

Focus Group Evaluation of the Multiculturalism Program's

March 21 Campaign for the International
Day for the Elimination of
Racial Discrimination

November 28, 2001

PN 4869

Prepared for:
Corporate Review Branch
Department of Canadian Heritage

Prepared by:
Environics Research Group

Table of Contents

1.0 Résumé/Executive Summary	i - xiv
2.0 Introduction	1
3.0 Methodology	3
3.1 Recruitment	4
3.2 Focus Group Composition	4
3.3 Focus Group Approach	5
4.0 Awareness, Attitudes and Behaviours	6
5.0 Views on Racism	9
5.1 Prevalence of Racism in Schools	9
5.2 Defining Racism	10
5.3 Impact of Racism	11
5.4 Student Reaction to Racism in Schools	12
6.0 Evaluation of Program Materials	15
6.1 Teacher's Evaluation of the Resource Kits	16
6.2 Posters	19
6.3 Slogan	19
6.4 Stickers	19
6.5 Brochures	20
6.6 Internet Resources	21
6.7 National Video Competition	22
6.8 Other Anti-Racism Activities	23
6.9 Appropriateness of the March 21 Campaign	23
7.0 Student Educational Needs	25
7.1 Better Understanding the Consequences of Racism	25
7.2 Prevention of Racist Behaviours	26
8.0 Recommendations	27
Appendix A Moderator's Guide and Questionnaire: Students	29
Appendix B Moderator's Guide and Questionnaire: Teachers	34
Appendix C Pre-Focus Group Questionnaire Results: Students	39
Appendix D Pre-Focus Group Questionnaire Results: Teachers	56
Annex A: Management Response	77

1.0 Résumé

La société Environics Research Group est heureuse de donner à la Direction générale des examens ministériels du ministère du Patrimoine canadien les résultats d'une évaluation des travaux des groupes de discussion sur le matériel et les trousseaux d'information conçus en vue de la Campagne du 21 mars associée à la Journée internationale pour l'élimination de la discrimination raciale.

Les élèves et les enseignants qui ont participé aux discussions de groupe provenaient d'écoles ayant reçu le matériel associé à la Campagne du 21 mars. Pour bien rendre compte des diverses réactions possibles des élèves et des enseignants canadiens au matériel en question, des discussions de groupe ont été organisées à Halifax, Montréal, Toronto, Calgary et Vancouver. Les séances à Montréal ont eu lieu en français. Toutes les autres se sont déroulées en anglais.

Les séances de discussion de groupe ont été divisées en trois volets distincts. Le premier volet faisait appel aux enseignants, les deux autres, aux élèves. Les élèves ont été appelés à participer à deux séances différentes -- une pour les élèves de 12 à 15 ans, l'autre, pour les élèves de 16 à 18 ans. En tout, 43 enseignants (27 femmes, 16 hommes) et 107 élèves (57 filles, 50 garçons) ont répondu au questionnaire préalable aux séances, participé à une discussion générale sur le racisme (évoquant notamment les attitudes et les comportements liés au racisme et la fréquence du racisme à l'école des participants) et se sont prêtés à une évaluation des divers aspects de la Campagne du 21 mars.

Tous les travaux de recherche ont été menés à bien conformément aux normes professionnelles établies par l'Association professionnelle de recherche en marketing et l'Association canadienne des organisations de recherche en marketing.

Ce que les enseignants et les élèves avaient à dire

Les enseignants et les élèves ne voient pas le racisme comme le problème le plus urgent dans les écoles canadiennes, mais ils le situent dans un ensemble de problèmes – où figurent aussi la criminalité, la violence, la toxicomanie et ainsi de suite – auxquels les élèves font face. Le problème du racisme n'est pas considéré comme étant *le plus important* de tous, mais tous les élèves affirment avoir déjà été témoin d'un incident raciste, et une minorité d'élèves déclarent avoir déjà été la cible d'un incident raciste à un moment donné, que ce soit à l'école ou ailleurs.

Il n'y aurait pas de racisme flagrant dans les écoles. Selon les avis recueillis grâce aux discussions de groupe, la situation ne s'améliore pas ni ne s'aggrave; plutôt, elle varie selon la composition démographique des écoles.

D'après les élèves, le racisme prend souvent la forme de railleries, de blagues fondées sur un stéréotype et d'injures. Dans une moindre mesure, il se traduit par des actes violents. Au premier cycle de l'école secondaire, les élèves affirment que l'intimidation comporte parfois un élément raciste, alors qu'au deuxième cycle, l'intimidation physique associée au racisme était un phénomène moins fréquent, quoique d'une nature plus grave.

Les participants aux discussions de groupe ont déclaré à l'unanimité qu'ils étaient en faveur d'une participation du gouvernement fédéral à des activités de lutte contre le racisme. Les enseignants aussi bien que les élèves y voient une activité appropriée pour le gouvernement. Les élèves ont affirmé que c'était là une façon appropriée d'utiliser l'argent des contribuables. Ils estiment qu'il est nécessaire, d'abord, de conscientiser les gens au problème du racisme pour faire évoluer les comportements et les attitudes. Du côté des enseignants, les activités de lutte contre le racisme sont importantes, car elles encouragent l'adoption d'attitudes socialement responsables chez les élèves. Tout de même, le programme doit être situé dans un contexte plus large marqué par l'existence d'un programme pédagogique de plus en plus chargé pour l'enseignant et d'autres activités, notamment les autres campagnes de marketing social.

Le point de vue des élèves sur le racisme

Durant les séances, les élèves ont dit comment ils concevaient l'impact du racisme. Selon eux, le racisme a un impact défavorable sur l'estime de soi, c'est-à-dire qu'il peut conduire à un sentiment d'aliénation et d'impuissance et qu'il peut diviser les gens et faire augmenter la possibilité de violence. Les élèves se sont dits convaincus que le racisme est un comportement acquis.

Si certains ont affirmé que la Campagne ne fait peut-être que « prêcher aux convertis », les élèves voient tout de même la nécessité d'un soutien et d'un renforcement des comportements positifs aussi bien que d'une promotion continue de messages antiracisme.

Évaluer la Campagne

Comme peu sont très au courant de la Campagne, dans l'ensemble, les enseignants et les élèves ont de la difficulté à évaluer le matériel. Moins de la moitié des enseignants et à peine une majorité d'élèves ont affirmé connaître au moins un peu la Campagne. Tout de même, les participants ont démontré qu'ils connaissaient bien les affiches et les autocollants, et moyennement les annonces télévisuelles faisant la promotion du Concours national de vidéo. Un nombre limité de participants aux discussions de groupe avaient déjà consulté le site Internet.

Appelés à parler d'autres campagnes de lutte contre le racisme, les élèves aussi bien que les enseignants ont eu de la difficulté à en trouver.

Les élèves définissent largement le racisme en incluant, de manière générale, les droits de la personne. Cela explique peut-être pourquoi la Campagne du 21 mars est souvent confondue avec d'autres campagnes visant à favoriser le respect des droits de la personne et la conscience du multiculturalisme (Journée internationale de la femme, Sensibilisation à l'Holocauste, Mois de l'histoire des Noirs).

Évaluer la Campagne : la trousse de l'enseignant

Exception faite des enseignants de Halifax, qui ont généralement bien accueilli la trousse, les enseignants trouvaient à redire dans l'ensemble. Ils avaient tendance à y voir une sorte de travail en cours -- un bon point de départ, mais une trousse qui s'adapte mal à leurs besoins, et qui, par conséquent, manque de valeur pédagogique. Ils considéraient la trousse comme étant trop encombrante, trop volumineuse. De même, on pouvait constater un manque d'enthousiasme général, quant aux divers éléments qui composent la trousse.

Les enseignants ont affirmé que c'est par intérêt personnel plutôt que pour respecter une politique administrative qu'ils participent à la Campagne. Ils ont aussi déclaré être démotivés par le fait que leur participation ne soit pas reconnue.

Pour la plus grande part, les réserves des enseignants, quant au matériel associé à la campagne, sont centrées sur trois questions : le moment choisi, l'accessibilité et l'utilité. Pour ce qui est du moment choisi, les enseignants se disaient frustrés de recevoir les trousse en février, bien après avoir établi leur plan de cours pour l'année. Si les trousse avaient été livrées avant, ils auraient été mieux en mesure d'intégrer les activités de lutte contre le racisme à leur plan de cours toute l'année durant.

La question de l'accessibilité préoccupe également les enseignants. Ce sont les responsables du Programme du multiculturalisme du ministère du Patrimoine canadien qui préparent le matériel associé à la campagne, mais une tierce partie est chargée de distribuer les trousse à quelque 14 000 écoles, à l'intention du directeur. Les enseignants croient qu'il s'agit là d'une méthode de distribution qui n'est ni efficiente ni efficace. Ils préféreraient que le matériel faisant partie des trousse soit envoyé directement aux enseignants intéressés. Sinon, ils proposent que les trousse soient transmises directement aux conseillers pédagogiques, bibliothécaires ou enseignants ayant à traiter de questions d'équité. Internet a été désigné comme voie de diffusion possible, mais dans un tel cas, il serait important de veiller à ce que le matériel soit de bonne qualité et à ce que les gens soient conscients de l'existence du site.

L'utilité des trousse représente une autre question clé aux yeux des enseignants. Ceux-ci percevaient la trousse comme un fardeau plutôt que comme une façon de faciliter les activités de lutte contre le racisme associées à la Campagne du 21 mars. Ils ont déclaré que les trousse sont trop encombrantes ou difficiles à utiliser. Les enseignants ne connaissaient pas tous les éléments de la trousse, mais ceux qui en étaient conscients ont affirmé que la valeur pédagogique globale de la trousse est limitée en raison d'un manque de convivialité. Les enseignants ont affirmé que la valeur de la trousse du point de vue de l'enseignement est limitée : elle ne se présente pas sous une forme qui est prête à être utilisée. La trousse, à leur avis, ne renferme pas d'éléments que l'on puisse utiliser immédiatement dans un cours de sciences pures ou sociales. Les enseignants aimeraient pouvoir utiliser tout-de-go des leçons ou du matériel qui s'appliquent à divers champs d'études, dont les sciences et les mathématiques.

Les enseignants ont affirmé qu'ils aimeraient disposer d'une trousse plus facile à utiliser et qui renferme du matériel prêt à être employé, car, comme on l'a dit, ils manquent de temps. Les enseignants de Montréal ont parlé du matériel conçu par le Conseil de la francophonie du Québec en vue de la *Semaine de la francophonie* comme étant un bon exemple de matériel prêt à être utilisé.

Les enseignants ont recommandé que les concepteurs imaginent un matériel plus stimulant et plus accrocheur sur le plan visuel. Les enseignants du deuxième cycle de l'école secondaire ont également recommandé qu'un plus grand nombre d'articles (comme les brochures et les affiches) soient mis à la disposition des écoles, étant donné le grand nombre d'élèves qui peut s'y trouver.

Évaluer la Campagne : les affiches

Une grande proportion des élèves et des enseignants se souvenaient des affiches utilisées, surtout de l'image de la main et du slogan. Dans l'ensemble, ils croyaient que le slogan était simple et direct, mais certains élèves auraient préféré un ton plus positif. Les élèves et les enseignants à la fois croient que les affiches sont plus efficaces pour conscientiser les gens au problème que pour faire évoluer les attitudes ou les comportements. Les affiches sont le plus susceptible d'être accrochées sur les murs des couloirs (le nombre d'affiches distribuées étant relativement faible), là où d'autres affiches et messages avec des éléments graphiques attirent l'attention. Les enseignants et les élèves ont affirmé que des affiches auraient un plus grand impact si elles étaient accrochées au mur dans les salles de classe.

Évaluer la Campagne : les autocollants

Une très grande proportion des enseignants et des élèves se rappelaient les autocollants. Les autocollants étaient considérés comme l'élément le plus populaire de la campagne; ils étaient encore plus populaires auprès des jeunes du premier cycle du secondaire. Les élèves y voyaient une façon de montrer leur accord personnel avec les objectifs de la Campagne. Si les enseignants croyaient que les autocollants étaient peu coûteux et faciles à distribuer, quelques-uns n'aimaient pas voir ces trucs collés partout après le 21 mars.

Évaluer la Campagne : les brochures

Chez les élèves aussi bien que les enseignants, on était très rarement au courant des brochures. Les élèves à qui on a montré les brochures en question ont déclaré qu'elles étaient très peu attrayantes. Quant aux citations employées dans la brochure, ils ont dit préférer voir citer le propos de personnalités plus « pertinentes », par exemple, les athlètes, les musiciens ou des militants respectés. Malgré le faible taux de sensibilisation aux brochures, les gens ont exprimé un intérêt pour certaines des « activités » évoquées, notamment l'incitation à réfléchir à son propre système de valeurs, l'idée de discuter de films ou de vidéoclips en classe, l'organisation d'un débat sur les questions entourant le racisme, l'idée de monter une pièce de théâtre ou un sketch, l'établissement de l'arbre généalogique de la famille ou l'idée de parler à des amis de leur expérience en ce qui concerne le racisme.

Évaluer la Campagne : le site Web

Une faible proportion des participants aux discussions de groupe était au courant de l'existence du site Web de la Campagne du 21 mars. Les enseignants se préoccupaient des possibilités d'accès à Internet pour les élèves à leurs écoles. Certaines écoles ne disposent que d'un accès très limité à Internet et, même dans les écoles où le degré d'accès est plus élevé, l'utilisation d'Internet par les élèves est inégale. Les enseignants ont déclaré que, malgré ces limites, Internet est une bonne façon de diffuser le matériel associé à la Campagne, dans la mesure où le site est bien annoncé. Les élèves assimilaient Internet à une source d'information, plutôt qu'à un outil de promotion des activités de lutte contre le racisme.

Évaluer la Campagne : le Concours national de vidéo

Les élèves et les enseignants ont affirmé qu'ils avaient une connaissance « moyenne » du Concours national de vidéo. Durant les discussions de groupe, les élèves ont appuyé vivement l'idée générale des concours comme façon de promouvoir la lutte contre le racisme, car cela répond à leur désir d'une plus grande interactivité.

On se souciait toutefois de la façon de promouvoir le concours. Certains enseignants étaient d'avis que les règles sont trop restrictives, qu'elles dissuadent de recourir au concours comme activité en classe. De même, on craignait que le concours ne soit pas vraiment ouvert à tous les élèves, pour une question de moyens. Les élèves aussi bien que les enseignants craignaient que le concours ne soit accessible qu'aux participants au cours de communications ou aux élèves de familles à revenu élevé. En outre, les élèves étaient démotivés par le manque de suivi et de promotion des vidéoclips retenus.

Préférences des enseignants et des élèves

Il faut mieux faire connaître le matériel de la Campagne aux enseignants. Cela est lié au moment choisi pour livrer le matériel en question, à la forme sous laquelle on présente le matériel et à l'accessibilité des ressources pour les activités préconisées dans le cadre de la Campagne.

Les enseignants ont déclaré qu'ils auraient mieux aimé recevoir des ressources conviviales qui tiennent compte de leur charge de travail, et ce, à la fin de l'été ou au début de l'automne – au moment où ils échafaudent leur plan de cours pour l'année. Le matériel devrait être présenté sous une forme conviviale que l'on peut facilement intégrer à des activités en classe ou à des devoirs. Les enseignants étaient d'avis que le matériel était conçu de telle sorte qu'il peut servir aux divers

enseignants chargés de diverses matières, et non seulement dans le cas des matières où cela semble aller de soi.

Les enseignants ont également affirmé que l'envoi du matériel devrait être mieux « ciblé » à l'intérieur même de l'école. Le fait d'envoyer le matériel de la Campagne au directeur ne garantit pas en soi que les enseignants intéressés finiront par le recevoir. De même, un certain nombre d'enseignants des écoles des grandes régions métropolitaines ont dit qu'ils ne pouvaient mettre la main que sur un nombre limité de trousseaux. À leur avis, il faudrait modifier la Campagne pour ne pas limiter inutilement la quantité de matériel (affiches, brochures) qui peut être envoyée aux écoles ayant une population étudiante nombreuse.

Les élèves étaient d'avis que la Campagne parvenait bel et bien à élever le niveau de conscientisation. Par contre, selon eux, elle réussit moins bien à faire comprendre les conséquences du racisme. Ils comprenaient le fait que le racisme est un problème complexe et souhaitaient avoir davantage accès à des stratégies qui permettent de prévenir et d'endiguer le racisme.

Parmi les préférences des élèves en ce qui concerne la Campagne, citons la volonté d'avoir des solutions faisant appel à leurs pairs, des exemples bien concrets, des activités interactives au lieu d'exposés magistraux et des stratégies pour endiguer ou prévenir le racisme.

Comme les élèves hésitent à faire appel à des figures d'autorité pour régler les questions interpersonnelles, ils préfèrent les solutions qui font appel à leurs pairs. Les « élèves ambassadeurs » et les représentants des conseils d'étudiants étaient considérés comme des messagers efficaces en ce qui concerne les interventions antiracisme.

Les élèves ont déclaré que les exemples bien concrets qui reposent sur une approche graphique sinon franche et sans détour ont sur eux un impact. Les élèves ont fait mention d'autres projets de marketing social comme les campagnes de lutte au tabac et à la consommation d'alcool. Ces campagnes seraient considérées comme efficaces parce qu'elles attirent l'attention sur les conséquences. Les élèves ont signalé que les exemples concrets pourraient inclure des témoignages de victimes de racisme ou de racistes réformés.

Les élèves ont également exprimé le souhait de participer à des activités interactives plutôt que d'assister à des cours magistraux. Ils aimeraient participer à des activités de lutte contre le racisme qui comprennent des concours, des sketches, des assemblées scolaires et des rassemblements. Ils ont affirmé ne pas trop s'intéresser à des approches où le texte prend une grande place. Ils préféreraient qu'on mette l'accent sur l'aspect visuel.

Les élèves ont aussi dit s'intéresser à des stratégies que l'on pourrait adopter pour prévenir ou endiguer le racisme. Selon eux, les stratégies en question

devraient reconnaître le fait que la vie de l'élève est complexe. Ils aimeraient disposer de stratégies qui renferment des lignes directrices et des principes plutôt que des solutions toutes faites.

1.0 Executive Summary

Environics Research Group is pleased to provide the Corporate Review Branch of the Department of Canadian Heritage with the results of a focus group evaluation of the materials and information kits designed for the March 21 Campaign for the International Day for the Elimination of Racial Discrimination.

Students and teachers who participated in the focus groups were drawn from schools which had received the March 21 Campaign materials. In order to reflect the diversity of Canadian students' and teachers' reactions to the campaign materials, the cities of Halifax, Montreal, Toronto, Calgary and Vancouver were selected as locations for the focus groups. The Montreal sessions were conducted in French and all others were conducted in English.

Focus group sessions were divided into three different streams. The first stream involved teachers and the other two streams involved students. Students were separated into two different sessions – one for students 12 to 15 years of age and the second for students 16 to 18 years of age. In all, 43 teachers (27 female, 16 male) and 107 students (57 female, 50 male) were involved in a pre-session questionnaire, a general discussion of racism (including the attitudes and behaviours associated with racism, and its prevalence in the participants' school) and an evaluation of the different aspects of the March 21 Campaign.

All research work was conducted in accordance with professional standards established by the Professional Market Research Society (PMRS) and the Canadian Association of Market Research (CAMRO).

What Teachers and Students Have to Say

While teachers and students do not see racism as the most pressing problem for Canadian schools, it is one of a set of problems, including crime, violence, substance abuse and so on, that students face. While it is not seen as the *most* important problem, all students said that they had witnessed a racist incident and a minority of students stated that they were the target of a racist incident at some point in their lives – either in school or outside of school.

Racism is not seen as overt in schools. Focus group feedback indicates that the issue of racism in schools is not getting worse or better, but changing with the demographic composition of schools.

According to students, racism often takes the form of taunts, stereotypical jokes, verbal abuse, and, to a lesser extent, violent acts. In junior high schools, students stated that bullying sometimes had a racist element to it while, in senior high

schools, the physical intimidation associated with racism took place less frequently but was more serious in nature.

Focus group participants expressed unanimous support for federal government involvement in anti-racism activities. Teachers and students alike see it to be an appropriate activity for government. Students stated that they feel it is an appropriate use of their tax dollars and believe there is a need to raise awareness of racism as a prerequisite for behaviour and attitudinal change. For teachers, anti-racism activities are important because they encourage socially responsible attitudes among students. However, the program needs to be put in a larger context of increasing time pressure on teachers in terms of the school curriculum and other school-related activities, including other social marketing campaigns.

Students' Views on Racism

During the focus group sessions, students expressed their understanding of the impact of racism. They stated that it has a negative impact on a person's self-esteem, that it can lead to feelings of alienation and powerlessness, that it can cause division or erect barriers between people and that it increases the possibility of violence. Students expressed a strong belief that racism is a learned behaviour.

While a number of students said that the Campaign could be "preaching to the converted," there is a perceived need among students for support and reinforcement of positive behaviours, as well as on-going promotion of anti-racism.

Evaluating the Campaign

Overall, low levels of awareness about the Campaign created a constraint on teachers' and students' ability to evaluate the campaign materials. Fewer than one-half of teachers and a slight majority of students said that they were at least somewhat familiar with the Campaign. However, participants expressed high awareness of posters and stickers and a moderate awareness of television advertisements promoting the National Video Competition. A limited number of focus group participants had used the Internet site.

When asked about other anti-racism campaigns, both students and teachers were hard pressed to name other campaigns.

Students have an inclusive definition of racism that includes human rights in general. This could explain why the March 21 Campaign is often confused with other campaigns aimed at promoting respect for human rights and multicultural awareness (International Women's Day, Holocaust awareness, Black History Month).

Evaluating the Campaign – Teacher's Kit

With the exception of teachers in Halifax, who were generally positive about the kit, teachers were generally critical of it. Overall, they tended to see it as a work-in-progress – a good start but not easily adapted to their needs, and therefore, lacking in pedagogical value. Teachers saw the kit as too bulky and overwhelming. As well, there was an overall lack of enthusiasm for any of the items in the kit.

Teachers stated that personal interest rather than administrative policy drives their participation in the Campaign. They also stated that a lack of recognition of their involvement with the Campaign is a de-motivating factor.

The majority of teachers' concerns with the campaign material centres on three issues: timeliness, accessibility and utility. In terms of timeliness, teachers expressed frustration that they received the Campaign kits in February, long after they had set their lesson plans for the year. Earlier delivery of the kits would have enhanced their ability to integrate anti-racism activities into lesson plans on a year-round basis.

Accessibility is also an issue for teachers. While the Multicultural Program of the Department of Canadian Heritage prepares the campaign materials, a third party is hired to distribute the kits. The kits are distributed to approximately 14,000 schools and are addressed to the school principal. Teachers see this as an inefficient and ineffective method of distribution. Their preference would be that the materials in the kits be sent directly to interested teachers. If this is not possible, they suggested that the kits be sent directly to guidance counsellors, libraries or teachers involved with equity issues. While the use of the Internet was identified as a possible distribution channel, the adequacy of materials and an awareness of the site remain important issues.

The utility of the kits is also a key issue for teachers. Teachers saw the kit as an additional burden rather than a way to facilitate March 21 activities against racism. They said that the kits are bulky and difficult to work with. While not all teachers were familiar with all parts of the campaign kit, those who were said that its overall pedagogical value is limited because the kits are not user-friendly. Teachers said that the teaching value of the kit is limited, i.e., not in a ready-to-use format. The kit, in their opinion, does not contain materials that can be used

immediately in a science or social studies class. Teachers would like lessons or ready-to-use materials that are applicable to different areas of study, including science and mathematics.

Teachers expressed a desire for a more user-friendly kit that contains ready-to-use materials, as a reflection of their stated time pressures. Montreal teachers identified materials developed by Le Conseil de la Francophonie du Québec for *La Semaine de la Francophonie* as a good example of ready-to-use material.

Teachers recommended that the campaign materials be more visually stimulating and engaging. Teachers in senior high schools also recommended that the amount of materials (such as brochures and posters) available to schools be increased, given the larger school populations in their schools.

Evaluating the Campaign – Posters

There was high recall of the posters among both students and teachers, especially the “hand” logo and slogan. Overall, the slogan was seen as blunt and forthright, but some students would have preferred a more positive tone. Both students and teachers saw the posters as being more effective at promoting awareness than changing attitudes or behaviours. The posters are most likely to be seen in corridors (due to low numbers for distribution), where competition for attention from other posters or visuals is high. Teachers and students stated that they think the posters would have more impact in the classroom.

Evaluating the Campaign – Stickers

Recall of the stickers was very high among both teachers and students. The stickers were seen as the most popular item in the campaign and were more popular among junior high school students than senior high school students. Students see the stickers as a way to self-identify with the objectives of the campaign. While teachers viewed the stickers as inexpensive and easy to distribute, a few teachers were critical of the stickers “appearing everywhere” after March 21.

Evaluating the Campaign – Brochures

Among both students and teachers, there was very low awareness of the brochures. When the brochure was shown to students, they stated that it had very little appeal to them. With regard to the quotes used in the brochure, they expressed a desire for quotes from more relevant personalities, such as sports figures, musicians, or respected social activists. Despite the low awareness of the brochures, they expressed an interest in some of the activities presented, including introspection on their own value system, discussing films or videos presented in class, arranging a debate on issues of racism, staging a play or skit,

and doing a family genealogy or talking to friends about their experience with racism.

Evaluating the Campaign – Website

There was a low level of awareness of the March 21 website among focus group participants. Teachers expressed concern about the state of Internet access for students at schools. Some schools have very limited Internet access and, even in schools with higher degrees of access, the use of the Internet in schools by students is uneven. Despite these limitations, teachers stated that the Internet is a good way to distribute materials about the Campaign if the site is properly advertised. Students saw the Internet as an information source rather than a promotional tool for anti-racism activities.

Evaluating the Campaign – National Video Competition

Students and teachers stated they had a moderate awareness level of the National Video Competition. In the focus groups, there was strong support from students for contests in general as a promotional vehicle because it addresses their desire for greater interactivity.

There was, however, concern expressed about how the contest is being promoted. Some teachers felt the rules are too restrictive and deter the use of the contest as a classroom activity. As well, there were concerns that the contest is not actually open to all students due to resource issues. Both students and teachers were concerned that competition is limited to students in media studies or toward upper-income students. As well, students saw lack of follow-up/promotion of winning entries as de-motivating.

Campaign Preferences – Teachers and Students

There is a need for greater awareness of the campaign materials among teachers. The need for greater awareness is linked to the timing of delivery of campaign materials, the way the materials are formatted, and the accessibility of resources for activities promoted through the Campaign.

Teachers stated that they would prefer to receive user-friendly resources that respect their workloads, and receive the campaign materials in late Summer or early Fall – at a time when they are setting up their lesson plans for the year. The materials should be in a user-friendly format that they can easily incorporate into classroom activities or assignments. Teachers felt that the materials should be designed in a way that can be used by a variety of different teachers teaching different subjects, not just those subjects where there is a perceived fit.

Teachers also stated that the delivery of the materials should be better targeted within the school. Sending the campaign materials to the principal does not guarantee that interested teachers will receive it. As well, a number of teachers in schools in large metropolitan areas stated that they were only able to get a limited number of materials. They felt that the Campaign should be changed to ensure that it is not hampered by unnecessarily limiting the amount of materials (posters, brochures) that can be sent to schools with larger populations.

Students felt that the Campaign is successful at raising awareness. They felt that it fares less well on providing an understanding of the consequences of racism. They understood that racism is a complex problem and would like more access to strategies to address and prevent racism.

Students' campaign preferences included a desire for peer-based solutions, real-world examples, interactive activities in lieu of lesson-based teaching, and strategies to address or prevent racism.

As students are reluctant to involve authority figures to deal with interpersonal issues, they would prefer to use peer-based solutions. "Peer ambassadors" or student council representatives were seen as effective messengers for anti-racism interventions.

Students said that real-world examples that adopt graphic or "in-your-face" approaches have an impact on them. Students mentioned other social marketing initiatives, such as anti-tobacco and anti-drinking campaigns, as examples. These initiatives were seen as effective because they place an emphasis on the consequences of racism. Students suggested that real-world examples could include personal testimonies from victims of racism or reformed racists.

Students also expressed a desire for interactive activities over lesson-based teaching. They would like to participate in anti-racism activities that include contests, skits, school assemblies and rallies. They said that they are not overly-interested in text-heavy approaches and would prefer a greater emphasis on visual materials.

Students also expressed interest in strategies to address or prevent racism. They felt these strategies should recognize that student life is complex. They would like to receive strategies that include guidelines or principles rather than set solutions.

2.0 Introduction

Environics is pleased to present the Department of Canadian Heritage with the results of the focus group testing of the effectiveness of the March 21 Campaign for the International Day for the Elimination of Racial Discrimination. The objective of the focus groups was to evaluate the effectiveness of the Department of Canadian Heritage March 21 Campaign, particularly the resource materials as well as teacher and student experiences.

The purpose of the evaluation of the March 21 Campaign was to determine:

- Whether there is a continued need for a campaign that is aimed at raising awareness of the effects of racism in primary and high schools.
- Do the needs that the Campaign, as initially designed, to address racism in primary and high schools, continue to exist or have the needs changed?
- How is the Campaign, as an educational tool, responding to established or emerging needs of youth and educational institutions?
- Is there evidence that, due to the focused nature of March 21 activity in the schools, student behaviour is changing and, if so, are these changes influenced by other anti-racism events as well?

The Department of Canadian Heritage's March 21 Campaign is a multi-faceted program aimed at Canadian students aged 12 through 18 years of age. The campaign includes a resource kit for teachers, a website, and a national video competition.

The Department of Canadian Heritage selected a mix of qualitative and quantitative research approaches to evaluate the effectiveness of the March 21 Campaign. A qualitative approach was selected because focus groups can be used to establish how a target audience relates to an issue and allow for the probing of the relationships between attitudes, opinions and behaviours. The focus group sessions undertaken for Department of Canadian Heritage were designed to gain feedback from students and teachers about the effectiveness of the materials and activities associated with the March 21 Campaign for the International Day for the Elimination of Racial Discrimination. This approach also provided an opportunity to engage Canadian youth and teachers in a discussion of their personal experiences with the campaign, observations about the Campaign, and their insights into how they would shape an anti-racism campaign for youth and teachers.

Prior to the start of each session, participants were asked to complete a brief questionnaire evaluating a number of elements related to the Campaign. In addition to acting as a reference for participants during the subsequent discussion, the results from these questionnaires allowed us to quantify participants' perceptions of the Campaign. Copies of the students' and teachers'

questionnaires, as well as the responses from each group, have been appended to this report.

3.0 Methodology

As part of the Department of Canadian Heritage's evaluation of the effectiveness of the March 21 anti-racism campaign, Environics conducted 15 focus groups in five major Canadian cities between the March 5th and 13th, 2001 with students and teachers. All focus group participants attend or teach at one of the 14,000 schools that received the information package about the March 21 International Day for the Elimination of Racial Discrimination.

The following report is an evaluation of the effectiveness of the Department of Canadian Heritage's March 21 Campaign and not a discussion or study of the state of racism in Canada. Throughout the focus group sessions, the importance of evaluating the March 21 Campaign materials and activities, as opposed to the problems of racism in general, were stressed with the participants. The qualitative research undertaken through this study was designed to address the research objectives (see section 2.0).

Focus groups provide a research milieu in which a representative group of individuals, who may or may not have a similar demographic background, attitudinal orientation or life experience, can participate in a structured discussion on a particular topic. This structured but open-ended forum permits the exploration of thought processes in a much different manner than quantitative research. Given that a person's views on racial issues are rooted in deep-seated attitudes and values, focus groups were selected as the most appropriate research methodology, not only because focus groups allow for the exploration of ideas, opinions and the motivation behind perceptions and behaviours with participants, it also allows participants to respond in their own words. This provides an opportunity for the evaluators to understand the conceptual framework used by participants when it comes to the issues of racism and the use of social marketing campaigns in the school environment.

Given the complexity of the issue, as well as the diversity of elements that require evaluation, it was also thought that this evaluation project would benefit from the use of a pre-session questionnaire. In addition to covering a range of topics that could not be covered in the qualitative investigation, this questionnaire allowed for the quantification of the results. It should be noted, however, that the questionnaire results are not statistically representative of students or teachers as a whole, but provide valuable insights into the attitudes and opinions of the focus group participants.

All research work was conducted in accordance with the professional standards established by the Professional Market Research Society (PMRS) and the Canadian Association of Market Research (CAMRO).

3.1 Recruitment

A list of schools who participated in the 2000 March 21 Campaign was provided to Environics by the Department of Canadian Heritage as the starting point for the recruiting process. Since this is an evaluation project, rather than a project aimed at the school population as a whole, basing the recruiting process around these institutions was the most effective use of resources.

The initial recruitment criteria for the focus group sessions included familiarity with the Campaign. However, due to the low level of familiarity among both students and teachers, recruiting respondents who were at least somewhat familiar with the campaign quickly became problematic. In all locations, an attempt was made to recruit at least one-half of participants per session who were at least somewhat familiar with the campaign materials.

A number of difficulties were encountered due to the time-sensitive nature of the project. Many schools were reluctant to allow recruiters onto the school premises without additional information than what was provided in the introductory letter or from discussions with the Project Director. A further complication to the recruitment process resulted from many schools being involved in their preparations for report cards or the March Break. However, Environics was able to adapt recruiting strategies to suit the needs and requirements present in each location.

3.2 Focus Group Composition

In order to reflect the diversity of Canadian students' and teachers' reactions to the campaign materials, the cities of Halifax, Montreal, Toronto, Calgary and Vancouver were selected as locations for the focus groups. The Montreal sessions were conducted in French and all other groups were conducted in English.

Focus group sessions were divided into three different streams. The first stream involved teachers and the other two streams involved students. Students were separated into two different streams – one for students 12 to 15 years of age and the second for students 16 to 18 years of age. In all, 43 teachers (27 female, 16 male) and 107 students (57 female, 50 male) participated in this evaluation.

Based upon the results of the recruitment, one-half all of focus group participants per session were either very or somewhat familiar with the different campaign materials. To compensate for the varying levels of familiarity, participants in the sessions were exposed to the entire range of campaign materials and given time to examine them thoroughly. This process ensured that, regardless of their familiarity with these materials prior to the session, all participants could knowledgeably contribute to the discussion.

3.3 Focus Group Approach

For participants, the focus group sessions involved a pre-session questionnaire, a general discussion of racism (including the attitudes and behaviours associated with racism, and its prevalence in the participants' school) and an evaluation of the different aspects of the March 21 Campaign.

Prior to the start of each session, which was approximately 90 minutes in duration, participants completed a questionnaire concerning the March 21 Campaign. Questionnaire results are indicative of students' and teachers' views on the March 21 Campaign versus being statistically representative.¹ A pre-session questionnaire was used to evaluate student and teacher awareness of the March 21 Campaign in an unaided, unprompted way. In the pre-session questionnaire, participants were able to provide feedback on the various aspects of the Campaign and express their views on what they thought the main object of an anti-racism campaign should be, without having their views influenced by other participants. The pre-session questionnaire also served as a warm-up to the overall discussion of the session topics.

Copies of all research instruments, including top-line results from the teacher and student questionnaires and moderator guides, have been appended to this report.

All focus group participants received an incentive for their participation in the sessions – students received either \$40 or \$50 (depending on location) and teachers received \$75 for their participation. As is generally the case, incentives enhance interest in participation, and in particular, enhanced interest among those who were recruited to attend, and were critical in attracting teacher participation. As will be noted in this report, teachers are under a significant time-pressure and the timing of the sessions (during the preparation of report cards and during or near the March Break) was not the most convenient for teachers. As an occupational group, teachers are among the most reluctant participants in focus groups, even at the best of times. As such, the monetary incentive was a substantial motivator for teacher participation.

All focus group sessions took place in professional focus group facilities. These facilities allowed regional representatives from the Department of Canadian Heritage to observe the sessions as they took place.

¹ Although the focus group participants were recruited at random and were drawn from a variety of backgrounds, the fact that participation in this project was limited to five urban areas precludes the use of the quantitative results in the same manner as a random probability survey of Canadian students and teachers. Therefore, no margin of error can be applied to the results, which should be considered as indicative in nature.

4.0 Awareness, Attitudes and Behaviours

Based on focus group feedback, anti-racism activities surrounding the March 21 Campaign have had the impact of raising awareness about racism. Students and teachers alike, however, did not see these activities as having had a direct or immediate impact on attitudes or behaviours. This could, in part, be a reflection of their overall low level of familiarity with the Campaign in general. Focus group participants talked about racism as being a learned behaviour. They felt that, if it can be taught, it can be untaught, but it just takes time and a consistent approach.

The objective of anti-racism campaigns is to ultimately eliminate racial discrimination through the changing of attitudes and behaviours. As many participants commented, behaviours are not changed overnight and, in the case of those with confirmed racist attitudes, it may be impossible. As two Calgary student participants commented:

"I don't think people are aware of what racism is or that there's a big problem with it, and I don't think you can change other people's behaviour and attitudes, I think that's for them to do. And so I think that it's more important to make people aware of the problem."

"I think people have to decide for themselves, because someone telling you or having a poster saying "Racism. Stop it!" that would mean nothing to me if I was racist."

Behaviours are based on a person's internal values structure and, in order to change behaviours, a person must become aware that different values exist, accept that these values are valid, and then incorporate these new values into their day-to-day thinking and actions. While there may be individual events or epiphanies that occur to stimulate movement toward change, effective behavioural change requires persistent and consistent effort.

Focus group participants indicated that student awareness of racism as a problem is increasing but positive attitudes and behaviours are not necessarily emerging at the same pace. Results of the pre-focus group questionnaires indicate that the majority of students believe awareness is the primary objective of the racism campaign. As well, when asked to choose between the importance of promoting awareness of the problem of racism in Canada and promoting better behaviour and attitudes, students stated that it is more important to increase awareness of the problem. These results, combined with the qualitative focus group results, clearly indicate that students are at the "awareness" stage in their understanding and appreciation of the problems of racism in Canada.

Further, when asked to discuss this point, students felt that awareness is an important precursor for change. Among those students who said the priority should be on behavioural or attitudinal change, all of these students thought that a good base of awareness concerning the problem of racism had already been achieved. Both the focus group and the questionnaire results indicate that students do not view racist behaviour as socially acceptable but, while they are confident they can distinguish between racist acts and group behaviour, they do not necessarily feel properly equipped to deal with these behaviours. As they are at the awareness stage in their development of socially responsible attitudes toward race issues, they need continual exposure to information and strategies to deal with racist situations as they arise. Over time, this exposure, combined with further life experience, will have a positive impact on attitudes and behaviours.

Teacher feedback from the pre-focus group questionnaires indicates that a majority sees the current campaign as having a minor positive impact on students' attitudes and behaviours. Teachers see racism as an issue in their schools but they also believe there are many other pressing problems, such as violence and substance abuse as well as other equality issues (gender equity, discrimination on the basis of sexual orientation), that must be addressed. Unlike students, teachers think that it is more important to promote better behaviour and attitudes among students than to focus on increasing awareness about the problem of racism. For them, promoting better behaviour and attitudes among students in this regard cannot help but have a positive impact on the other important issues facing students.

Looking at perceptions of prevailing attitudes among their students, teachers certainly do not see a deterioration in racial attitudes and behaviours over the past few years. They have observed a change but, in their opinion, the change has been influenced more by the changing demographic composition of schools than necessarily a positive or negative change in student behaviour. Therefore, according to teachers, the problem is remaining consistent but the school environment is becoming more diverse.

Students echo this view as well. Although their school experience may be more limited in terms of duration than teachers, they have also noticed a change. Although a change in school environment may be a result in changing schools itself, such as the progression from smaller junior high schools to larger senior high schools or moving from one school to another as part of a change in family residence, students also noticed a change in the demographic composition of school populations.

The problem may be consistent, but the perceived environment has changed. This was most evident in the way that students in Halifax addressed the issue of racism. While "black versus white" issues were familiar to students, and it was felt by students that measures were being taken to address these long-standing problems, the recent influx of students from other ethnic backgrounds is seen as introducing a new element into this situation.

Teenagers, as a general rule, want to foster a sense of belonging as part of their search for identity. The groups that they spend time with influence their attitudes and behaviours. Increased general awareness is having an influence on individuals, which is slowly helping to change group dynamics as well. Students are moving from ill-informed views on racial issues to a more rational understanding. According to the teachers, a more rational understanding cannot help but influence attitudes and behaviours.

Students and teachers said that the March 21 Campaign for the International Day for the Elimination of Racism and associated campaign materials have had a role in increasing awareness concerning the problem of racism. While not all participants were familiar with the Campaign materials before the focus group sessions, even those who were unfamiliar with it could see the potential in the materials (i.e., that it could have a positive impact on raising awareness).

If students' and teachers' suggested modifications to the campaign are adopted, such as the earlier delivery of campaign materials or the provision of more accessible teaching materials, teachers feel that they would be better able to provide students with year-round activities to reinforce student awareness of the issue of racism. These year-round events provide students with the opportunity of seeing responsible racial attitudes and behaviours being modelled. Over time, this modelled behaviour will become the students' behaviour.

5.0 Views on Racism

Each of the focus groups with students and teachers began with an initial discussion of the most important problem facing students at their school. In general, initial responses concerning the “state of our schools” were positive. Upon probing, the students saw violence in the school, bullying, drugs and crime, as well as racism, as the top negative issues facing students.

5.1 *Prevalence of Racism in Schools*

Students spontaneously mentioned racism only a few times as one of the problems facing them in their school environment. Given that the racism was raised in the recruitment process for the focus groups and that students completed a pre-focus group session questionnaire on the subject of racism, this topic should have been front and centre on their minds as the focus groups began. The low level of initial mentions of racism as one of the most important problems in their schools indicates that, while it is an issue for students, students in these sessions do not consider it to be the *most* pressing problem that they face at their school. Instead, it is one of many issues, such as drug abuse, theft, violence and bullying, as well as drinking and driving, which challenge students today.

Although the problem of racism does not appear to be a top-of-mind problem in the schools, students in each city in which the focus groups took place said they had either witnessed or personally experienced racism at their school. The frequency of witnessing a racist incident was much higher than the frequency of experiencing or being the target of a racist event. It should be noted that every student participant of a visible minority background, as well as some students whose differences from the demographic mainstream were not as obvious, said that they had, at one time or another, been the target of racism in the school environment. It should be noted that the origin of these incidents was not confined to their peers in the student population.

Racist events tended to take the form of taunts, stereotypical jokes, and verbal abuse, with few incidents that were violent in nature. Bullying was sometimes seen as having a racist element to it and was seen as more prevalent in junior high schools than in senior high schools. While bullying was seen occurring less frequently in senior high school, when it did take place, the physical aspect to this behaviour was much more serious in nature than in junior high schools.

In addition to being more of a background issue than one that was more top-of-mind (for the most part), students did not see racism as being overt in their schools. There was substantial agreement, however, that racism can take many

forms, can be subtle, and should be an issue of concern for students, teachers, schools and governments. Further, when placed in the context that students pay taxes and that this program required the use of their tax dollars, there was unanimous agreement from student participants that the March 21 Campaign was an appropriate, and even important, expenditure by government – an important indicator of their support for the program and an assessment of the Campaign’s usefulness.

While obvious forms of racism, such as those based on the colour of a person’s skin or ethnic origin, were readily identified by participants, many students included other forms of discrimination, such as taunts based on accents, traditional foods and dress, as part of the problem of racism.

Although participants generally stated that racism was not a major problem in their schools, they could often suggest other schools where it is thought to be a problem. While they see it as one of the problems their schools face, they felt there are other pressing issues that also need to be dealt with. This is not to imply that the issue of anti-racist action should be secondary to dealing with other issues; participants did not feel that this issue should take precedence over other issues of concern, such as violence in the schools or substance abuse issues.

Teachers saw the anti-racism campaign as an appropriate activity because it encourages socially responsible attitudes in students. However, many teachers stated that they have many other responsibilities to their students, such as those in the formal school curriculum, which does not allow them enough time to address all the issues that they would like with their students.

5.2 Defining Racism

Racism is defined as the belief that your own ethnic group, race, or religion is superior to another. Although there were some gaps in the way they defined racism, student participants were able to provide a substantially accurate definition of racism in the focus group sessions. One Toronto teen defined it this way:

“It’s judging people before you know who they are; you just give them a title and you don’t know anything about them.”

Most students see racism as a form of ignorance or bias against a group of people. In Halifax, a number of students saw a relationship between prejudice and power in their definition of racism. Students in Calgary needed to be prompted to see an element of superiority in racism. The following is one of the exchanges that took place in Calgary:

“Discrimination. Or discriminating against someone because of the colour of their skin or nationality.”

“Treating someone differently, not necessarily badly but differently.”

(Moderator) “Is there something else to add to that definition?”

“Thinking your race is better than someone else’s.”

In Montreal, more so than in other locations, students focused on the relationship between racism and other forms of discrimination, which they felt go hand in hand. Students in other parts of the country also saw a strong relationship between anti-racism activities and overall measures promoting respect for human rights. While the March 21 Campaign has an exclusive focus on racial discrimination, many students did not see a distinction between racism with other forms of discrimination, such as homophobia, sexism and intolerance based on physical differences (such as being short, tall, skinny, fat, and so on).

Students often equated programs or activities that promote multicultural awareness, such as Black History Month, or initiatives such as International Women’s Day (both relatively recent occurrences given the timing of the focus groups) with the March 21 Campaign. Teachers shared this view. As one teacher participant commented:

“We don’t take this package as a “stop racism” package, we take it as a stop all forms of discrimination [package] and it [March 21] is a celebration day for us in our school.”

While broad action in the area of promoting respect for human rights and multiculturalism is a positive goal, this does not necessarily provide a distinct identity for, and therefore distinct awareness of, the March 21 Campaign. In fact, the promotion of the “brand identity” of the Campaign to the detriment of other socially worthy goals may be counterproductive as far as the big picture is concerned. Of course, all of these social marketing initiatives aimed at increasing respect for human rights and diversity should work in concert, not in competition with each other.

5.3 Impact of Racism

After defining racism, students were asked to articulate the most negative aspects of racism. The negative aspects of racism that surfaced most often were the following:

- ❑ Low self-esteem
- ❑ Feelings of alienation or powerlessness
- ❑ Dividing people, and setting up artificial barriers between them
- ❑ The possibility of violence based on racism

The following exchange that took place in Halifax, when students were asked to articulate the most negative thing about racism, illustrate these points:

“It makes people feel bad and not wanted.”

“It makes people feel bad about their heritage and culture, about who they are.”

“Like ashamed of who they are.”

“Ashamed of their skin colour and stuff like that.”

“People can’t really control what their race is, so they have no control over why people are making fun of them.”

Students were then asked if there are any positive aspects to racism. Many teens expressed disbelief that the question was even being asked and could not think of positives related to racism. When pressed, a few students felt that if they witnessed a racist incident, it might help to strengthen their resolve to take a stand against that type of behaviour, and to promote greater harmony between different racial groups.

5.4 Student Reaction to Racism in Schools

Students were asked how they dealt with racism when they witnessed it. Students generally agreed that they responded to the situation based on the seriousness of the incident. If the incident was relatively mild, students said that they would express their disapproval to the perpetrator or their support for the victim. When the racist incident was violent or more serious in nature, students reported the event to an authority figure (except when the authority figure was causing the situation), although students expressed a reluctance to “fink” on their peers.

Focus group participants stated that they generally attempted to deal with racism using peer-based solutions with varying degrees of effectiveness. For example, those who witnessed a racist incident would get together with friends and try to speak to the perpetrator about what happened or make comments or asides that indicated that they did not support the racist behaviour. As well, they would express their support for the victim.

However, students often mentioned that racist comments or other forms of discriminatory behaviour based on race sometimes occurred in situations where the victim and witnesses were out-numbered by the perpetrators. In these situations, they felt they did not have the power to safely address the issue. Students in Montreal and elsewhere spoke of a “gang mentality” that can emerge

when large groups of students are together. In these situations, students felt powerless to do anything because they feared for their own safety.

Students across the country expressed an awareness that racism is a learned behaviour. They generally believe that people are not naturally racist – they need to be exposed to racism to become a racist. In almost every student session, some participants stated that racist people do not generally admit to being racists or acknowledge that their attitudes and actions constitute racism. As one student said: “Some of them might not even realize that they have a racist attitude.”

Some students spoke of the difficulty that some of their peers face because of the racist beliefs that they are exposed to outside of school. These students feel conflicted because they are exposed to one standard of behaviour at home and another at school. Students feel that the racist or non-racist views of parents can not help but influence their children’s behaviour and that it is a real challenge to be a non-racist when your parents are racist. The following exchange, taken from one of the Toronto sessions, illustrates this point.

“I have a friend. Her parents don’t like black people at all. She’s not allowed to date black guys or whatever. She kind of acts a certain way in front of her own parents but as soon as she’s out of there, out of their sight, she is so nice. She is the nicest person you could ever meet but it’s just because she lives under her parents’ roof....”

“I had a friend like that too.”

“And that’s a bad thing.”

Further, there was a feeling that it would take more than a poster or a sticker to convince a person with racist attitudes to see the error of their ways. The Campaign does, however, provide support and reinforcement to students who have, or want to adopt, more positive attitudes toward racial harmony and tolerance. Students are aware of what racism is but are often unsure how to address it. The common view was that posters and stickers would not change those who have racist views. In fact, some students almost “write off” racists because they are unsure how they can change those sorts of attitudes and behaviours in the future.

While students were unable to definitively say how these people’s views could be changed, they did provide some suggestions on how to make the activities associated with the campaign more effective. In this regard, they expressed a desire for programs and activities that outline real-world examples of the consequences of racism and strategies to address it. Through a better understanding of the consequences of racism and having a variety of strategies to deal with it, students think that racist attitudes and behaviours would diminish within their school environment. It should be noted that these suggestions were based on examples of social marketing campaigns used in the schools that

students believe are effective, such as anti-smoking or anti-drinking and driving campaigns. Both the “in your face” graphic approach and emphasis on real-world consequences were mentioned by students as the main factors contributing to the effectiveness of these campaigns. The value of this real-world approach is illustrated in the following exchange, taken from one of the Vancouver sessions.

“Well, my parents sort of brought me up like to not be against anyone, so I never had a problem with different colour people or whatever. But there was this time that I heard on the news, this guy chained a black person to the back of his car and, like, drove for like 5 kilometres and dragged him, and then like he finally fell off and went into a ditch and that really changed my point of view towards, like, trying to stop it.”

“Since I was little my parents have always said that racism is bad and stuff, especially my mom, so I’ve always kind of been against racism. But I think this campaign also really helped me see the other things and stuff.”

“My parents are always against it, like the campaign and everything kind of made you think more about it. Like before I grew up with people from all ethnic [backgrounds] right, so I wasn’t really racist or anything, but the campaign made you do something about being more to prevent it then just being against it.

“Well, what help[ed] me change my perspective is I went to Africa, South Africa in like Grade 5, and I saw, like, real world examples and so that really changed my perspective about it.”

“Well, I’ve always not liked racism and everything, and I’m really a fan of baseball, and, back in the early, like 1900’s to 1940’s, major league baseball – they were really racist towards blacks and they wouldn’t let them play and everything, and after I heard of that I just really [thought] that something had to be done.”

6.0 Evaluation of Program Materials

As part of the Department of Canadian Heritage's March 21, 2000 anti-racism campaign, a number of print materials were included in a kit for use in schools. The print material included posters, stickers, a petition, a resource list, brochures with tips, an information booklet and a teacher's guide. Both students and teachers were asked to rate their familiarity with and their overall impressions of the materials.

Before students and teachers participated in the focus group session, they were asked to complete a short questionnaire to gauge their level of familiarity with the anti-racism campaign and the kit material. Feedback from these questionnaires indicates that there is a low level of awareness of the Department of Canadian Heritage's anti-racism campaign and an even lower level of awareness of other anti-racism programs or campaigns. For example, fewer than one-half of teachers and just over one-half of students said they were either very or somewhat familiar with the March 21 anti-racism campaign. As well, when asked to name other anti-racism programs, a majority of teachers and students were unable to name or identify one other program.

In the focus group sessions, students expressed high degrees of awareness of the posters and stickers associated with the March 21 Campaign, and a moderate level of familiarity with the television advertisements. However they expressed very low levels of awareness for the other items in the kit and activities associated specifically with the campaign.

Overall, teachers viewed the kit as a work-in-progress – a good start but not truly adaptable to their needs. While teachers saw the kit as containing good ideas for preventing racism, they felt that the kits needed to be modified. The classroom activities and teaching suggestions in the kits were not considered to be user-friendly. They require a significant amount of additional work by teachers to make the lessons applicable to their classroom situation. The following exchange highlights this view from teachers.

"I think the kit, if anything, is a good starter because it gets people thinking. There's some excellent ideas in here. I think that's the emphasis, that's the benefit, of your kit is that people can look at it and say "you know, I'm going to try this," or "gee that's a great idea."

"I disagree with you..."

"Do you?"

“Yeah, I would take that kit and I would pick out pages and give them specifically to teachers who were teaching something in that area. But I wouldn't hand them a kit because I know the kit would end up coming back to me the next day with a thank you note.”

6.1 Teachers' Evaluation of the Resource Kits

Teachers who were familiar with the kits found them to be helpful but, overall, teachers felt that there are a variety of reasons why the kits are not as effective as they could be. With the exception of Halifax, where the kit received a positive review from teacher participants, most teachers found the kit to be too bulky and overwhelming. Teachers, like many other professionals, have many demands placed on their time. In the last few years, class preparation time has been cut and, at the same time, there are more demands in the official curriculum for schools. Teachers also felt besieged by a variety of worthy causes, such as anti-tobacco and anti-drug programs, among others. Teachers said they felt unable to give these causes the attention that they felt they deserve.

With regard to the questionnaire evaluation of the items in the kit, teachers, when they do provide an evaluation of the items, tended to give a tepid endorsement of the items' effectiveness. The most striking finding, and in keeping with the qualitative results, is that a majority of teachers could not make an assessment of the items due to a lack of familiarity with the items in question. In fact, although the low awareness of the items is, in itself, an important finding, this low level of familiarity made an evaluation of each item in the kit a challenging prospect.

During the French sessions in Montreal, the teachers suggested that the kit be re-designed to follow the approach used by Le Conseil de la Francophonie du Quebec. The Conseil's *La Semaine de la Francophonie* was taking place at the same time as the March 21 Campaign. Teachers in Montreal stated that the *Francophonie* kit was ready-to-use and did not require any additional work on their part. The teachers stated they were able to give students materials from the kit and the students could work with it immediately, whereas the March 21 materials required a significant investment of preparation time to make the materials applicable in their classroom. Montreal teachers felt that the materials were not used to the same extent as the Francophonie materials because they are not ready-to-use.

— Kit Delivery: Impact on the Effectiveness of the Campaign

While the Department of Canadian Heritage prepares the campaign materials, a third party is hired to distribute the kits. The kits are distributed to approximately 14,000 schools and are addressed to the school principal and are delivered in February. If the material is sent directly to the principal and to the principal alone, it does not necessarily mean that the teachers in the school will receive a copy of the information. If teachers do not receive the information, they are unable to act upon it.

Teachers felt the kits need to be sent to them directly instead of the principal. Failing that, the kits should be sent to school guidance counsellors, libraries, or teachers

designated to deal with equity issues. If the package is sent to the principal, the material does not necessarily make it to the teachers in a timely manner. The following exchange by teacher participants represents a consensus view regarding this problem.

“I think part of our problem is, unless you know it’s coming, it’s probably going through the administration or through the main office and, if they don’t direct it to anybody, it just dies there. Or, if they do, it might just go to one person.”

“The only reason I found out about any of this stuff is because I went on the website and I found the guide. I found all the information. I was able to search [it] out myself. As far as locating it in my school, it dropped in some kind of black hole on someone’s desk.”

“It came through our department head and it was just tagged for all the social [studies] teachers and “feel free to make a copy” and, myself and another teacher with [the] student council, we looked at this to see how we could plug it in to student council. So it just went through all the social [studies] teachers.”

In Calgary, students suggested that the anti-racism kits be sent to the student councils so that the councils could also help to promote racial harmony and understanding.

“The student council are more of, like, what the students think, they kind of are a voice for the students and I think that because the students make up the school pretty much that they should be the ones that get it.”

In general, student participants felt that stronger peer involvement would have an additional positive impact on student views and reactions to racist behaviours. In Halifax, Youth Against Racism sponsors a training session for peer counsellors who then return to their schools to promote the cause. Peer counsellors were also in use in Calgary.

As well, teachers would prefer that the kits be sent to them directly in the Fall. Teachers organize and coordinate their teaching plans in the Fall. If teachers had the kits at that time, they would be better able to incorporate the activities into the class curriculum.

_ User-friendly Resources

Teachers were emphatic that the kits need to be more user-friendly. They said they would appreciate a ready-to-use kit requiring minimal or no preparation. Currently, they feel they are required to do too much to make the suggested activities worthwhile. Teachers say they are often overloaded completing the

regular curriculum with their students. While teachers believe anti-racism activities are important, they feel the additional time burden that the current Campaign resource design places on them is de-motivating.

The kits do not contain all the resources that the kits recommend that teachers use. This requires teachers to either not include that activity or somehow find the time to track down the information or resources necessary for the recommended activity. While teachers in Halifax were positive about the kits, teachers in the rest of the country felt that the kits put too much of a time burden on the teachers. The following is an exchange by teachers in Vancouver about the suggestions in the campaign materials:

“You know I look at page two here. Organizing it – it’s a one day event, but it’s a big one, I mean the preparation to set up a display, organize workshops, forums, art events, etc. This isn’t a one day project for a teacher, this is a long project, a lot of work to put that together.”

“I had one guest speaker come, really high profile one, and our next one is going to be [speaker’s name] at our school, and for me again that guest speaker is actually a personal friend, which made it easier obviously. To organize all the grade 11 students that took me three weeks of basically any spare time I would have had at school. Meaning I’m there from 8 till 5 and so any spare time for two weeks was taken up by that, plus several phone calls from home. And that’s just to get one person in to one room with all the kids. This is basically three months of work as I see it, judging by my experience with exchanges and guest speakers.”

Other Suggestions for Enhanced Teacher Involvement in the Campaign

The teachers who participated in the focus groups are willing to do their share for the campaign and to take some time to address the issue in class. However, they do not have much time to dedicate to this work and want quick, relevant and useful means (games, exercises, activities) to promote racism awareness that are in line with the subjects that they teach.

Most of the teachers who promote the anti-racism campaign are personally motivated to be involved. Teachers often feel that the responsibility for teaching students about racial understanding and appreciation falls to teachers in the areas of social studies, religion and moral instruction or history. However, they felt the kits should be designed so that any interested teacher, regardless of the discipline that they teach, could pick up the kit and find a lesson plan or activity that would be suitable to their area of instruction, be it math, science, physical education or social studies.

Teachers also expressed frustration with the information request form. They felt that the number of copies they could order were inadequate. Teachers who have been involved in the Campaign stated that the request form placed limits on the number of copies that can be obtained. Teachers stated that this restriction was

de-motivating as it placed what they considered an unnecessary roadblock to promoting the Campaign and activities related to ending racial discrimination.

6.2 Posters

Students and teachers readily recognized the anti-racism posters. They stated that the hand on the poster is very recognizable and is a strong consistent identifier for the campaign. Teachers stated that the posters achieve high visibility and are good at raising awareness, but they thought that the posters are too passive to effect behavioural change.

Questionnaire results indicate that a majority of students are familiar with the poster. As well, equal numbers of students said that the posters raise awareness but have little impact on behaviours. A majority of teachers felt the posters are effective, and gave posters the third highest rating of the items tested in terms of raising awareness.

Students and teachers said that the posters are seen primarily in school corridors and on some classroom walls. In the corridors, the anti-racism posters compete with a wide variety of other posters for events, sports and other extra-curricular activities. The posters are seen as having more of an impact in the classroom, where they do not compete with as many promotional images. The limited number of posters provided to schools may be the reason why posters tend to appear more in the high traffic areas rather than in individual spaces.

Participants also felt that a larger poster size would be more effective at attracting student attention.

6.3 Slogan

The slogan of "Racism. Stop it!" was seen by both teachers and students as blunt and forthright. A few participants stated that they didn't like the negative tone. Others said that the slogan is not aimed at them. These students saw the statement as being aimed solely at those committing racist acts. When expressing their understanding of the slogan, some students did not necessarily see the slogan as a call to action when they experience a racism on any level.

6.4 Stickers

The stickers were seen as the most popular portion of the anti-racism campaign kit, especially with students in junior high school. Questionnaire results indicate that a majority of students are familiar with the stickers and have used or worn the sticker.

While a few teachers in the focus group sessions made negative comments about the stickers because they were “everywhere” after March 21, comments in the questionnaire are positive. Teachers saw the stickers as an inexpensive proposition that is easily distributed to students. One teacher stated that a discussion about the colours of the stickers led to a more detailed conversation about racism in general, an indication of the effectiveness of the stickers.

Students stated that they used the stickers in a number of ways. Some placed the sticker on their clothing and others placed it on personal property such as binders, lockers and so on. These actions showed student’s self-identification with the anti-racism program. While placing the sticker on their personal property places the material in front of the student and their peers for a longer period of time than just wearing it on their clothing, a number of student participants advanced the view that wearing the sticker was a way to self-identify with the objective of the campaign, although in a mild way. The following exchange from a session in Halifax outlines these views on the effectiveness of the stickers:

“I don’t really think that it necessarily sends a message when you’re getting them at school because pretty much everyone will just put them on. If you were to take your own time and get them then it would send a message ...”

“A lot of people that wear them. There used to be only one colour but now they have a whole bunch, so everyone just wears them because they’re colourful and people like to collect different colours and stuff.”

“I think if you wear them it proves a point – that you don’t want people to be racist around you, or you don’t like the idea of racism.”

The popularity of the stickers was also in evidence over the course of this evaluation. In approximately half of sessions, student participants wanted to take the stickers with them after the session was completed.

6.5 Brochures

Most students had not seen the generic brochure before the focus group sessions. In Montreal, two students said that they had seen it but had not bothered to read it. The overall evaluation of the brochure was somewhat positive even if most students in the focus groups maintained that print materials were not the most effective way to increase awareness and thus attain the campaign’s objectives.

Overall, students liked the ideas in the brochure that were designed to increase awareness of racism and ways to fight it. Specifically, they were interested in the following suggestions – students like the first three suggestions the best:

- Examine your own actions. Do they reflect beliefs in equality and diversity? How do your actions demonstrate these beliefs?
- Watch a film that explores the issues of racial discrimination, prejudice or multiculturalism and discuss its theme.
- Arrange a debate on issues related to racism.
- Stage a play that examines racism.
- Discuss with a friend their experience of racism.
- Do a family genealogy.

Other comments on the brochure included the finding that students felt the quotes from political figures need to be reconsidered. In fact, they strongly suggested replacing these quotes with statements from individuals they consider more relevant to their lives or who have expertise with the issue of racism. While students did not consider that these political figures lack credibility on the need to eliminate racial discrimination, they felt that spokespersons with greater or closer ties to Canadian youth would be more effective. Student participants suggested that quotes from people such as musicians or sports heroes would be more persuasive. They felt that the effectiveness of the campaign would be enhanced if it used spokespersons that students can relate to and are credible with the youth of Canada. They suggested that these people could also be peers that they admire or famous people that teenagers would want to emulate.

6.6 Internet Resources

Although some participants took the opportunity to visit the March 21 website prior to the session, students and teachers alike expressed low awareness of this anti-racism site and other resources available on the Internet. Those who were familiar with some of the Internet resources said that these resources were easy to access and plentiful. However, teachers in general expressed concerns about access to the Internet at school. Often, schools do not have enough terminals for students and therefore not all students and teachers can easily take advantage of these resources.

Teachers stated that the Internet would be an excellent way to provide materials to schools rather than through the kits. Teachers could then select the most appropriate materials for their own use within the school. This approach would require additional marketing or publicity around the website, but teachers felt the benefits would outweigh any additional advertising costs.

Although the Internet is seen to be the medium of the future, the use of the Internet by students is uneven. As well, as the following exchange indicates, the Internet may be effective at reaching some students, but not all students, in the target population.

“I don’t think it’s very effective, though; I don’t think many kids spent much time going to a website.

“Websites are always in the way because they’re never, like, updated; they’re always just, like, articles and...”

“I think it would get out to some people, those that do spend a lot of time on their computer.”

“Yeah, that’s true.”

6.7 National Video Competition

Students and teachers alike thought that the National Video Competition was a very good idea but, as with the kit, they were not sure if it was being promoted in the correct way. Teachers saw it as an excellent way for students to articulate their views. However, teachers expressed some concerns about the contest. They felt that the rules may be too restrictive and that the contest is not actually open to all students due to resource issues. Teachers and students both felt the competition is biased toward students in media or film studies or toward upper income students who may have better access to video equipment. They felt that not all students have access to the necessary equipment, and therefore not all students who may want to be involved can actually choose to become involved in the competition.

Teachers and students also expressed concern about the follow-up element to the video competition. Many participants said that they were not aware who had won the video competition last year, nor had they seen the winning video. They see the perceived lack of follow-up as de-motivating. It was suggested that a compilation video of previous winners might be an effective campaign tool, as well as a way to stimulate participation in the contest.

Students expressed support for contests or competitions of all kinds as a way to promote awareness and involvement. Focus group results indicate that students preferred the active versus the passive parts of the anti-racism campaign and greatly desire opportunities to interact. The posters and stickers were popular with students, but their preference was to be more fully engaged in activities such as the video competition or other activities where the opportunity to interact is present. Many students offered suggestions on different contests that could be used by the Department of Canadian Heritage in conjunction with the video competition.

6.8 Other Anti-Racism Activities

Students and teachers both stated that activities such as school assemblies, guest speakers, skits and plays are excellent ways to promote anti-racist awareness, attitudes and behaviours. When asked who would be the most

effective speakers, students said that they would like to hear from victims of racist behaviour. They want to know how the behaviour impacted the victim and how the person successfully dealt with the situation.

There is also some interest in hearing from reformed racists. Students want to understand why the person used to act the way that they did and what the person did or is doing in order to change their behaviour from being racist to non-racist. One student in Halifax expressed it as:

"I think you should, like, get people who were racist, like, they were racist but they aren't any more and like, go around and give speeches about what they did wrong and how they feel, like, how they felt then and how they feel now about, like, what they did."

These activities could require a considerable amount of research and coordination on the part of the teachers and schools, but they could be supported in this by the creation of a "Speaker's Bureau" by the Department of Canadian Heritage or the regional offices. For these activities to take place, teachers must have the necessary resources at their fingertips; otherwise, the activities are unlikely to take place.

6.9 Appropriateness of the March 21 Campaign

A number of students in the focus group sessions were not very familiar with the campaign material. In the sessions, however, they did review many different aspects of the kit materials. Overall, students felt that the initiative is an appropriate expenditure of tax dollars because it provides important information about racism and some strategies to deal with it. While students did not necessarily see racism as one of the most pressing problems in their schools, it does exist. Eliminating racial discrimination is a worthy undertaking and students felt that the Campaign should be continued and should have more interactive, "in-your-face" activities that underline the consequences of racial discrimination.

Teachers, on the other hand, did not see the kits as cost effective. Teachers' feedback on the appropriateness of the March 21 Campaign was tempered by their views on the manner in which the kits were distributed, when they received the kits, and the usefulness of the materials contained in the kits. They felt the kits do not properly meet their needs as instructors either because they do not arrive in a timely fashion, they are not disseminated properly within the schools, or because the information provided is not readily useable by teachers. If these issues are addressed in future campaigns, teachers said they would have reverse their perceptions of the value for money of the Campaign.

7.0 Student Educational Needs

Teachers and students were asked if the campaign meets their educational needs surrounding the issue of racism. There is a general consensus that the campaign materials have the capacity to raise the target audience's awareness of what racism is. Additionally, students felt the campaign materials, especially the more familiar items such as the posters or the stickers, helped them to understand that others also want racism to stop, that it hurts, that there is no simple solution to racism, that it is wrong, and that it is everyone's problem. However, students wanted more information about the consequences of racism and strategies to prevent racist behaviours.

7.1 Better Understanding the Consequences of Racism

Students articulated a number of information needs that they felt are not currently being met by the anti-racism campaign. The needs that students expressed fall into two general categories: the need for a better appreciation of the consequences of racism and strategies to address and prevent racism.

For the anti-racism campaign to be meaningful and to motivate students to make a behavioural change, they need to understand the consequences of racism. Students wanted to know: how does it effect the victim, how does it impact the perpetrator, how does it impact or change the views of people who witness the racist incident? With this understanding of the consequences of racism, students felt that the negatives associated with racism would be much starker, and the action that it takes to try to stop the racist act would seem much less risky than not doing anything to stop the act.

Successful social marketing initiatives identified by student participants such as anti-drinking and driving, and anti-drug campaigns achieve their goals because of the graphic "in-your-face" depiction of the consequences of these behaviours. These approaches seize the students' attention in a compelling manner that clearly shows the real-world consequences of the driving behaviour. Students in Calgary discussed a successful anti-drinking and program *called The Party Program*. The following is a short exchange that indicates the impacts of these sorts of programs on participants:

"They show you violent things, like pictures of crashes. They also show you operations on dummies ... They scare you into not drinking and driving."

"And there're people who actually had accidents that talk to you and stuff like that. It's really cool."

Students also mentioned a number of movies that they felt showed the consequences of racism, such as *American History X*, *Hurricane*, *Life is*

Beautiful, *A Time to Kill* and the television mini-series *Roots*, among others. These movies clearly and graphically outline how racist behaviour impacts the victim. *American History X* actually shows how and why a racist individual changed their beliefs. Playing these movies or material of this nature to students, followed by a moderated discussion in class, would have a greater impact on students than more passive materials such as the posters and stickers.

7.2 Prevention of Racist Behaviours

Students would also like more information on how to identify and prevent racism. While the information kit does provide information on how to prevent racism in a student's day-to-day life, students are not hearing these prevention messages clearly because teachers are not able to effectively utilize the kits.

It should be noted that students felt that, since the issues around racism tend to be complex, simplistic solutions to prevent racist behaviour would not be effective. While they expressed a desire for tools that they could use as individuals, they expressed a caveat that there are many nuances and frustrations to dealing with racism, especially when those who seek to prevent racism are on the wrong side of the power equation, either being out-numbered in a situation where racism is occurring or when the originator of the incident is an authority figure. While it is impossible to develop strategies that uniformly work in all instances, students thought that guidelines or principles in this area might be of use.

8.0 Recommendations

Students and teachers made a number of recommendations in the focus group sessions on how the Department of Canadian Heritage's March 21 Campaign for International Day for the Elimination of Racial Discrimination could be improved. The majority of teacher recommendations dealt with how the campaign materials and resources are used and student recommendations tended to deal mainly with what form the campaign activities and materials could take.

Teacher Recommendations for Enhancing the March 21 Campaign Kit:

1. Improve Distribution

In the focus group sessions, a majority of teachers stated that they did not receive materials that were sent to the schools. Teachers and students alike recommended that the kits and related campaign material be sent to guidance counsellors, student councils and/or teachers responsible for equity issues. If the material was sent to the principal alone, it did not necessarily mean that the teachers in the school would receive a copy of the information. If teachers do not receive the information, they are unable to act upon it.

2. Timeliness

The one barrier to developing a year-round set of activities in support of the campaign objectives, as well as to achieving greater use by teachers, was seen to be the timeliness of the availability of the material. Unless the kit is put into the hands of teachers in a more timely fashion (August or September would be ideal), the ability of teachers to use the material in a consistent and sustained manner will not improve.

3. User-friendly Resources

Given teachers' heavy workload and the wide variety of worthy causes that ask teachers to promote their issues, teachers need ready-to-use resources. Montreal teachers recommended that the kits take the same form as the materials prepared for *La Semaine de la Francophonie*. The material in this kit does not require any additional work on the part of teachers. All necessary information and resources are at the teacher's fingertips. If the present campaign kit could be modified so that the material is ready-to-use, teachers said they would be more likely to use it. The more it is used, the greater the impact it will have on attitudes and behaviours.

Teachers would not only like to see ready-to-use material in the kits but also would like to have ready-to-use materials that are appropriate to different subject areas. For example, activities or materials appropriate for use in a history, biology, or gym class. This would enable any teacher, no matter their teaching

subjects, to readily incorporate an activity or discussion on racism into their classroom work.

4. Re-evaluate Limitation on Copies of Campaign Materials

Teachers who had been involved in the Campaign stated that the request form placed limits on the number of copies that can be obtained. Teachers stated that this restriction placed an unnecessary roadblock to promoting the Campaign and anti-racism activities.

Student Recommendation for Enhancing the March 21 Campaign Kit:

1. Message

Students stated that they have an awareness of what racism is but could be better equipped to confront racist behaviour. While they have a general understanding of the impact of racism, they spoke of the Campaign as having a greater effect on them if they had a clearer understanding of the negative consequences of racism. Students spoke of other programs that were aimed at changing behaviours and noted the effectiveness of the “in-your-face” approach used in these campaigns. These campaigns focused on the negative consequences of the behaviour that the campaign was addressing. Having a greater understanding of the negative impact that racism has on its victims would have a positive impact on a student’s motivation to learn about racism prevention techniques and to implement these techniques when they encounter it.

In addition to the campaign kit, students and teachers both thought that having access to plays, skits, and speakers dealing with racism would enhance the Campaign. Students would like to hear the stories of victims of racism and reformed perpetrators. First-hand feedback on how racist behaviours have impacted both the victim’s and the perpetrator’s life would make the issue very meaningful to students and re-enforce the importance of eliminating racism in Canada.

² A number of teachers have organized speakers to come into their classroom to speak to their students. This activity requires significant planning and coordination of the part of the teacher. The creation of a “Speakers List,” resource list and session planning information would be beneficial. If teachers had access to a list of locally available anti-racism speakers and a step-by-step simple session planning guide, it is possible that teachers would be more likely to invite speakers to talk to students about the impact of racism.

Appendix A – Moderator’s Guide and Questionnaire: Students

Introduction **10 Minutes** **0:00**

Hello, my name is _____. I work for the Environics Research Group Ltd, a national public opinion research firm. I would like to welcome all of you to our session today.

- These sessions allow us to get more detail on topics and issues than we can from telephone surveys (thoughts, feelings and opinions)
- We are not here to reach a consensus. There are no right or wrong answers – you help me by giving me your opinions, thoughts and ideas. It is important to respect the view of others in the room. We can disagree without being disagreeable.
- This meeting will be tape-recorded in order to help me write my report later. [Indicate that there are observers (if any) behind the one-way mirror. Everything discussed here will be kept in complete confidentiality – no names will be attached to the results in any way. Feel free to use your first name only. Please do not feel that you have to volunteer information that would make you feel uncomfortable in any way.
- We are going to be talking about the March 21 Campaign for the International Day for the Elimination of Racial Discrimination. Rather than talking about the issue of racial discrimination in general, I would like to focus our discussion on the March 21 Campaign and its impact, if any, on you, your colleagues and your school.
- Your input is being solicited along with others in this community and across Canada. Although I am conducting this work on behalf of Canadian Heritage, the federal department that sponsors this Campaign, my role is to provide the Department with an honest assessment of how this Campaign is or is not working. I am an independent, third party evaluator, and your views, and your responses to the questionnaire, are important to this process.
- *Round-table introductions.* Start with Moderator, giving brief sketch of what they do, school activities, and favourite non-school activity.

Initial Discussion **10 Minutes** **0:10**

- To start the discussion, let’s talk about the kinds of problems that you face at your school. What would you say is the most major problem students at your school face?
 - PROBE: violence, drugs, crime, racism
 - What is racism?
 - **Definition of Racism (to be provided by Canadian Heritage) HERE**
 - What are the most negative aspects of racism?

- _ Is there anything positive about racism?
- _ Have you witnessed or experienced an incident of racism? What happened?
[STRESS VOLUNTARY NATURE OF RESPONSES]
 - _ What did you do about it?
 - _ How did it make you feel?

Information Materials 10 Minutes 0:20

- _ Since 1989, the March 21 Campaign has focussed on raising awareness and encouraging people and organizations to help eliminate racial discrimination. This Campaign takes its name from the International Day for the Elimination of Racial Discrimination declared by the United Nations in commemoration of the massacre of peaceful demonstrators in Sharpeville, South Africa more than 30 years ago.
- _ I would like to point out some of the materials that were used as part of last year's campaign (poster, stickers, petition, resource list, brochure with tips).
- _ Are you familiar with any of these materials? Which ones?
- _ Where did you see these materials?
 - _ PROBE: In class? In the school but outside the classroom? Internet? SchoolNet? Television? Elsewhere?
 - _ Do you do anything in response to seeing these materials? What did you do?
- _ What are your overall impressions of these materials?
 - _ What do you like best? What do you like least?
 - _ Have these materials been effective in promoting action against racial discrimination? In what way?

Awareness 25 minutes 0:30

- _ How many of you were aware of the March 21 Campaign? What do you know about this Campaign?
 - _ Who sponsors this Campaign?
 - _ Is this an appropriate activity for government?
- _ What do people your age need to know when it comes to racism and intolerance? Is there anything else? [USE FLIPCHART]
 - _ PROBE: Activities, Information Needs, Guidance

- _ Is that information available through the March 21 Campaign? Should it be?
- _ Do you recall undertaking any activities concerning the March 21 Campaign at school?
 - _ What kinds of activities did you do?
 - _ Did your teachers appear to be well prepared and interested in this topic?
 - _ Did you think this was a good use of classroom time?
 - _ Were these activities effective at making you aware of the problem of racism?
 - _ Did you think or behave differently as a result of the March 21 Campaign?
 - _ Did these activities take place throughout the year or were they focussed around the March 21 date?
- _ Did any of you see this brochure? [DISTRIBUTE 3-PANEL BROCHURE COPIES]
 - _ Did you use the tips found in the brochure?
 - _ Are tips like these helpful?
 - _ Which do you think would be the most useful?
- _ [SENIOR HIGH SCHOOL STUDENTS ONLY] What are your thoughts with regard to the National Video Competition? Is this something that interests you? Why/why not?
 - _ Would you enter the competition? Why/why not?
 - _ Describe the kind of person who would enter this competition?
- _ Are you aware of other anti-racism programs? If so, what are they?
 - _ Do they take place in your school? Elsewhere?
 - _ Have you participated in these programs? In what way?
 - _ Who runs those programs?
 - _ PROBE: youth groups, place of worship, community centre
 - _ Do these programs work with the March 21 Campaign or do they conflict?
 - _ Comparing these other programs with the March 21 Campaign, are the March 21 materials more effective, less effective or about the same? In what way?

- When it comes to topics such as racism or intolerance, would you say that Campaigns like March 21 have an impact on the attitudes of your classmates and yourself? What would that impact be?
- Can anyone point to a specific attitude or viewpoint that had changed due to exposure to the March 21 materials? How did this viewpoint change?
 - Are there other examples?
- Are these changes in attitude permanent or will they wear off over time?
 - How can more positive attitudes be reinforced?
- What kind of attitudinal change would you like to see take place at your school with regard to racism? What would it take for this change to occur?
 - Does the March 21 Campaign play a role in creating this change? If so, how?

Behaviours 15 Minutes 1:05

- Of course, being aware of the problem and having the right attitude is good, but how people behave is also very important. Can you give me an example of poor or bad behaviour with regard to racism or intolerance at your school?
 - Did this actually happen? Did you witness it personally?
 - What did you do?
 - Should you have done anything differently? If so, what?
 - Does anyone have any suggestions about what they would have done in this situation?
- Can you give me an example of good or positive behaviour with regard to racism?
 - How should these behaviours be encouraged?
- In general, would you say that your behaviour, or the behaviour of others, toward racism or intolerance in your school has changed as a result of this Campaign?
 - How has it changed? Can you give me any examples?
 - What role did the March 21 Campaign play in creating this change?
- How could the March 21 Campaign do a better job at encouraging positive behaviour and discouraging bad behaviour?
 - Is this feasible? Worthwhile?

– Any other suggestions?

Wrap-Up 5 Minutes 1:20

– Thinking about the MARCH 21 Campaign, what one thing would you change about the Campaign to make it more effective at helping students build a more tolerant school environment? [CANVASS TABLE]

**Thank you for your participation.
Please hand me your questionnaires.**

Appendix B – Moderator’s Guide: Teachers

Introduction **10 Minutes** **0:00**

Hello, my name is _____. I work for the Environics Research Group Ltd, a national public opinion research firm. I would like to welcome all of you to our session today.

- These sessions allow us to get more detail on topics and issues than we can from telephone surveys (thoughts, feelings and opinions)
- We are not here to reach a consensus. There are no right or wrong answers – you help me by giving me your opinions, thoughts and ideas. It is important to respect the view of others in the room. We can disagree without being disagreeable.
- This meeting will be tape-recorded in order to help me write my report later. [Indicate that there are observers (if any) behind the one-way mirror.] Everything discussed here will be kept in complete confidentiality – no names will be attached to the results in any way. Feel free to use your first name only.
- We are going to be talking about the March 21 Campaign for the International Day for the Elimination of Racial Discrimination. Rather talking about the issue of racial discrimination in general, I would like to focus our discussion on the March 21 Campaign and its impact, if any, on you, your colleagues and your school.
- Your input is being solicited along with others in this community and across Canada. Although I am conducting this work on behalf of Canadian Heritage, the federal department that sponsors this Campaign, my role is to provide the Department with an honest assessment of how this Campaign is or is not working. I am an independent, third party evaluator and your views, and your responses to the questionnaire, are important to this process.
- *Round-table introductions.* Start with Moderator, giving brief sketch of what they do, the classes they teach, and favourite non-school activity.

Initial Discussion **10 Minutes** **0:10**

- To start the discussion, what would you say is the most major problem students at your school face?
 - PROBE: violence, drugs, crime, racism
- Is there a continued need for a campaign that is aimed at raising awareness of the effects of racism in the schools? Why/why not?
- Do the needs that the Campaign was initially designed to address – to discourage racism and promote racial tolerance and harmony in primary and high schools – continue to exist or have the needs changed? How so?

– Have you witnessed or experienced an incident of racism? What happened?

– What did you do about it?

– How did it make you feel?

Information Kit 30 Minutes 0:20

– Since 1989, the March 21 Campaign has focussed on raising awareness and encouraging people and organizations to help eliminate racial discrimination. This Campaign takes its name from the International Day for the Elimination of Racial Discrimination declared by the United Nations in commemoration of the massacre of peaceful demonstrators in Sharpeville, South Africa more than 30 years ago.

– I would like to point out some of the materials that were used as part of last year's campaign (poster, stickers, petition, resource list, brochure with tips, information booklet, teacher's guide).

– Are you familiar with any of these materials? Which ones?

– Did you request these materials directly or did someone else provide them at your school?

– If you could request these materials directly, would you do so or would you prefer that this activity be co-ordinated by the school?

– Where did you see these materials?

– PROBE: In class? In the school but outside the classroom? Internet? SchoolNet? Television? Elsewhere?

– Do you do anything in response to seeing these materials? What did you do?

– What are your overall impressions of the kit?

– What do you like best? What do you like least?

– Do you think these materials are helpful to you as teachers? Why/why not?

– I would like to get your thoughts about each of these items separately. With regard to the Teacher's Guide, did you think this was helpful or not helpful?

– What about the lesson plans? Are they suitable for your students?

– Did you use them? How so?

– Did you take advantage of the websites? Did your students visit any of the websites?

– Which ones? (March 21, SchoolNet)

– How about the activity guides? Did you make use of them?

- What was your students' favourite activity or the one that appeared to be the most effective?
- Were there any others?
- How about the "Tips for Teachers"? Was this section useful?
 - Are there any suggestions for improvement?
- Let's look at the information brochure. Do you think this is a useful item?
 - What do you think about the list of 21 suggestions for students?
 - Did any of your students undertake any of these suggestions? Which ones?
- How about the posters, buttons and stickers? What are your thoughts regarding these items?
 - How are they used in your classroom? Your school? By your students?
 - Are they necessary? Why/why not?
- What are your thoughts with regard to the National Video Competition? Is this something that interests your students? Why/why not?
 - Would your students enter the competition? Why/why not?
 - Describe the kind of student who would enter this competition.
 - Currently, this activity is targeted toward senior high school students. Is that appropriate?

Awareness 10 minutes 0:50

- Prior to this session, were you aware of the March 21 Campaign? What did you know about this Campaign?
- Did your students appear to be engaged and interested in the facts presented in the kit?
- Did you think this was a good use of classroom time?
- Did these activities take place throughout the year or were they focussed around the March 21 date?
- Are you aware of, or do you use, other anti-racism materials in your school? If so, what are they?
 - How did you know about these other materials?
 - Where do these materials originate?

- _ Do these programs work with the March 21 Campaign or do they conflict?
- _ What was the most useful from these other programs that is not found in the March 21 Campaign?

Attitudes 10 Minutes 1:00

- _ When it comes to topics such as racism or intolerance, would you say that programs like March 21 have an impact on the attitudes of your students? What would that impact be?
- _ Are there any examples of a specific attitude or viewpoint that had changed due to exposure to the March 21 materials?
 - _ Are there other examples?
- _ Are these changes in attitude permanent or will they wear off over time?
 - _ How can more positive attitudes be reinforced through the March 21 Campaign?
 - _ Are these materials available through the March 21 Campaign?
- _ What kind of attitudinal change would you like to see take place at your school with regard to racism? What would it take for this change to occur?
 - _ Does the March 21 Campaign play a role in creating this change? If so, how?
- _ How is the Campaign, as an educational tool, responding to the established or emerging needs of youth?
 - _ How is the Campaign responding to the established or emerging needs of your educational institution?
 - _ What kind of institutional change or support would you like to see take place?

Behaviours 15 Minutes 1:10

- _ In general, would you say that the behaviour of your students toward racism or intolerance in your school has changed over the past three years? Has it become better or become worse?
- _ Do you know if any behavioural change has occurred as a result of this Campaign?
 - _ How has it changed? Can you give me one example of this change?
 - _ What role did the March 21 Campaign play in creating this change? A major, minor or no role?

- How about the existence of other material or information? Did that play a major, minor or no role in effecting this change?
- How could the March 21 Campaign do a better job at encouraging positive behaviour and discouraging bad behaviour?
 - Is this feasible? Worthwhile?
 - Any other suggestions?
- Are there ways that the March 21 Campaign could be supporting your efforts? If so, how?
- Are you going to be participating in the March 21 Campaign this year? Why/why not?

Wrap-Up 5 Minutes 1:25

- Upon reflection about the March 21 Campaign, what statement or statements should I put in my report regarding the effectiveness of this program and the ways that it could be improved? [CANVASS TABLE]

Thank you for your participation.

Appendix C – Pre-Focus Group Questionnaire Results: Students

N=102

*Verbatim comments to coded open-end question can be found at the end of this document

1. Would you say that you are very familiar, somewhat familiar, not very familiar or not at all familiar with the International Day for the Elimination of Racial Discrimination or the March 21 Anti-Racism Campaign?

1- Very familiar.....	5%
2- Somewhat familiar	47%
3- Not very familiar.....	34%
4- Not at all familiar.....	14%
9- DK/NA	0%

10. What would you say is the primary objective of the March 21 Campaign? Is it to raise awareness of the problem of racism in Canada; or to help students develop a more positive view of racial diversity; or to stimulate action by students against racism?

1- Raise awareness of the problem of racism in Canada	48%
2- Help students develop a more positive view of racial diversity	29%
3- Stimulate action by students against racism	11%
4- Other	12%

5. Would you say that you are very familiar, somewhat familiar, not very familiar or not at all familiar with other anti-racism programs?

1- Very familiar.....	0%
2- Somewhat familiar	19%
3- Not very familiar.....	34%
4- Not at all familiar.....	43%
9- DK/NA	4%

10. What other anti-racism programs are you aware of? [CODED OPEN-END]

1- Black History Month.....	1%
2- Youth Against racism (Y.A.R.).....	4%
3- Unnamed anti-racism program.....	1%
4- Unnamed multicultural program.....	1%
5- Can't remember name.....	6%
6- Other proactive activities.....	0%
7- None.....	32%
8- Other.....	11%
9- DK/NA.....	45%

Please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of the following statements:

5. Racism is such a huge problem that anything I would do would be meaningless.

1- Strongly Agree.....	5%
2- Somewhat Agree.....	7%
3- Somewhat Disagree.....	46%
4- Strongly Disagree.....	39%
9- DK/NA.....	3%

6. I don't know what I should do if a situation involving racism were to happen.

1- Strongly Agree.....	3%
2- Somewhat Agree.....	22%
3- Somewhat Disagree.....	42%
4- Strongly Disagree.....	20%
9- DK/NA.....	14%

7. Do you believe that the March 21 Campaign has had a major positive impact, a minor positive impact, no impact, a minor negative impact or a major negative impact on students' attitudes or behaviours toward others?

1- Major positive impact.....	11%
2- Minor positive impact.....	63%
3- No impact.....	9%
4- Minor negative impact.....	2%
5- Major negative impact.....	1%
9- DK/NA.....	15%

8. Some people say it is more important to make people aware that there is a problem with racism in Canada. Others say it is more important to promote better behaviour and attitudes. Which view is closest to your own?

- 1- It is more important to make people aware that there is a problem 55%
- 2- It is more important to promote better behaviour and attitudes 38%
- 3- Both 1 and 2 3%
- 9- DK/NA 4%

9. Did the March 21 Campaign cause you to seek out other information or resources regarding racism, discrimination or racial tolerance?

- 1- Yes 12%
- 2- No 64%
- 3- DK/NA 25%

[IF, YES] What did you do? [CODED OPEN-END]

- 1- Looked on the internet..... 33%
- 2- Did further research..... 25%
- 3- Looked for active solutions 17%
- 4- Other 8%
- 9- DK/NA..... 17%

10 a) Are you familiar with these parts of the March 21 Campaign?

10 b) *Did you make personal use of these items or participate in any of these activities (wear a button, visit the web site, etc.)?*

10 c) [If you answered a) AND b)] What impact did your use of these items have on yourself, your friends or others?

	<u>10(a)</u>	<u>10(b)</u>
Posters		
1- Yes	58%	21%
2- No	39%	75%
9- DK/NA.....	3%	5%

10 c) Posters [CODED OPEN-END]

- 1- Raised awareness 28%
- 2- Positive impact 6%
- 3- Caught my eye 19%
- 4- Little impact 28%
- 5- No impact 19%
- 6- Other 0%
- 9- DK/NA..... 0%

	<u>10 a)</u>	<u>10 b)</u>
Stickers		
1- Yes	50%	35%
2- No	49%	61%
9- DK/NA.....	1%	4%

10 c) Stickers [CODED OPEN-END]

1- Raised awareness	21%
2- Wore/used stickers	47%
3- Positive Impact	8%
4- Caught my eye	3%
5- Little impact	5%
6- No impact	18%
9- DK/NA.....	0%

	<u>10 a)</u>	<u>10 b)</u>
Button		
1- Yes	32%	19%
2- No	66%	75%
9- DK/NA.....	2%	6%

10 c) Button [CODED OPEN-END]

1- Raised awareness	17%
2- Wore/used buttons	17%
3- Positive Impact	13%
4- Caught my eye	8%
5- Little impact	8%
6- No impact	21%
7- Didn't get/didn't see button	13%
9- DK/NA.....	4%

	<u>10 a)</u>	<u>10 b)</u>
Stop Racism National Video Competition Advertisements		
1- Yes	55%	12%
2- No	45%	83%
9- DK/NA.....	.0%	5%

10 c) Stop Racism National Video Competition Advertisements
[CODED OPEN-END]

1- Raised awareness	31%
2- Have entered/will enter competition.....	3%
3- Positive Impact	11%
4- Saw the advertisement.....	17%
5- Not much impact.....	9%
6- No impact	23%
7- Didn't see the ads/videos	3%
9- DK/NA.....	3%

	<u>10 a)</u>	<u>10 b)</u>
Stop Racism National Video Competition		
1- Yes	27%	5%
2- No	67%	88%
9- DK/NA.....	.6%	7%

10 c) Stop Racism National Video Competition [CODED OPEN-END]

1- Raised awareness	18%
2- Saw videos	6%
3- Not familiar with competition.....	0%
4- Never entered/never saw videos	6%
5- Little impact	12%
6- No impact	29%
7- Positive impact	12%
8- Not familiar with competition.....	6%
9- DK/NA.....	12%

	<u>10 a)</u>	<u>10 b)</u>
In-class activities		
1- Yes	30%	21%
2- No	68%	74%
9- DK/NA.....	.2%	6%

10 c) In-class Activities [CODED OPEN-END]

1- We discussed the problem/did activities	23%
2- Made me/school actively participate	12%
3- Educated/made me understand.....	19%
4- Never discussed	4%
5- Little Impact	12%
6- No impact	19%
7- Other	8%
9- DK/NA.....	4%

	<u>10 a)</u>	<u>10 b)</u>
School-wide activities		
1- Yes	20%	13%
2- No	80%	83%
9- DK/NA.....	.0%	4%

10 c) School-wide Activities [CODED OPEN-END]

1- Made me/school participate.....	15%
2- Taught awareness	15%
3- Positive impact	5%
4- Little impact	15%
5- No impact	25%
6- Other	20%
9- DK/NA.....	5%

	<u>10 a)</u>	<u>10 b)</u>
Information Brochure and Tips		
1- Yes	29%	15%
2- No	70%	80%
9- DK/NA.....	.1%	5%

10 c) Information Brochure and Tips [CODED OPEN-END]

1- Raised awareness	26%
2- Have read Information Brochures.....	26%
3- Made me want to actively participate.....	5%
4- Have never seen Brochures	5%
5- Little impact	5%
6- No impact	32%
9- DK/NA.....	5%

	<u>10 a)</u>	<u>10 b)</u>
Cyber Petition		
1- Yes	7%	6%
2- No	92%	89%
9- DK/NA.....	.1%	5%

10 c) Cyber Petition [CODED OPEN-END]

1- I signed the Cyber Petition	13%
2- I've seen ads	6%
3- Never used it	0%
4- Little impact	13%
5- No impact	44%
6- Never seen the Cyber Petition.....	6%
7- Raise awareness among internet users	6%
9- DK/NA.....	13%

	<u>10 a)</u>	<u>10 b)</u>
March 21 Campaign Website		
1- Yes	19%	13%
2- No	80%	82%
9- DK/NA.....	.1%	5%

10 c) March 21 Campaign Website [CODED OPEN-END]

1- Used it as a tool.....	5%
2- Educated me	5%
3- Made me familiar with campaign/problem of racism.....	14%
4- Didn't know of website.....	14%
5- Wish I had seen website/will visit.....	14%
6- Little impact	5%
7- No impact	33%
8- Other	5%
9- DK/NA	5%

Open-Ends for Anti-Racism Day (PN 4869) – Students

Q.2- Comments

Case 2- all of the above
Case 11- Chose 1 and 3
Case 18- Chose 1 and 3
Case 32- all
Case 34- Stop Racism
Case 35- Stop Racism
Case 37- Stop Racism
Case 60- Raise awareness of the problem of racism everywhere and try and stop it
Case 74- all of the above
Case 81- Chose 1 and 3
Case 83- Chose 1 and 3

Q.4- What other anti-racism programs are you aware of?

Case 2- Multicultural day
Case 3- None
Case 4- None
Case 5- General campaigning in schools
Case 6- None
Case 10- Bands against racism? (Not sure on correct name)
Case 11- None
Case 12- The Racism Stop It! Campaign (oops! I did not realize this is the same thing)
Case 14- I know but I forget the names
Case 15- I know about some but I am not sure what they are called
Case 16- Racism Stop It! Campaign
Case 18- None
Case 21- None
Case 25- Y.A.R.
Case 26- Youth Against Racism (Y.A.R.), -Brothers Reaching Out
Case 27- Youth Against Racism
Case 28- Youth Against racism (Y.A.R.)
Case 29- Racism meetings and organisation around school
Case 32- Other seminars I attended
Case 33- ?
Case 34- None
Case 35- None
Case 37- None
Case 38- None
Case 39- None
Case 41- Naacp, and I've seen a lot of commercials and I can't think of the name of them

Case 43-	The fight to eradicate racism
Case 45-	Cannot think of the names off the top of my head
Case 47-	None
Case 49-	None that I can think of
Case 52-	Non
Case 55-	None
Case 57-	I'm not sure. There was a black history month assembly at my school if that counts.
Case 60-	Stop the Racism (the one with the music artists)
Case 62-	None
Case 63-	I'm not aware of any
Case 64-	None
Case 65-	Stop Racism Campaign
Case 66-	I am aware of others that are similar to this but I cannot remember the names of the programs
Case 69-	None
Case 70-	None
Case 71-	None
Case 72-	None
Case 74-	The stop racism videos
Case 75-	None
Case 76-	None
Case 77-	None, besides school presentations
Case 80-	The stop racism commercials, buttons at social events
Case 81-	The peace video contest in connection with the program.
Case 83-	School's Program.
Case 84-	none.
Case 86-	none.
Case 88-	None.
Case 93-	None.
Case 94-	None.
Case 95-	None.
Case 96-	Yell against racism.
Case 97-	I know nothing about other programs
Case 98-	None.
Case 101-	none.

Q.6- Comments

Case 49- It would all depend on the situation

Q.7- Comments

Case 49- if any impact I'm not sure. sorry

Q.8- Comments

Case 14- Chose 1 and 2
Case 97- Chose 1 and 2
Case 101- Chose 1 and 2

Q.9- Comments

Case 7- I visited the website
Case 10- I came here to learn more about the problem
Case 22- I checked out some information sites on the net
Case 33- Read some books on discrimination
Case 42- I tell people how I feel about the situation
Case 46- wasn't aware of March 21 campaign
Case 54- Looked up on internet
Case 71- I looked information up
Case 73- General reading from print sources about M.L. King Jr., Rosa Parks, etc.
Case 79- looked on the internet
Case 96- look for solutions to try to diminish the extent of the problem

Q.10 c) Posters

Case 5- General awareness in the school
Case 6- Made me more aware that there is campaign
Case 12- I became more aware and cautious
Case 14- Our class put up a big poster
Case 19- We had a poster in our class. It made me think about racism.
Case 20- Read posters
Case 21- On walls in school, bus stops
Case 22- Read the posters
Case 23- Read poster
Case 26- No impact
Case 27- No impact it just made me think more
Case 28- No impact
Case 30- Not much
Case 31- somewhat
Case 32- Not much
Case 34- Not much
Case 35- Some
Case 36- Not much impact
Case 37- Yes
Case 41- Very little impact, there are 100's of posters at school
Case 47- Haven't heard about the campaign
Case 51- In school on the doors
Case 61- Didn't have much of an impact

- Case 65- My friend and I made posters for project
- Case 73- I had a poster on my door after the event at school
- Case 78- They made me aware of the problem and think about it
- Case 85- We feel the need to stop and look – therefore it has an impact
- Case 86- Became conscious that racism exists
- Case 88- To make people reflect
- Case 92- I don't think that it can change anything important but it's worth the trouble to try
- Case 94- Nothing
- Case 95- None
- Case 96- Positive impact
- Case 98- To sensitise the world against racism
- Case 100- I put a few of them up but it changed nothing. I find this sad.
- Case 101- To reflect about what causes racism

Q.11 c) Stickers

- Case 1- Wear the sticker's to promote anti-racism
- Case 2- I stuck them up on my binders and door
- Case 10- My friend didn't do much (don't care)
- Case 14- I wore a sticker in grade 5 and 6
- Case 15- I wore a sticker in grade 5 and 6
- Case 17- No impact
- Case 18- It made me more aware of the problem
- Case 20- Had stickers last year
- Case 21- I wore them
- Case 22- Put them on my binder
- Case 23- Put sticker on binder
- Case 26- No impact
- Case 28- No impact
- Case 30- Put them on my binders
- Case 31- somewhat
- Case 32- Everyone wears them
- Case 33- Wore it
- Case 34- Everyone wears them they are given out by the school
- Case 35- Everyone wears them
- Case 36- Much Impact
- Case 37- Yes
- Case 41- I have never seen one
- Case 43- Positive
- Case 44- Don't know where to get it
- Case 51- I've seen the sticker is school
- Case 65- We wore stickers that were handed out at school
- Case 67- We only wore them for one day so not much impact
- Case 73- Displayed them on my things (locker, binders)
- Case 76- Reminds me of racism stickers lasted a long time
- Case 77- My English class handed out stickers concerning March 21, to other classes, but I hadn't looked into the issue yet

Case 86 - Became conscious that racism exists
 Case 88- To make people reflect
 Case 94- Nothing
 Case 95- None
 Case 97- To sensitise them
 Case 98- To put an end to racism
 Case 102- We talked amongst friends

Q.12 c) Button

Case 7- Promoted awareness
 Case 14- We did not get them
 Case 20- Have buttons from when I was little
 Case 22- Have one
 Case 23- N/A
 Case 26- No impact
 Case 28- No impact
 Case 30- None
 Case 31- somewhat
 Case 32- They catch people's eye!
 Case 33- Wore it
 Case 34- A lot of people wear them and they're just like the stickers except the stickers are more attractive
 Case 35- They are very flashy
 Case 36- Much Impact
 Case 37- Yes
 Case 41- Never seen a button either
 Case 43- Positive
 Case 73- I have not seen buttons
 Case 80- Little impact due to similar views
 Case 86- Became conscious that racism exists
 Case 88- To make people reflect
 Case 94- Nothing
 Case 95- None
 Case 97- Same thing (as Poster- To sensitise them)

Q.13 c) Stop Racism National Video Competition Advertisements

Case 10- It made me think people care
 Case 11- I thought the commercial was very good and made me think
 Case 12- With this I also became more aware and tried to help
 Case 16- I just saw a video and thought about it
 Case 21- Commercials
 Case 22- Saw the advertisement
 Case 23- N/A
 Case 28- No impact

Case 30-	None
Case 31-	yes, much impact
Case 32-	Get people involved and help to educate people
Case 34-	Never even thought of entering don't know anyone who has entered seen the adds on Much music
Case 35-	Not much
Case 36-	Not much impact
Case 37-	No
Case 41-	I've missed all the videos at my school
Case 44-	It showed the day and website, didn't say much (can't remember)
Case 60-	It stated clearly to me if others were stopping I should
Case 65-	We read the posters
Case 67-	This advertisement was the first to make me aware of the competition
Case 69-	No real impact, just kinda a "ya, go to stopping racism" cheer
Case 73-	On Muchmusic
Case 76-	Reminded me of racism
Case 81-	I became interested seeing the ad in my broadcasting class at school. I am entering. Since I've not yet started, not much impact.
Case 86-	Become conscious and try to diminish racism in Canada
Case 87-	The other ones did not have an impact but on a personal basis To be proud of taking part in an activity to change the world for a better place
Case 88-	To inform the population
Case 89-	None, only keeps me up to date about what's going on
Case 93-	Sensitise people
Case 94-	Nothing
Case 95-	None
Case 100-	I did not participate but I heard about it
Case 101-	to ask me how we can put an end to racism
Case 102-	We thought about this publicity

Q.14 c) Stop Racism National Video Competition

Case 22-	I don't know what happened
Case 23-	N/A
Case 28-	No impact
Case 30-	None
Case 31-	yes, much impact
Case 32-	Allow people to see others' opinions
Case 34-	Never entered never seen the winning video
Case 35-	Some
Case 36-	Not much impact
Case 37-	No
Case 41-	Never heard of it
Case 51-	I've heard very little
Case 61-	didn't have much of an impact
Case 73-	On Muchmusic I saw the videos

- Case 86- Become conscious and try to diminish racism in Canada
- Case 88- To incite people to participate
- Case 92- I think that videos reach more people
- Case 94- Nothing
- Case 95- None

Q.15 In-Class Activities

- Case 12- I tried to help others with the problem
- Case 14- We talked about racism. 6 and 7
- Case 15- We talked about in class in grade 5 and 6
- Case 16- We just talked about it
- Case 21- Gives Stickers
- Case 22- Read a book and discussed it in class (english class)
- Case 23- N/A
- Case 28- No impact
- Case 30- None
- Case 31- somewhat
- Case 32- Educate us more and help us understand
- Case 34- Some
- Case 35- Not much
- Case 37- No
- Case 41- We never have discussed it in any class
- Case 43- It taught me and friends valuable lessons
- Case 53- As a class we talked about it
- Case 60- Told us the consequences of racism which stopped it a little
- Case 63- *Commented on b-* "If there was one"
- Case 65- We made messages on huge hands
- Case 73- Our school ran an awareness pep rally
- Case 86- Become conscious and try to diminish racism in Canada
- Case 88- Help young people (to sensitise them)
- Case 91- ??
- Case 93- To make people aware
- Case 94- Nothing
- Case 95- None
- Case 101- Why is there racism?

Q.16 c) School-wide Activities

- Case 1- Had a run in the school for students to participate- signed school posters against racism
- Case 22- Didn't do much
- Case 23- N/A
- Case 28- No impact
- Case 30- None
- Case 31- yes, much impact

- Case 32- Get the school involved/Makes it fun
- Case 34- some but few
- Case 35- Not much
- Case 37- No
- Case 41- There are some committees and other stuff. I don't really participate
- Case 43- It taught others to be more aware
- Case 63- *Commented on (b)*- "I would participate"
- Case 65- We judge the hands based on what gave the best message
- Case 73- We did trivia about certain people (Malcolm and M.L. King)
- Case 83- made me aware of the program
- Case 86- Become conscious and try to diminish racism in Canada
- Case 88- Sensitise young people
- Case 94- Nothing
- Case 95- None
- Case 100- I did not participate

Q.17 c) Information Brochure and Pamphlets

- Case 5- Made me aware of the school campaign
- Case 12- Again, I became more aware and shared this info.
- Case 15- I have read a bunch of the brochures
- Case 19- I read a brochure once it talked about racism it made me more aware of racism
- Case 22- Read some
- Case 23- N/A
- Case 28- No impact
- Case 30- None
- Case 31- no impact
- Case 33- Read it
- Case 34- Never seen one
- Case 35- Some
- Case 37- No
- Case 73- Read through history of March 21
- Case 78- They made me curious about other things that my school could be doing
- Case 86- Understand what is going on in the minds of young people who perpetrate and those who suffer from racism
- Case 88- inform people
- Case 94- Nothing
- Case 95- None

Q.18- Cyber-Petition

- Case 22- I have no idea?
- Case 23- N/A
- Case 28- No impact
- Case 30- None

Case 31- very little
Case 34- Never seen one
Case 35- Not much
Case 37- No
Case 41- I've seen some ads for it, I never used it
Case 67- I read and "signed" the cyber-petition
Case 73- I signed last year
Case 88- to allow internet-users to know more
Case 94- Nothing
Case 95- None
Case 100- I feel that it could have changed things. We find racism unjust.

Q.19 c) March 21 campaign Website

Case 7- I was made more familiar with the campaign
Case 10- It made me feel that there is a big problem with racism
Case 13- I did not know about it
Case 14- I did not know about it
Case 22- I wish I would of saw it
Case 23- N/A
Case 28- No impact
Case 30- None
Case 31- No impact
Case 34- Never thought of looking at it
Case 35- Some
Case 37- No
Case 41- I have to look into that
Case 44- Didn't visit yet, will later
Case 73- Used it as a tool when planning events at school
Case 77- I went hear to see what the March 21 campaign concerned. I feel the campaign is headed in the right direction, it just needs good ideas to make it stronger.
Case 79- It was very informal
Case 88- to allow internet-users to know more
Case 94- Nothing
Case 95- None

Comments- General

Case 25- Q.10 to 19- No impact
Case 27- Get people who were racist but aren't anymore give speeches about what they did wrong and what they felt then and how they feel now about what they did

Appendix D – Pre-Focus Group Questionnaire Results: Teachers

N=43

*Verbatim comments to coded open-ended questions can be found at the end of this document

1. Would you say that you are very familiar, somewhat familiar, not very familiar or not at all familiar with the International Day for the Elimination of Racial Discrimination or the March 21 Anti-Racism Campaign?

1- Very familiar	12%
2- Somewhat familiar	33%
3- Not very familiar	28%
4- Not at all familiar	19%
9- DK/NA	9%

10. How long have you been aware of the March 21 Campaign?

1- 1 to 2 years	28%
2- 3 to 4 years	17%
3- More than 4 years	23%
9- DK/NA	33%

4. How many times did you refer to the kit or to March 21 materials in the past year?

1- Never	58%
2- 1 to 2 times	24%
3- 3 to 4 times	12%
9- DK/NA	7%

4. What would you say is the primary objective of the March 21 Campaign?

[CODED OPEN-ENDS]

1- Ending racism/discrimination	16%
2- Raise awareness	42%
3- Educate students and school staff	7%

4- Build positive cultural images	2%
5- Both 1 and 2	14%
6- Both 2 and 3	2%
9- DK/NA.....	16%

10. Would you say that you are very familiar, somewhat familiar, not very familiar or not at all familiar with other anti-racism Campaigns?

- 1- Very familiar 2%
- 2- Somewhat familiar 26%
- 3- Not very familiar 35%
- 4- Not at all familiar 35%
- 9- Don't Know 2%

10. What other anti-racism programs are you aware of? [CODED OPEN-ENDS]

- 11- Black History Month 16%
- 12- Unnamed anti-racism program 9%
- 13- Unnamed multicultural program 9%
- 14- Other proactive activities 7%
- 15- Can't remember name 2%
- 16- None 19%
- 17- Other 2%
- 18- DK/NA 42%

19. Would you say that the March 21 Campaign materials are better quality, about the same quality or of lesser quality in comparison with material from other anti-racism programs?

- 1- Better quality 5%
- 2- About the same quality 14%
- 3- Lesser quality 2%
- 9- Don't know 79%

10. Do you believe that the March 21 Campaign has had a major positive impact, a minor positive impact, no impact, a minor negative impact or a major negative impact on students' attitudes or behaviours toward others?

- 1- Major positive impact 2%
- 2- Minor positive impact 42%
- 3- No impact 14%
- 4- Minor negative impact 2%

5- Major negative impact.....	0%
9- DK/NA.....	40%

10. Some people say it is more important to make students aware that there is a problem with racism in Canada. Others say it is more important to promote better behaviour and attitudes among students. Which view is closest to your own?

- 1- It is more important to make students aware that there is a problem..... 16%
- 2- It is more important to promote better behaviour and attitudes among students. 72%
- 9- DK/NA..... 12%

10. Please rate the effectiveness of each of the following items from the March 21 Campaign?

Posters

- 1- Very effective 12%
- 2- Somewhat effective 49%
- 3- Neither effective nor ineffective 2%
- 4- Somewhat ineffective..... 2%
- 5- Very ineffective 0%
- 9- DK/NA..... 35%

Stickers

- 1- Very effective 14%
- 2- Somewhat effective 23%
- 3- Neither effective nor ineffective 12%
- 4- Somewhat ineffective..... 7%
- 5- Very ineffective 2%
- 9- DK/NA 42%

Stop Racism National Video Competition Newsletter

- 1- Very effective 2%
- 2- Somewhat effective 16%
- 3- Neither effective nor ineffective 16%
- 4- Somewhat ineffective..... 2%
- 5- Very ineffective 2%
- 9- DK/NA 60%

Stop Racism National Video Competition Advertisements

1- Very effective	2%
2- Somewhat effective	23%
3- Neither effective nor ineffective	16%
4- Somewhat ineffective.....	0%
5- Very ineffective	0%
9- DK/NA	58%

Stop Racism National Video Competition

1- Very effective	7%
2- Somewhat effective	21%
3- Neither effective nor ineffective	14%
4- Somewhat ineffective.....	0%
5- Very ineffective	0%
9- DK/NA	58%

Activities

1- Very effective	5%
2- Somewhat effective	26%
3- Neither effective nor ineffective	14%
4- Somewhat ineffective.....	0%
5- Very ineffective	0%
9- DK/NA	56%

Brief Information Brochure

1- Very effective	2%
2- Somewhat effective	21%
3- Neither effective nor ineffective	16%
4- Somewhat ineffective.....	2%
5- Very ineffective	0%
9- DK/NA	58%

Resource List

1- Very effective	5%
2- Somewhat effective	21%
3- Neither effective nor ineffective	12%
4- Somewhat ineffective.....	2%
5- Very ineffective	0%
9- DK/NA	60%

Teachers' Guide

1- Very effective	5%
2- Somewhat effective	35%
3- Neither effective nor ineffective	5%
4- Somewhat ineffective.....	0%
5- Very ineffective	2%
9- DK/NA	53%

6. Of all these materials, which do you believe had the greatest impact in raising awareness about the issue of racism? Why? [CODED OPEN-ENDS]

1- Posters.....	16%
2- Stickers	23%
3- Stop Racism National Video Competition Newsletter	0%
4- Stop Racism National Video Competition Advertisements	2%
5- Stop Racism National Video Competition	7%
6- Activities.....	12%
7- Brief Information Brochure	0%
8- Resource List.....	0%
9- Teacher's Guide	0%
10- DK/NA	44%

11. Which do you believe had the least impact? Why? [CODED OPEN-ENDS]

1- Posters.....	5%
2- Stickers.....	9%
3- Stop Racism National Video Competition Newsletter.....	9%
4- Stop Racism National Video Competition Advertisements.....	0%
5- Stop Racism National Video Competition.....	5%
6- Activities.....	2%
7- Brief Information Brochure.....	7%
8- Resource List.....	2%
9- Teacher's Guide.....	5%
10-Other.....	2%
11- DK/NA.....	53%

[FOR THOSE FAMILIAR WITH THE MARCH 21 CAMPAIGN] For each of the following attributes of the March 21 Campaign, please tell me if you strongly approve, somewhat approve, somewhat disapprove or strongly disapprove of the performance of the campaign. How about...?

11. Your access to these materials in your school

1- Strongly approve.....	32%
2- Somewhat approve.....	11%
3- Somewhat disapprove.....	5%
4- Strongly disapprove.....	0%
9- DK/NA.....	53%

5. Usefulness of the kit

1- Strongly approve.....	16%
2- Somewhat approve.....	26%
3- Somewhat disapprove.....	5%
4- Strongly disapprove.....	0%
9- DK/NA.....	53%

10. Ability of the material to engage with students

1- Strongly approve.....	5%
2- Somewhat approve.....	26%
3- Somewhat disapprove	11%
4- Strongly disapprove.....	0%
9- DK/NA	58%

5. Ability to integrate well with existing lesson plans

1- Strongly approve.....	0%
2- Somewhat approve.....	26%
3- Somewhat disapprove	11%
4- Strongly disapprove.....	0%
9- DK/NA	63%

5. Structure of the lesson units

1- Strongly approve.....	5%
2- Somewhat approve.....	37%
3- Somewhat disapprove	0%
4- Strongly disapprove.....	0%
9- DK/NA	58%

5. Accessibility of language

1- Strongly approve.....	11%
2- Somewhat approve.....	21%
3- Somewhat disapprove	0%
4- Strongly disapprove.....	0%
9- DK/NA	68%

5. Ability to be used year-round

1- Strongly approve.....	21%
2- Somewhat approve.....	21%
3- Somewhat disapprove	0%
4- Strongly disapprove.....	0%
9- DK/NA	58%

5. Relevance to the classroom

1- Strongly approve.....	11%
2- Somewhat approve.....	21%
3- Somewhat disapprove.....	11%
4- Strongly disapprove.....	0%
9- DK/NA.....	58%

5. Ability to influence other curriculum

1- Strongly approve.....	11%
2- Somewhat approve.....	16%
3- Somewhat disapprove.....	5%
4- Strongly disapprove.....	0%
9- DK/NA.....	68%

5. Relevance to the lives of your students

1- Strongly approve.....	5%
2- Somewhat approve.....	32%
3- Somewhat disapprove.....	0%
4- Strongly disapprove.....	0%
9- DK/NA.....	63%

5. Ability to stimulate student discussion

1- Strongly approve.....	16%
2- Somewhat approve.....	32%
3- Somewhat disapprove.....	0%
4- Strongly disapprove.....	0%
9- DK/NA.....	53%

For each of the following statements concerning the March 21 Campaign, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree. How about...?

5. The March 21 Campaign is a “nice to have” initiative, rather than a “need to have” initiative, for schools.

1- Strongly agree	9%
2- Somewhat agree	21%
3- Somewhat disagree	19%
4- Strongly disagree	14%
9- DK/NA	37%

10. March 21 activities have raised awareness of the problem of racism

1- Strongly agree	12%
2- Somewhat agree	40%
3- Somewhat disagree	0%
4- Strongly disagree	7%
9- DK/NA	42%

5. The Campaign does not appeal to students to personally involve themselves in the fight against racism

1- Strongly agree	7%
2- Somewhat agree	28%
3- Somewhat disagree	14%
4- Strongly disagree	2%
9- DK/NA	49%

5. The Campaign takes a distinctive and innovative approach

1- Strongly agree	2%
2- Somewhat agree	30%
3- Somewhat disagree	9%
4- Strongly disagree	2%
9- DK/NA	56%

10. Except for the March 21 Campaign, no other anti-racism materials are available in my school

1- Strongly agree	12%
2- Somewhat agree	14%
3- Somewhat disagree	16%
4- Strongly disagree	14%
9- DK/NA	44%

5. The March 21 activities are not effective at reaching their target audience

1- Strongly agree	5%
2- Somewhat agree	21%
3- Somewhat disagree	14%
4- Strongly disagree	5%
9- DK/NA	56%

5. Do you think it is very likely, somewhat likely, not very likely or not at all likely that you will be more involved in the March 21 Campaign next year?

1- Very likely	33%
2- Somewhat likely	35%
3- Not very likely	9%
4- Not at all likely	5%
9- Don't know	19%

5. Do you teach...?

1- Junior High School	44%
2- Senior High School	35%
3- Both	7%
4- No answer/neither	14%

Open-Ends for Anti-Racism Day (PN 4869) – Teachers

Q.2- How long have you been aware of the March 21 Campaign?-
Comments

- Case 1- 0 (years)- Saw an ad on TV about 5:45 this afternoon, it's now 7:45
- Case 5- No answer
- Case 6- No answer
- Case 18- No answer
- Case 24- N/A
- Case 28- 4 to 5
- Case 32- (Don't Remember)

Q.3- How many times did you refer to the kit or to March 21 materials in the past year?- Comments

- Case 5- No Answer
- Case 6- No Answer
- Case 11- (posters/hand stickers)
- Case 18- No Answer
- Case 19- 3 to 4
- Case 24- N/A

Q.4- What would you say is the primary objective of the March 21 Campaign?

- Case 1- Ending all forms of racism
- Case 2- To eliminate racial discrimination in schools and thus outside
- Case 4- Awareness of racism and trying to encourage today's youth to stop it
- Case 5- To make people aware of racism
- Case 7- Better understanding and more respect for others
- Case 8- Involve students in thinking about and being pro-active in anti-racism
- Case 9- To create awareness of racism to youth. To help eliminate all forms of discrimination. To promote anti-racism behaviour amongst our student body.
- Case 10- build positive cultural images

- Case 11- awareness
- Case 12- To make people aware of racism and to change false impressions of what racism is
- Case 13- Increase awareness of racial discrimination
- Case 14- To make people aware that racism is very prevalent in today's society
- Case 15- To eliminate racial prejudice in the world
- Case 16- awareness- encouraging students to make a difference through the video
- Case 17- To raise awareness of racism in Canada and ways to eliminate thoughts and actions related to racism
- Case 18- Awareness
- Case 19- To provide an opportunity (focus) to look closer at the harmful effects of discrimination and racism. Specifically to work towards the elimination of such thinking.
- Case 20- Awareness- Be part of the solution- Accepting/Understanding difference
- Case 21- Bring awareness of discriminatory social practices- Celebrate diversity and plurality
- Case 22- To increase awareness of different racial groups and their contributions, -To thereby reduce racial discrimination
- Case 23- Anti-Racism?
- Case 24- N/A
- Case 25- Education
- Case 26- To identify that racial discrimination still exists and to encourage people to introspect regarding their own views in the hope lowering and eventually eliminating racial discrimination
- Case 27- To make student and staff aware of racial issues
- Case 28- To create awareness in society, students, parents, etc., - To celebrate harmony, -To educate the masses
- Case 29- eliminate racism
- Case 30- awareness
- Case 31- To promote the idea that we want to eliminate racism from our society
- Case 32- Awareness of date I guess?
- Case 33- Awareness of students and staff
- Case 34- Raise awareness of racism in Canadian Society
- Case 35- *Racism*
- Case 36- Sensitize people about racism.
- Case 37- To sensitize people to the real problem – that is racism
- Case 38- Sensitize.

- Case 39- Sensitize about racism
- Case 40- Fight racism
- Case 41- Eliminate prejudices.
- Case 43- Eliminate racist behaviours

Q.6- What other Anti-Racism Programs are you aware of?

- Case 1- Bus shelter ads
- Case 2- Programs within school. Black History Month- Chinese New Year
- Case 5- Multi-racial programs, ie school support literature
- Case 6- Building Bridges
- Case 7- Black History Month
- Case 8- Lion's Quest- Elementary School social skills building program, Second Steps- Elementary School social skills building program
- Case 9- Unsure of names
- Case 10- none
- Case 11- not many in this city
- Case 12- N/A
- Case 13- The poster campaign in Calgary schools (Pepsi)
- Case 19- Video, poetry, writing, essay/letter, writing campaigns
- Case 20- Presently doing a project on sweat shops- material from Victoria BC
- Case 21- None
- Case 22- Canadian Heritage does work to promote understanding and pride
- Case 24- Only the overall anti-racism policy;- occasionally see posters
- Case 26- Black Cultural Awareness Month, Multicultural Fair
- Case 27- none
- Case 28- Depending if African Heritage Month is considered an anti-racist program/agenda -throughout the month
- Case 29- N/A
- Case 30- none really
- Case 31- School policies, Human Rights Commission, listening to and reading news stories related to anti-racism programs
- Case 32- None- off the top of my head
- Case 34- I can't think of one off-hand
- Case 39- anti-racism week activities in secondary schools

- Case 40- none
- Case 41- intercultural week, Black History Month

Q.8- Comments

- Case 27- More for some students
- Case 31- in high school
- Case 34- they like the stickers

Q.9- Comments

- Case 15- A mixture of both. Acknowledge the negative, emphasize the positive
- Case 16- Sort of hand in hand aren't they?- show there is a problem, then show how to improve the situation.
- Case 20- 2- Both but more daily focus on attitude of student which can be done through selected material used in units of work
- Case 24- but not to the exclusion of the other
- Case 28- (can't promote behaviour if you are not aware that something exist)

Q.10- Comments

- Case 24- Can't comment
- Case 26- Q.10(c)-10(i)- Unaware of these
- Case 32- Not sure of outcome intended

Q.11- Of all these materials, which do you believe had the greatest impact in raising awareness about the issue of racism? Why?

- Case 1- Stickers, inexpensive and easy to distribute. -I am unaware of other campaigns
- Case 2- Posters- Visual awareness, see it constantly
- Case 4- Videos- because they are aired on TV for all to view
- Case 7- Not sure
- Case 8- National Video Competition- Students are interested in media and technology, involvement with peers to problem solve

- Case 9- The stickers because kids love stickers! The posters as we use them to promote our in-school March 21 activities.
- Case 11- The stickers have the most impact as they are visual and flashy. It makes people stop and look and then maybe ask questions.
- Case 12- Posters and Stickers because they are "very" visual and promote instant attention
- Case 13- Posters. Most often seen
- Case 15- Activities- they give the student a chance to experience racism
- Case 16- Posters + Stickers- I think the videos were effective but difficult to know how many students see them
- Case 17- I haven't used them yet
- Case 19- The advertising re: video competition seemed to get my students attention- TV its where they live!
- Case 20- Students creating the video- (more ownership)
- Case 22- Bus ads, Stickers, Posters- People are forced to see them and like to use them
- Case 24- N/A
- Case 25- Activities
- Case 26- Stop Racism poster- with the handprint and Canada print. As I am unaware of the others, of the 2 I am aware of, this poster was very striking and said so much.
- Case 27- Discussion that is encourage after material reviewed
- Case 28- (Activities) depending upon the mentality of the teacher(s), school attitude, -actually doing/thinking is most important
- Case 29- Stickers: kids love to wear stickers and it makes them ask questions and learn about it and from it.
- Case 30- The sticker- they were hands on which the kids liked and they comment on the colours which led to discussion
- Case 31- I don't know
- Case 32- Stickers- simple message
- Case 33- Posters- attention
- Case 34- The stickers, the simple direct message can be a springboard to discussion and to learning.
- Case 39- Activities, pro-active attitude and involvement.
- Case 40- I don't know
- Case 41- Posters.
- Case 43- Activities

Q.12- Which do you believe had the least impact? Why?

- Case 1- Difficult to say, I saw the last 5 seconds of a TV spot for the first time this afternoon & I may have seen a handful of stickers plus a couple of bus-stop ads over the past couple of years eg: Racism Hurts!
- Case 2- Videos- Never saw them
- Case 4- Stickers
- Case 5- Stickers (too many around)
- Case 7- Not sure
- Case 8- Newsletter- solitary activity
- Case 9- The video newsletter as not too many students are interested.
- Case 11- The newsletter has the least impact
- Case 12- Activities would be difficult to present all of the time. Pretty specific to age groups and corresponding comprehension
- Case 13- Teacher's Guide. I am completely unaware of it.
- Case 15- Stickers- Can be seen as a mere decoration
- Case 16- Never saw a newsletter
- Case 19- The brochures- print is dead! Go where the kids are, TV, radio, internet
- Case 22- Info-brochure- People don't like to read brochures- boring
- Case 24- N/A
- Case 26- Those 7 other categories- have not heard of these.
- Case 28- Posters-students see but not truly effected by them.
- Case 29- Information brochure: kids don't like to read! They often get tossed away.
- Case 30- ?
- Case 31- I don't know
- Case 32- Video competition- no time to do it, -not for everyone
- Case 33- Stickers- Too many, too little effect
- Case 34- I'm not sure
- Case 39- Re: Resource List. a list will not really sensitize young people, they won't take the first steps.
- Case 40- I really do not know
- Case 41- Teacher's Guide
- Case 43- Poster

Q.13-23- Comments

- Case 16- Q.21 Appropriate with calm and lifestyles curriculum
- Case 19- Q.13-had to really search; Q.15-minimal; Q.21-limited; All questions- Most of this is predicated on my ability to sell the idea. If I consider it important, so will they. How about an internet research assignment?
- Case 24- N/A
- Case 28- I consider 22, 23 the most important component of making an impact
- Case 31- Q.13- Not available

Q.24-29- Comments

- Case 16- Q.29 reaches junior high more than senior high
- Case 19- Q.27- website
- Case 24- N/A
- Case 28- Q.24- "need to have"

Comments- General

- Case 21- Have not had access to campaign materials (so Q.7 to Q.12)
- Case 26- It takes a whole community to raise a child. 1-Improve communication of material to *active* (RCH member) staff members, 2-Make knowledge of access to material accessible -teacher paper, -HRSB website, 3-Try to sell the program to the school board/principals, 4-Provide racism workshop that is *active* for teachers, 5-Website that is kids oriented
- Case 28- I consider 22, 23 to be the most important component of making an impact.
- Case 32- Relevant->Continual, Move on from year to year, Participation, Q.10- Not sure of outcome intended
- Case 34- Materials should arrive early in the academic year to allow for a planned integration into curriculum, -Perhaps a School Board professional staffer could coordinate and distribute materials to schools, -Teachers should connect provincial learning outcomes to aspects of March 21 Campaign, -Curriculum dev. In services "conferences", - ripple-effect, -link to: educators, teachers, awards,

Management Response

In response to the 2001 Evaluation Report of the March 21 Campaign, the Multiculturalism Program of the Department of Canadian Heritage is undertaking a fundamental re-orientation of the campaign which will be integrated into the broader renewal and rethinking of the Multiculturalism Program which is

underway as part of the social cohesion agenda of the Department and of the Government of Canada. The Program has been engaged in a number of national and regional consultations and focus tests in 2001 which produced recommendations which are being factored into our thinking in this area. Our thinking about the future role of the Multiculturalism Program in the area of race relations will be done in conjunction with our ongoing review of the relative roles and responsibilities of the program and the Canadian Race Relations Foundation.