Information

Organisation Name

Right To Play

Organisational Type

NGO - International

City and Country where Headquartered

Toronto, Canada

Focal Point Name

Lindsay Groves

Region

Global

Twitter ID

@RightToPlayIntl



3A Reduce and address displacement

Individual Commitments

Commitment	Commitment Type	Core Responsibility
Right To Play will prioritize solutions that improve the self-reliance and resilience of IDPs and host communities, including by implementing programming that promotes life skills development and ensures meaningful participation to support children and youth to become active agents of change in their own development. Right To Play commits to reaching 200,000 children through its humanitarian programming by 2020.	Operational	Leave No One Behind

Core Commitments

Commitment	Core Responsibility
Commit to a new approach to addressing forced displacement that not only meets immediate humanitarian needs but reduces vulnerability and improves the resilience, self-reliance and protection of refugees and IDPs. Commit to implementing this new approach through coherent international, regional and national efforts that recognize both the humanitarian and development challenges of displacement. Commit to take the necessary political, policy, legal and financial steps required to address these challenges for the specific context.	Leave No One Behind

1. A. Highlight concrete actions taken between 1 January – 31 December 2019 to implement the commitments which contribute to achieving this transformation. Be as specific as possible and include any relevant data/figures as well as any good practices and examples of innovation.

Refugees

In 2018, Right To Play successfully completed a four-year project titled 'Learning, Empowerment and Play – LEAP', funded by Global Affairs Canada (GAC), aiming to enhance the quality of public education in Jordanian host communities affected by the ongoing Syrian refugee crisis. This project supported the Jordanian Ministry of Education to put into practice active learning, play and sports in schools. A comprehensive training for teachers promoted interactive and participatory ways of teaching, improving the classroom environment. This environment better captured students' attention, increasing their willingness to learn. By promoting play-based learning in the classroom, Right To Play is working to enhance quality education in a safe, inclusive and empowering learning environment for host communities and refugee children and youth. As a result, children in these classrooms demonstrate improved life-skills such as self-confidence, team work, fair play and leadership.

B. Please select if your report relates to any initiatives launched at World Humanitarian summit

- ☒ Education Cannot Wait
- ☒ The Compact for Young People in Humanitarian Action

2. A. Please select no more than 3 key challenges faced in implementing the commitments related to this transformation. Only the categories selected by the organisation will be seen below.

- ☒ Buy-in
- ☒ Funding amounts
- ☒ Gender and/or vulnerable group inclusion

B. How are these challenges impacting achievement of this transformation?

Right To Play forged a strong relationship with the Ministry of Education built on mutual trust. Continuous support to the Ministry to deepen that relationship is essential to continuing to deliver transformative, quality, play-based education.



3. What steps or actions are needed to make collective progress to achieve this transformation?

Promote access to quality learning for all children – both host community and refugee children – through the delivery of active, child-centered education approaches, which prioritize the development of essential life skills, as well as children’s meaningful participation.

Keywords

Displacement, Education



3D Empower and protect women and girls

Individual Commitments

Commitment	Commitment Type	Core Responsibility
Right To Play commits to addressing barriers to participation of girls and adolescent girls in its programs and to ensuring meaningful participation of girls and adolescent girls in school-based groups, clubs, leagues and committees in refugee camps and humanitarian settings, reaching parity with boys and adolescent boys by 2020.	Operational	Leave No One Behind

Core Commitments

Commitment	Core Responsibility
Empower Women and Girls as change agents and leaders, including by increasing support for local women's groups to participate meaningfully in humanitarian action.	Leave No One Behind
Ensure that humanitarian programming is gender responsive.	Leave No One Behind

1. A. Highlight concrete actions taken between 1 January – 31 December 2019 to implement the commitments which contribute to achieving this transformation. Be as specific as possible and include any relevant data/figures as well as any good practices and examples of innovation.

Gender equality programming

Right to Play has developed a gender-responsive, play-based learning teacher training program, called the Continuum of Teacher Training (GRCoTT). In 2018, Right To Play carried out the GRCoTT in conflict settings in Mali and Burundi, partnering with Ministries of Education to drive systems-level change in approaches to teacher training. The GRCoTT aims to build the capacity of teachers to apply child-centered and gender responsive methodologies, and create positive learning environments for all children. Our experience has shown that girls who learn through play-based methodologies in our programs are more empowered and engaged in school. They are able to learn and perform better as a result of their engagement with gender-responsive play-based learning. We combine our innovative teacher training with the creation of opportunities in schools and refugee camps to encourage gender-responsive, inclusive participation of all children, including through girls' clubs that promote girls' leadership and participation in their communities.

B. Please select if your report relates to any initiatives launched at World Humanitarian summit

- ☒ Education Cannot Wait
- ☒ The Compact for Young People in Humanitarian Action

2. A. Please select no more than 3 key challenges faced in implementing the commitments related to this transformation. Only the categories selected by the organisation will be seen below.

- ☒ Field conditions, including insecurity and access
- ☒ Gender and/or vulnerable group inclusion
- ☒ Human resources/capacity

B. How are these challenges impacting achievement of this transformation?

While contexts of insecurity can make the delivery of effective programming difficult, it is essential that all programs are contextualized. This ensures that they are embedded into local structures and systems, which promotes their long-term sustainability.

3. What steps or actions are needed to make collective progress to achieve this transformation?

Building on the momentum and leadership of the G7 Charlevoix Declaration from 2018 that promoted girls' education in developing contexts, with a focus on fragile and crisis-affected contexts, the global community must continue to invest in gender-



responsive approaches to education in crisis and fragile contexts to continue to empower and educate girls and young women.

Keywords

Education, Gender