

Shaking the Movers

Brasser les décideurs

Final Report

Rapport final



Saturday, January 7th, 2023

Le samedi 7 janvier 2023



Landon Pearson Resource Centre
for the Study of Childhood
and Children's Rights



Centre des services
communautaires Vanier
Vanier Community
Services Centre



Carleton
UNIVERSITY

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INTRODUCTION

Shaking the Movers is a collaborative consultation model with children and youth, held annually in different regions of the country in English and French. Sponsored by the Landon Pearson Centre at Carleton University, this round table provides an open and safe space for youth to examine aspects of the UN Convention on the Rights of the Child in the context of their lived experiences. Shaking the Movers workshops also provide a unique opportunity for youth to exercise their right under Article 12 of the UN Convention on the Rights of the Child: the right to participate in important civil and political processes with the assurance that their voices will be heard and valued.

The purpose of this report is to highlight the voices of 18 young people who participated in the full day workshop on the rights of the child on January 7th, 2023 (see Appendix A for the event posters). Lead by youth facilitators from the Vanier Community Services Centre and Carleton University students, the participants expressed themselves and their desire to be heard by sharing their opinions and recommendations on important topics. They spoke directly to the "movers" of this world in their comments, which not only aims to improve outcomes, but also to build confidence and the ability of youth to contribute to the world around them.

In addition to discussing various articles of the convention during this event, the youth reflected on a message sent out by the Honourable Landon Pearson in August 2022, encouraging youth to reflect on a text entitled "A World Fit for Children 2002" (see page 4). These texts inspired the youth to talk about how key issues are still present in 2022 and how the dynamics of these issues have shifted over time to influence youth's lives. They were able to express their feelings and thoughts on key topics that have often been suppressed or unheard despite having had a great impact on their lives, and, most importantly, their mental health.

Thank you to our facilitators, Deborah Pierre, Mackenzie Lumey, Eleanor Demchenko and Kevin Thierry Boukaka and the youth who participated in this important event. Final report written by Robyn Young, *Shaking the Movers 2023* coordinator/organizer, Vanier Community Services Center.

MESSAGE FROM THE HONOURABLE LANDON PEARSON

Shaking the Movers 2022: 'A World Fit For Us'

by Hon. Landon Pearson, O.C for STM Organizers

Twenty years ago this past May, Prime Ministers and Heads of State from all around the world gathered in New York to adopt a resolution entitled "A World Fit For Children." Attached to the resolution was a carefully drafted plan describing what this world should look like. At the same time as adult delegates were drafting this document, children and young people from the countries that were represented at the UN General Assembly Special Session on Children met separately to create their own vision. The young people called their document "A World Fit For Us" because, as the two girls who were chosen to speak from the podium at the Special Session said, "A world fit for us is a world fit for everyone."

After this meeting in 2002, the UN as a whole made progress towards a world fit for children by making it a major priority for all of its activities. Most of its member countries (Canada was among the first) drew up national plans of action for implementation. As a result, the quality of children's lives improved everywhere, unevenly, perhaps, but all in the right direction. Today, alas, a combination of circumstances has put progress on hold and childhood everywhere is under threat.

Do you think that you who are participants or youth facilitators at our Shaking the Movers workshops this year could work together to help kick-start the momentum the Special Session generated twenty years ago? After all, as the young people told the UN delegates in 2002 quite firmly: "we are not the problem; we are the solution."

For the Shaking the Movers 2022 workshops, what we would like you to do is to read over the 2002 "A World Fit For Us" document (it is quite short) and decide what is missing from it or what is no longer relevant. With the new challenges your generation is confronting in 2022 such as the climate crisis, the pandemic, the expanding digital universe and what appears to be growing discrimination of various kinds with its impact on children's rights to belonging and identity, we would invite you to redraft the original 2002 "A World Fit For Us" document that is relevant for young people in 2022.

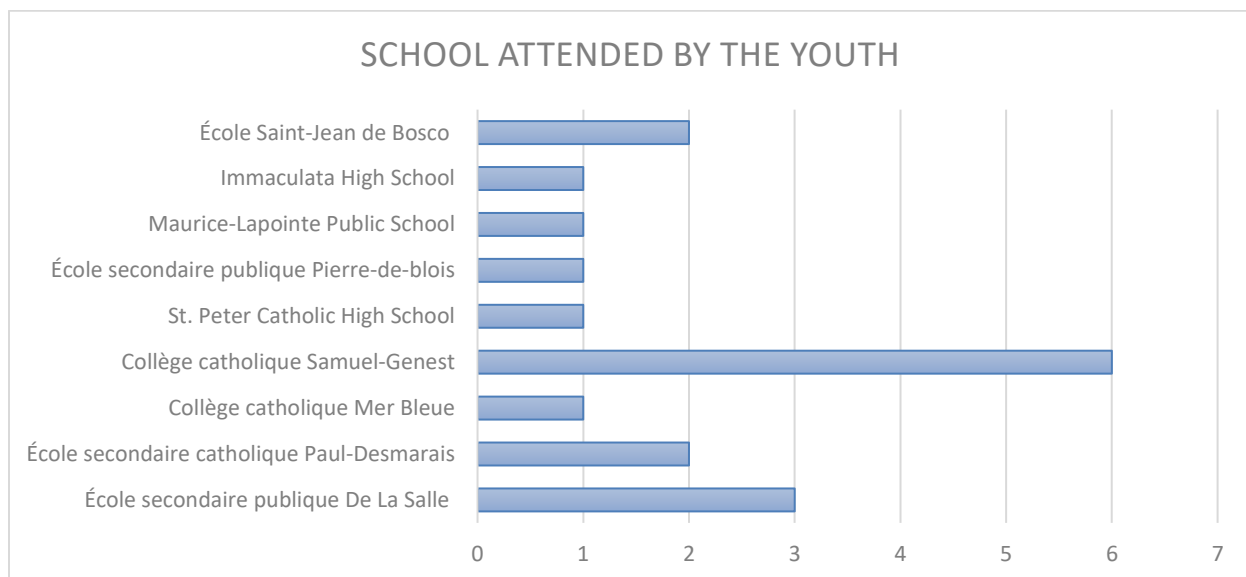
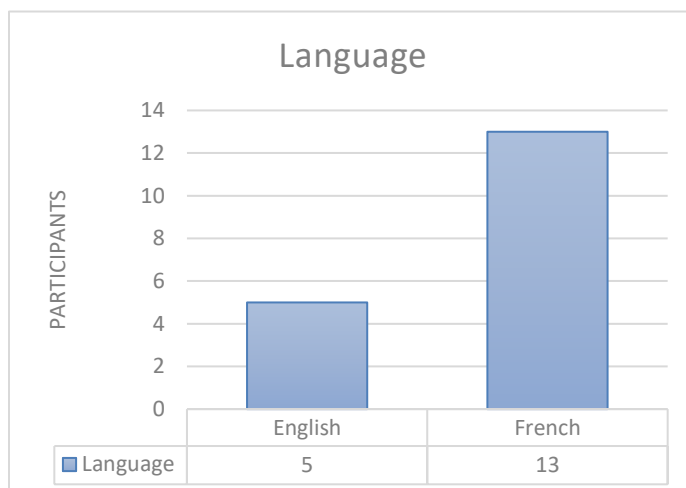
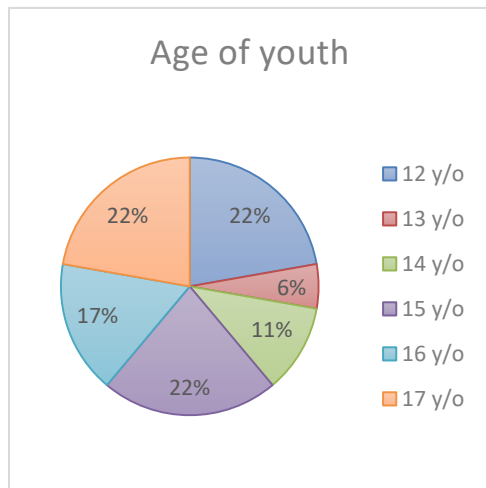
The next step we would like you to consider at the Shaking the Mover workshop is to use your own experience to develop ideas and strategies that might address one or more of the issues that shout out to be addressed so that we can take these ideas forward to "movers" and, together, hold them to account to take action.

We can't save the whole world but with this intergenerational effort, I think we can make it a little bit better for a new generation of children.

Landon Pearson
August 2022

DEMOGRAPHICS

Below, you will find a demographic overview of the youth who participated in the event:



ARTICLES AND THEMES EXPLORED

Several articles from the United Nations Convention on the Rights of the Child (see Appendix B for the whole convention) and the themes highlighted in the letter entitled *A World Fit for Children (2002)* (The full text can be found at: www.unicef.org/serbia/media/7321/file/A%20world%20fit%20for%20children.pdf) were explored.

Themes from *A World Fit for Children 2022*

Environment	Economy
Education	Human Rights
Health	Collaboration

Articles from the United Nations Convention on the Rights of the Child

The discussions surrounding the themes mentioned above encouraged conversations amongst youth on the following articles from the United Nations Convention on the Rights of the Child:

<u>Themes</u>	<u>Articles explored</u>
Environment	Article 24
Education	Articles 23, 28, 29,
Health	Article 39
Economy	Article 26
Human Rights	Articles 14, 22, 27, 30,
Collaboration	Articles 3, 4, 5, 13,

ACTIVITIES

The day was divided into 3 activities relating to the articles and themes mentioned above, with every activity dedicated to building on the last, and with the ultimate goal of working toward the youth's final recommendations. In addition, the activities were divided into sub-categories – we are, we see, and we pledge – inspired by the 2002 letter *A World Fit for Children*.

The youth had the opportunity to express how they defined themselves as youth by reflecting on key elements of their identity to help form a picture of the children who make up this world. They then had the opportunity to engage in a close reading of the 2002 text to reflect on the content thereof and to identify key topics addressed during the 2002 meeting. Youth additionally engaged in reflections on current realities and engaged in discussions on key differences and similarities between the topics addressed in 2002 and the reality of youth in 2022.

Lots of laughs and fun were had throughout the discussions, and the youth really appreciated the opportunity to engage with others on the topic of their shared realities. These discussions also helped foster a feeling of inter-connectivity and helped youth become aware of the solidarity in their feelings and thoughts. The following section will present the details of each activity and highlight important elements of discussion.

ICEBREAKER ACTIVITY



To start the day, youth engaged in an icebreaker activity to introduce the workshop and to begin reflecting on children's rights. Youth were invited to participate in an icebreaker called "spider web". Standing in a circle, youth tossed a ball of yarn to someone else in the circle. The person receiving the yarn was asked to share one thing about themselves and to share what they hoped to take away from the day. The following are statements from youth describing what they hoped to take away from the workshop:

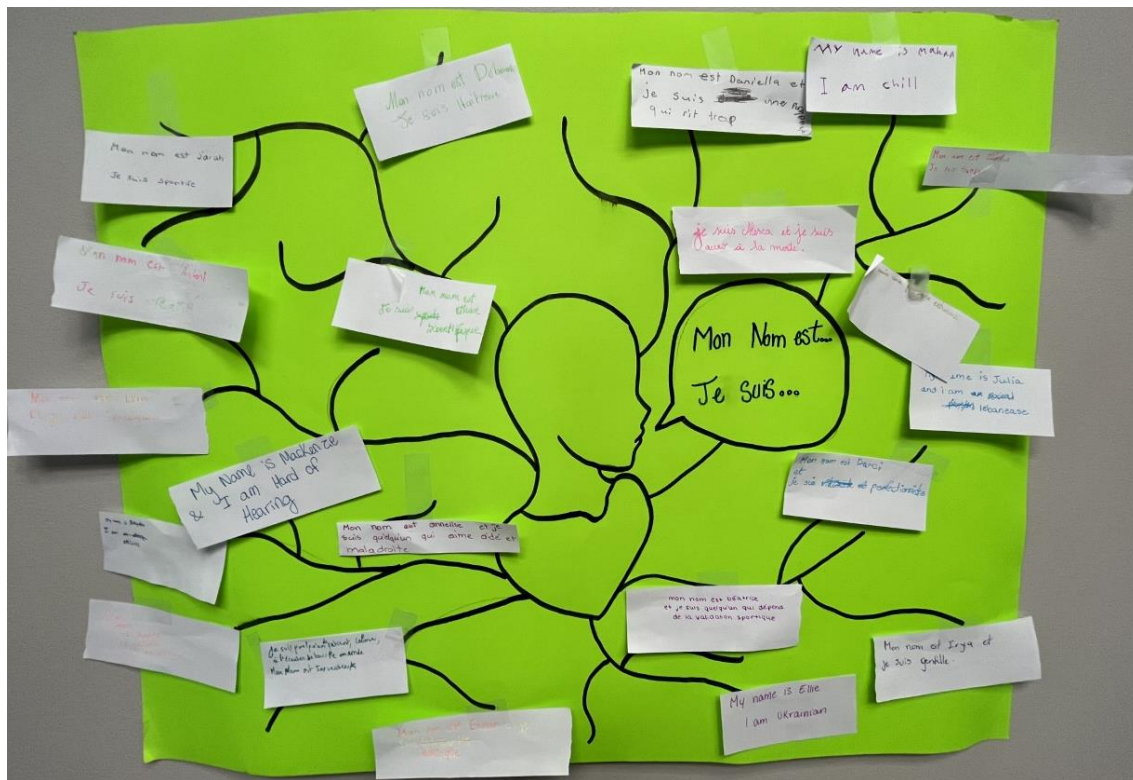
- "Échanger des idées avec mes pairs"
- "Learn new things"
- "Meet other youths and hear different perspectives"
- "Mieux apprendre sur les droits des enfants"
- "Socialise with other youths who may be experiencing the same things as me"

This activity helped introduce the subject of *Shaking the Movers* but also acted as a means to encourage youth to recognize the interconnectivity between youth and their shared hopes. In addition, youth were also encouraged to reflect on the importance of solidarity when speaking about children's rights using the yarn as a discussion point. Facilitators emphasized the fact that, to ensure a strong web, every youth would be required to "pull their weight" and support the web.

Should a youth loosen their grip on the web, it would become less solid. This applies to children's rights; advocacy requires a collective effort and various movements, such as *Shaking the Movers* events to help foster change and encourage meaningful discussions on the youths' futures. For the majority of the youth, this was their first time participating in a *Shaking the Movers* event, and they came to the event with an open mind and ready for fruitful discussions with one another.

WE ARE THE WORLD'S CHILDREN

To get to know the youth of the workshop, we started with an activity that invited youth to describe themselves as the world's children. They were invited to reflect on their identity and describe an important element thereof. This activity helped youth acknowledge their differences and their similarities and recognize that they make up a meaningful intersection of the children of the world. Some identified themselves using their personalities, others their ethnicity, and still others their talents. Youth were then invited to, one by one, express the words they used to define themselves and glue them to a poster meant to highlight the world's children.



The visual on the poster of a child connected by vines was meant to highlight the fact that children represent a major intersection of society. Youth were able to recognize similarities in the way they identified themselves as well as differences in their personal experiences related to their identities. We were able to acknowledge the diversity that was in the room and look forward to hearing each youth's unique perspectives and stories regarding questions of children's rights throughout the rest of the day. Following this reflection on the identities of the youth making up our workshop, we proceeded with our second activity of the day.

WE SEE: A REVIEW OF A WORLD FIT FOR CHILDREN

The second activity of the day took place in two parts. The first consisted of a close reading of the text “A World Fit for Children.” In small groups, the youth engaged in meaningful conversations and discussed their interpretations of the elements highlighted during the close reading. Many youth shared their understanding of the text and expressed their thoughts on each of its sections. Six main themes were identified during this close reading, and these themes guided the next activities. The six themes identified by youth were health, education, rights, economy, collaboration and environment.



During the second activity, youth were invited to decorated boxes that represented the six themes identified. The youth creatively used drawings, slogans, words and colours to help represent these themes. The youth were, additionally, then given 6 pieces of paper and were asked to write on each paper how they identify with each of these themes. These statements and questions were then discussed in a more intimate group setting to help the youth acknowledge the statements and questions of their peers. This exercise helped encourage reflection on current realities for youth and fostered a sense of connectedness (regarding similarities).

The following section will break down some of the youth’s reflections on each theme identified during the activity.

Health

“Safe and affordable health for all ages and health care for those in need”

“I have the right to have access to proper medication to keep me healthy and help my mental health”

“La santé est quelque chose que tout le monde mérite, elle est la différence entre vie et mort”

“Santé : que les médicaments soient gratuits parce qu’il y a des personnes qui manque de l’argent”

Education

“Having a safe space for your education allows students to learn to their full potential”

“School should be a space where individuals feel safe, respected and taught equally”

“Having a safe and healthy learning area for all children where we can all learn the things we need for life”

“Personne n’a jamais entendu parler d’un monde où échouer est une option”

“L’éducation permet de partager les connaissances, elle est nécessaire pour une société futuriste”

Rights

“Nos droits nous permettent de nous exprimer librement, elle est clef pour une société commune et juste”

“Everyone has rights, but these rights need to be respected”

“Every human must have the same rights as each other; no equality can lead to war, depression and more. Everyone has emotions”

“Everyone, no matter ethnicity, sexual orientation, religion and sexual abilities should have the same opportunities”

Economy

“The future seems like a big world of debt and inflation. Bringing more children in a world of [uncertainty] doesn’t seem very appealing”

“Affordable housing (for students), affordable sanitary products, affordable needs (food, clothes)”

“Post-secondary education is very expensive and not everyone can afford it. Student loans are also very stressful”

Collaboration

“Le bien-être collectif est priorisé comparé au bien-être individuelle”

“People need to work together to make a change in the world”

“Collaboration and communication are the key to success”

Environment

“Pouvoir avoir les mêmes conditions de vie, d’être dans un environnement convenable, équilibré, sans danger”

“L’environnement est le monde qui nous entoure, il est quelque chose de précieux qu’il faut conserver”

“Healthy environment = Good health”

“I have the right to live in a safe environment where I don’t live in constant fear”

“We [children] need an accessible place where we can be calm and feel safe without harsh conditions”

Following personal reflection, the youth were invited to discuss in larger groups their thoughts and experience regarding current issues faced by youth. This next section will highlight some of the discussion points:

“The last part [of the text], if a world is fit for children, a world is fit for everyone is a really good point because children are some of the most vulnerable people in the world so if the world is fit for children and good for children then it should be fit for people with disabilities, people who aren’t as wealthy etc.”

“I think many kids who have experienced war never get the good help to recover from that, or at least try to recover from that. They often end up in the streets. So having programs for children that are better funded like all across the world to help with that trauma would be definitely be helpful”

“Access to drugs: Talking about drugs, but I wonder why do children take drugs in the first place, usually because they do not feel good. Probably because they are being bullied, because they are being discriminated, or experiencing depression. So we could probably do more about that and provide more help for mental health.”

“We also have to go to the source of problems; like bullying mostly happens in schools and if the school doesn’t do anything it’s not going to help the kid.”

“Other kids that do not have a disability can just ask for example to go to the washroom and they go, other kids (who have disabilities) there’s this whole process to meet their basic needs and its 10x more complicated for them.”

Among other key issues the youth highlighted access to affordable resources for everyone in the community as a major concern. Youth were engaged in advocating for the rights of those with disabilities, highlighting the inequalities that still exist in today’s society regarding access to services. Another example given by the youth was access to mental health services in the community and the barriers preventing youth in need to access such resources. In particular, the youth discussed the lack of resources – related to mental health and access to medical professionals specializing in youth care – experienced by youth in the community. The youth paid special attention to barriers preventing access to existing services in the community, referring, for instance, to long wait-lists and to the cost of privatized mental health services targeted towards youth. They also demonstrated an acute concern for the lack of school based support concerning situations that still have a prevalent impact on contemporary youth. The youth, ultimately, called for these concerns to be addressed at a systemic level.

Youth were further encouraged to reflect on the realities of 2022 by engaging in an activity related to personal experiences. Youth were invited to form a circle while facilitators read statements related to children’s rights. Youth, if comfortable, were invited to take a step forward

if they felt they identified with the statement. This activity sought to encourage youth to recognize elements of their shared realities. The following are a few examples of statements shared with the youth by facilitators. The following list is, however, by no means comprehensive:

- Take a step forward if the school feels like a safe place for you
- Take a step forward if you can see a doctor whenever you need to
- Take a step forward if your family can buy you medication for when you're sick
- Take a step forward if you have never experienced discrimination because of the color of your skin
- Take a step forward if your parents have always accepted your sexuality or gender identity
- Take a step forward if your family has never used a food bank
- Take a step forward if you live in a community that recycles and collects compostable

Following this collective activity, youth were separated into smaller groups to discuss the statements read by facilitators and to reflect on their personal experiences. Some of their reflections can be found below:

“I could see that I was not the only one to feel a certain way”

“It was unfortunate to see that some the youth did not have access to food and families had to resort to the food bank, the cost of food is really high making it difficult to afford”

“I think its also kind of sad to see how many people with, like, the police, not being able to trust the police. And that sucks so bad because the police are supposed to take care of people and keep people safe, and the fact that their sole purpose some people don’t think they are doing well because on so many occasions they don’t, that’s not okay.”

“Nobody is born, like, bad. Its things that you are taught. Racism is taught, homophobia is taught. All that is taught. If you are brought up in a bad environment, chances are that the environment you grow up in is going to reflect in your personality. So it’s making sure that you have a good environment, whether it’s at home or at school – it would be better if it’s both.”

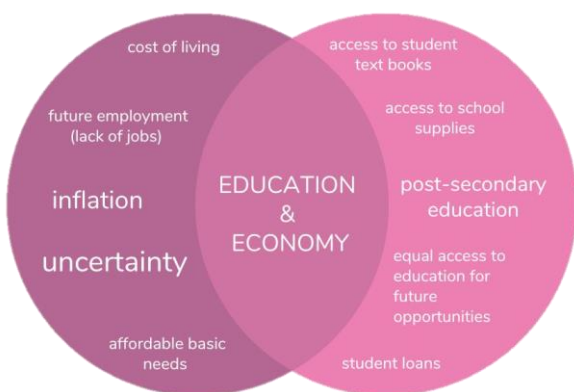
“There are studies that show that black women are less likely to have good health care. So just because the way you’re born, people should still have access to all the right medication.”

“I think with the pandemic there was a lot of mental health struggle, but because their was so much physical health struggle during the pandemic and people getting sick, there was less attention paid to mental health.”

“I would add about the queer community, because there was obviously nothing in the letter about that.”

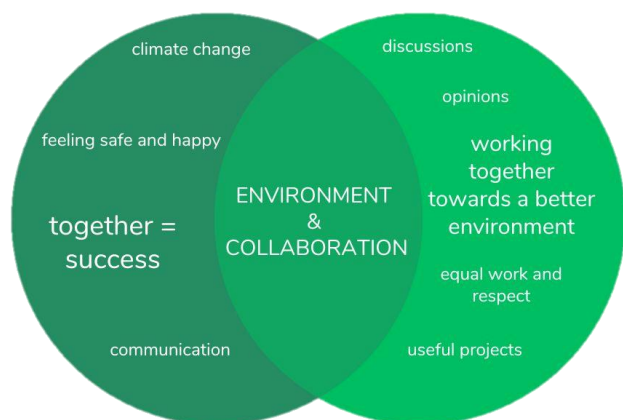
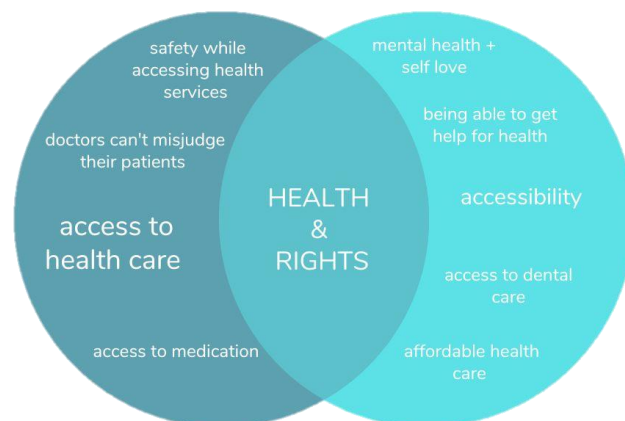
“I think [rights and health] are both jus very broad topics that still somehow aren’t talked about enough and aren’t acted on enough. And, no matter how many people have been struggling with mental health, it is only now just coming to light, and with health care even now some people still aren’t getting the health care they deserve”

To end this section of the workshop, youth discussed the intersectionality of the themes identified and areas of intersectionality within their own experiences. Youth began to notice that various elements of their individual and shared realities intersected within one another. Elements, which initially seemed exclusive to a particular theme, in reality, affected other areas of their lives. This next section parses some of the important concerns discussed by the youth:



They discussed the need to continue to advocate for affordable post-secondary education and equal access to education and future opportunities. Many felt these issues were not fully addressed.

The youth discussed the lack of resources related to health care and the impact that this deficit has on both the physical and mental health of children. They acknowledged that access to healthcare was a right in theory, but equally noted that this right is not always actualized in practice.



The youth recognized the importance of working together towards a better environment. They acknowledged that the environment in which we live should be a safe and happy place; however, for some youth this is not necessarily the case. The youth provided the examples of safe living environments and equal opportunities as key examples of current inequalities.

YOUTH RECOMMENDATIONS

WE PLEDGE: SHARING OUR VOICES

At the end of the day, the youth engaged in one last activity to help communicate their thoughts and recommendations in the form of a letter addressed to decision makers. The youth were encouraged to share their thoughts and feelings regarding the topics and themes discussed throughout the day to help inform future discussions and shape future decisions that involve them. This section highlights some of the youth's recommendations:

Education/ Environment

"Many students have been bullied, racialized, sexualized, and assaulted in this so called safe space. This increases student's depression, anxiety and overall associate's school with a bad image. What I want is for whoever in power to acknowledge these issues and teach students properly, which means enforcing to stop bullying and not give a small presentation which most schools do. I want students to feel safe in the [school] environment and not helpless."

"I would like for students to have a safe space where they can discuss to people without being bullied or teased about it. Also, I would like to have safe school environments where they can feel at ease when entering the school."

"To begin, I believe that children should be more educated on their actual rights. A good way to do this would be to have presentations for kids in elementary school all the way through high school. In doing so, we will be more educated on the topic of our own rights."

"Les profs devrait enseigner au élève les droits des enfants."

"... en ce moment, mon avenir m'inquiète énormément. Tout va si rapidement, la pression de réussir pèse sur mes épaules. Mon éducation est une de mes préoccupations, seulement, tout ce que je me demande c'est le temps... Je considère que l'école ne m'a pas suffisamment préparé à ce monde qui m'attendra après le secondaire."

Economy

"J'aimerais continuer à l'université et au collèges sans avoir à m'inquiéter de ma situation financière."

"Je trouve que les taxes sont trop chères pour les étudiant au point où ils sont obligés d'étudier en ayant deux jobs à la fois pour subvenir à leurs différents besoins personnelles (nourriture, loyer, transport)."

"La hausse des prix inquiètent de nombreuses personnes par rapport au cout de la vie."

Communication

“Tout d’abord, je pense que tous les jeunes méritent le droit de parole. Il est facile d’oublier ce que pense les jeunes et de dire qu’ils ne comprennent pas et qu’ils sont trop jeunes et immature.”

Equity, Diversity, Inclusion

“Depuis quelques années, plusieurs personnes pensent que les enfants ne doivent pas choisir leur genre, car ils sont pas assez matures. Actuellement, la moitié des personnes ont peur de dire à leur parent car il pense que leur parent vont leur punir et faire des chose qu’il aime pas.”

“In the May 8 2002 edition of The Children’s Statement, sexuality, sexual orientation, and LGBTQIA2+ matters were not brought up once. 21 years later, and that needs to change. Queer youth need to be protected, and not only that but they need to feel safe and allowed to be themselves. Unapologetically. Which brings me to my next point. Transgender children should be able to have free access to hormones and be able to change their names. Furthermore, teachers should need to call trans kids by their preferred name.”

“J’aurais besoin que vous parlez beaucoup plus sur le racisme de nos jours dans différent système scolaire, car, oui, nous, les gens de couleurs, nous ne sommes pas privilégiés dans la société.”

PARTICIPANT FEEDBACK

The following section highlights some of the participant’s feedback. The feedback was acquired through an anonymous Microsoft Forms. Participants were informed that feedback would be used to further develop future Shaking the Movers events.

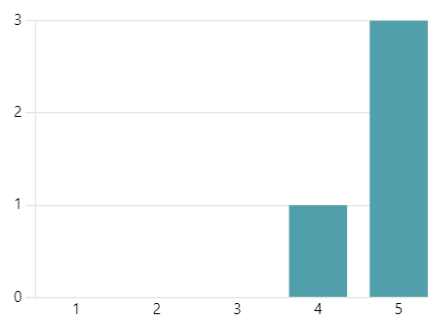
Anglophone participants’ feedback

2. Overall, how did you like the event?

[Plus de détails](#)

 Aperçus

4.75
Évaluation moyenne



**On a scale of 1 to 5*

3. Please tell us how much you liked these aspects of the event:

[Plus de détails](#)

■ Hated ■ Disliked ■ Neutral ■ Liked ■ Loved

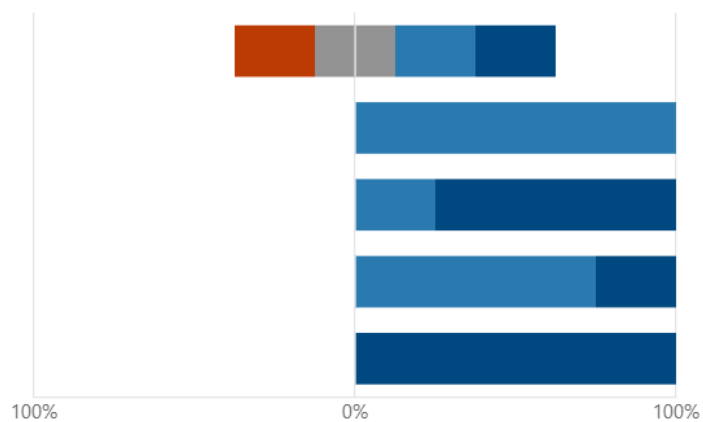
Time of day

Duration (7hrs)

Platform (in-person)

Type of activities

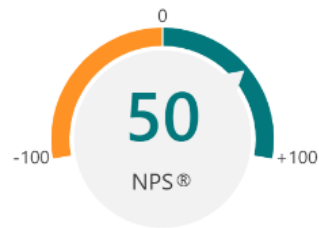
Number of opportunities to speak



6. How likely are you to recommend this event to a friend?

[Plus de détails](#)

Supporters	2
Passifs	2
Détracteurs	0



What was your favorite part of the event?

When we did the activity where people step in a circle when things happen to them

The letters

Activities

Overall seeing and understanding the perspectives of others

What did you learn today?

I learned that my reality isn't the reality of my peers

Different perspectives

Met new people

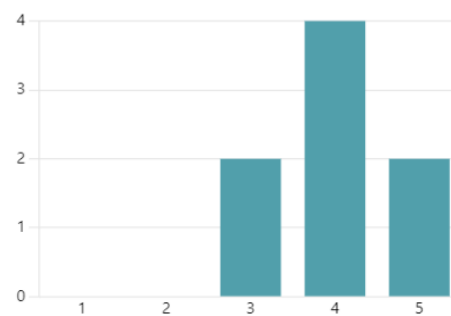
I learned that children have a lot more right that I have never heard of

Francophone participants' feedback

8. Dans l'ensemble, comment as-tu aimé l'événement?

erçus

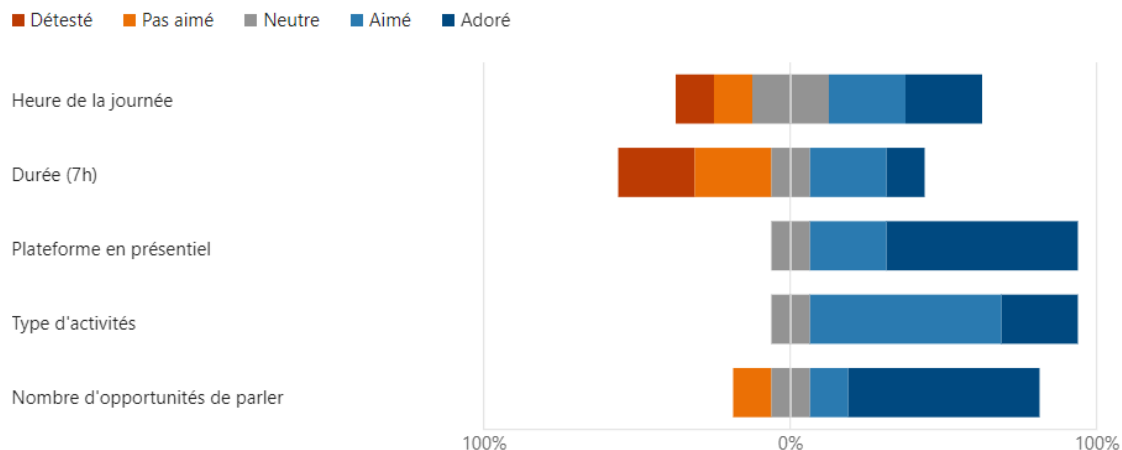
4.00
Évaluation moyenne



**Sur une échelle de 1 à 5*

9. SVP dis-nous comment tu as aimé ces aspects de l'événement:

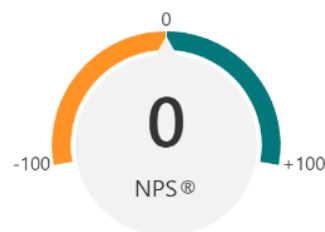
[Plus de détails](#)



12 is quelle mesure est-il probable que tu recommandes cet événement à un ami?

[Plt](#)

Supporters	2
Passifs	4
Détracteurs	2



Quelle a été ta partie préférée de l'événement?

Ma partie préférée c'était quand on avait fait l'activité avec les boîtes. On devait piger et après dire ce qu'on pense de l'énoncé qui avait été écrite. Bref, j'ai beaucoup aimé parler! Je vous apprécie pour cette opportunité!

Toute les activités

Quand on pouvait parler entre nous et nous exprimer

Quand on apprenait à se connaître

Le fil araignée

Pendant qu'on faisait la toile d'araignée

Les discussions en groupes

Qu'est-ce que tu as appris aujourd'hui?

J'ai appris qu'on est pas tous rendu à la même place et que les perspectives dépendent des expériences individuelles.

Plusieurs choses sur les droits des enfants et aussi nous avons vu qui avait beaucoup de choses que nous devons améliorer.

Les différents points de vue de tout le monde

Que les enfants avaient leurs droits

Les opinions des autres

Chaque enfant a le droit d'avoir des droits comme les adultes

J'ai fait la connaissance de plusieurs personnes et j'ai pu connaître leurs points de vue et leurs opinions.

Les droits des enfants

FINAL WORDS

After their time reflecting on the issues that face today's youth, a clear sense of the youths' collective insecurity about the future – their future – became apparent. A sense of frustration about the inequities that adhere in our contemporary society across areas like health, education, rights, and the economy were ultimately made manifest. That is to say, many participants were apprehensive about their ability to flourish in these areas both now and in the future.

This collective sentiment of insecurity, however, did not leave the youth defeated, but rather led them to enthusiastically seek a way forward, a way to overcome some of the issues facing them today. In thinking about the future, the youth sought to understand the various levels at which change can occur. From their conversations there emerged a clear sense that change could be affected both on the individual and institutional level. Though the youth remained pessimistic about their chances of transforming established institutions (like the police and government), there was also an admirable and reassuring optimism in their desire and ability to connect with one another and to affect change on a more individual and human level. In short, there emerged a consensus that the way forward lies in collaboration and mutual understanding across gender, racial, class, and generational boundaries.

“Il faut aussi avoir le courage de parler pour que les adultes comprennent, parce que si tu ne parles pas, on ne sera pas t'aider. Donc il faut plutôt sensibiliser les jeunes à s'exprimer; il faut pas dire exprimer vous librement, il faut leur donner le courage de s'exprimer, leur montrer que vous pouvez les aider ”

“I think one person is going to have one opinion on something, or maybe two. They are never going to be able to make everyone happy. If you have a big room of people thinking together, you will have more chances of making more people happy”

“Ils oublient un peu le sens du mot collaboration. Souvent il ne se souviennent pas que la collaboration c'est un travail d'équipe, tout le monde doit partager, doit participer. Des fois ils pensent que, genre, quelque personne doivent parler, pas tout le monde, et que ces eux qui ont

raison, il ne faut pas écouter aux autres, il faut mettre leur idée en valeur, mais la collaboration c'est aussi d'écouter aux autre et de prendre en contre ce qu'ils disent. Je pense que des fois on oublie ça. ”

“ On doit beaucoup plus parler entre nous, s'aider entre nous, collaborer pour que l'on puisse évoluer”

The perspicacity of their reflections and the level-headedness with which they sought to address social inequities both speak to the magnitudes of maturity and introspection displayed by contemporary youth. The youth were equally as impressive throughout this event for the depths of critical thought that they achieved as they were for their resilience in the face of negative social circumstances. This admixture of optimism, objectivity, and creativity is precisely what makes events like *Shaking the Movers* indispensable. The youth of today have something invaluable to say, and it is incumbent upon us to listen, and to listen closely.

Thank you to all the youth who participated in the Shaking the Movers 2022 event!



APPENDIX A – EVENT POSTERS



SHAKING THE MOVERS

A WORLD FIT FOR US

SATURDAY,
JANUARY 7, 2023
9:00 AM TO 4:00 PM
270 MARIER AVENUE

***WE WANT YOUR THOUGHTS ON CHILDREN'S RIGHTS OF FREEDOM
OF SPEECH, OF ASSOCIATION, OF IDENTITY, AND MORE!***

ARE YOU BETWEEN THE AGES OF 12 AND 17? ARE YOU PASSIONATE ABOUT USING YOUR VOICE TO AMPLIFY ISSUES YOUNG PEOPLE FACE TODAY?

PARTICIPANTS CAN CHOOSE TO BE COMPENSATED 20\$ OR CREDITED VOLUNTEER HOURS FOR THEIR ACTIVE PARTICIPATION IN THE EVENT.

CLICK HERE TO REGISTER

OR



FOR MORE INFORMATION:
ryoung@cscvanier.com OR
<https://carleton.ca/landonpearsoncentre/shaking-the-movers/>

 Landon Pearson Resource Centre
for the Study of Childhood
and Children's Rights

 Centre des services
communautaires Vanier
Vanier Community
Services Centre

 Carleton
UNIVERSITY



BRASSER LES DÉCIDEURS UN MONDE POUR NOUS

LE SAMEDI
7 JANVIER 2023
9 H À 16 H
270, AVENUE MARIER

***NOUS VOULONS VOS RÉFLEXIONS SUR LES DROITS DES ENFANTS À
LA LIBERTÉ D'EXPRESSION, D'ASSOCIATION, D'IDENTITÉ, ET PLUS!***

VOUS AVEZ ENTRE 12 ET 17 ANS? VOUS ÊTES
PASSIONNÉ PAR L'UTILISATION DE VOTRE VOIX
POUR AMPLIFIER LES PROBLÈMES AUXQUELS
LES JEUNES SONT CONFRONTÉS AUJOURD'HUI ?

LES PARTICIPANTS PEUVENT CHOISIR D'ÊTRE
COMPENSÉS 20 \$ OU CRÉDITÉES DES HEURES DE
BÉNÉVOLAT POUR LEUR PARTICIPATION ACTIVE
À L'ÉVÉNEMENT.

CLIQUEZ ICI POUR VOUS INSCRIRE

OU



POUR PLUS D'INFORMATION:
ryoung@cscvanier.com OU

<https://carleton.ca/landonpearsoncentre/shaking-the-movers/>



Landon Pearson Resource Centre
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APPENDIX B – CONVENTION ON THE RIGHTS OF THE CHILD

Article 1
Everyone under 18 has these rights.



Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.



Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.



Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.



Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

THE CONVENTION ON THE RIGHTS OF THE CHILD

in child friendly language

Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others here and around the world. UNICEF Canada's Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child (the Convention) to make sure everyone feels included and respected. This includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be!



Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.


Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.



Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



Article 24
You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of your country provide better protection of your rights than the rights in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



Article 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



unicef.ca/schools

This text is not an official version of the UN Convention on the Rights of the Child. Access the official text at unicef.org/crc.

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Article 1

Toute personne de moins de 18 ans a les droits énumérés dans la Convention.



Article 2

Chaque enfant a ces droits, peu importe qui il est, où il vit, qui sont ses parents, qu'il soit un garçon ou une fille, qu'il soit pauvre ou riche ou qu'il souffre d'un handicap, et quelles que soient sa langue, sa religion ou sa culture. Sans distinction et en toute circonstance, chaque enfant doit être traité avec justice.



Article 3

Tous les adultes doivent faire ce qui est le mieux pour toi. Quand les adultes prennent des décisions, ils doivent penser à la façon dont elles vont affecter les enfants.

Article 4

Le gouvernement a la responsabilité de s'assurer que tes droits sont respectés. Il doit aider tes parents à protéger tes droits et à créer un environnement qui te permette de grandir et de développer ton potentiel.



Article 5

Ta famille a la responsabilité de t'aider à apprendre à exercer tes droits et de s'assurer que tes droits sont respectés.

Article 6

Tu as le droit de vivre.

Article 7

Tu as droit à un nom, et ce nom doit être reconnu officiellement par le gouvernement. Tu as le droit d'avoir une nationalité.

Article 8

Tu as le droit d'avoir une identité — un document officiel qui reconnait qui tu es. Personne ne peut te l'enlever.



Article 9

Tu as le droit de vivre avec tes parents, à moins que cela ne te nuise. Tu as le droit de vivre dans une famille qui s'occupe de toi.

Article 10

Si tu ne vis pas dans le même pays que tes parents, tu as le droit d'être avec eux.

Article 11

Tu as le droit d'être protégé contre l'enlèvement.

Article 12

Tu as le droit d'exprimer ton opinion, et les adultes doivent t'écouter et prendre au sérieux ce que tu dis.



Article 13

Tu as le droit d'être informé et de partager ce que tu penses avec les autres, en parlant, en dessinant, en écrivant ou de toute autre manière, tant que cela ne blesse pas les autres ou ne les offense pas.

LA CONVENTION RELATIVE AUX DROITS DE L'ENFANT DES NATIONS UNIES

en langage clair

Au Canada et dans le monde entier, de la naissance jusqu'à l'âge de 18 ans, chaque enfant possède des droits. Les droits désignent tout ce que tu dois avoir pour survivre, t'épanouir et réaliser pleinement ton potentiel. Les droits ont tous la même importance et sont interdépendants. Chaque être humain possède ces droits dès sa naissance et personne ne peut les lui enlever.

UNICEF Canada souhaite vous aider, toi et ton école, dans votre exploration des droits, du respect et des responsabilités, afin de favoriser ton bien-être et celui des autres, autant ici, au Canada, qu'ailleurs dans le monde. L'initiative Écoles Respectueuses des Droits s'inspire de la Convention relative aux droits de l'enfant des Nations Unies (la Convention) et son objectif consiste à assurer l'inclusion et le respect de chacun et chacune. Cette initiative offre notamment des occasions significatives d'exprimer tes opinions au sujet de ton école afin d'en faire la meilleure école qui soit.

Article 16

Tu as droit à ta vie privée.



Article 17

Tu as le droit de savoir ce qui est important pour ton bien-être. La radio, les journaux, les livres, les ordinateurs, par exemple, doivent te transmettre cette information. Les adultes doivent s'assurer que l'information que tu obtiens n'est pas nuisible, et t'aider à trouver et à comprendre l'information dont tu as besoin.

Article 18

Tu as le droit d'être élevé par tes parents, si possible.

Article 19

Tu as le droit d'être protégé contre la violence et les mauvais traitements, physiques et psychologiques.

Article 20

Tu as le droit qu'on s'occupe spécialement de toi et qu'on t'aide, si tu es adopté ou confié à d'autres personnes.

Article 21

Tu as droit à une protection spéciale et à de l'aide si tu es un réfugié (si tu as été forcé de quitter ta maison ou si tu vis dans un autre pays), ainsi qu'au respect de tous les autres droits énumérés dans la Convention.



Article 22

Tu as droit à une protection spéciale et à de l'aide si tu es un réfugié (si tu as été forcé de quitter ta maison ou si tu vis dans un autre pays), ainsi qu'au respect de tous les autres droits énumérés dans la Convention.

Article 23

Tu as droit à l'éducation et aux soins dont tu as besoin, si tu es handicapé, ainsi qu'au respect de tous les autres droits énumérés dans la Convention, pour pouvoir vivre une vie harmonieuse.



Article 24

Tu as droit aux meilleurs soins de santé possibles, à de l'eau potable, à des aliments nutritifs, à un environnement propre et sûr, à l'information qui peut t'aider à rester en santé.

Article 25

Si tu vis loin de chez toi ou si tu es confié à des personnes loin de chez toi, tu as le droit que tes conditions de vie soient examinées régulièrement. Il faut qu'on s'assure que ces conditions de vie sont appropriées à ta situation.

Article 26

Tu as droit à de l'aide du gouvernement si tu es pauvre ou démuné.

Article 27

Tu as droit à de la nourriture, à des vêtements, à un endroit sûr où tu peux vivre et recevoir les soins dont tu as besoin. Tu ne dois pas être désavantagé : tu dois pouvoir faire la plupart des choses que les autres enfants peuvent faire.

Article 28

Tu as droit à une éducation de qualité. Tu dois pouvoir poursuivre tes études selon tes capacités.



Article 29

L'éducation doit te permettre d'utiliser tes talents et tes aptitudes. Elle doit aussi t'aider à apprendre à vivre en paix, à protéger l'environnement et à respecter les autres personnes.

Article 30

Tu as le droit d'avoir, ou de choisir, ta culture, ta langue et ta religion. Pour que ce droit soit respecté, les populations minoritaires et les populations indigènes ont besoin d'une protection spéciale.

Article 31

Tu as le droit de jouer et de te reposer.

Article 33

Tu as le droit d'être protégé contre l'usage des drogues.



Article 34

Tu as le droit d'être protégé contre l'abus sexuel.

Article 36

Tu as le droit d'être protégé contre toutes les formes d'exploitation.

Article 38

Tu as le droit de vivre en paix et d'être protégé si tu vis dans une région en guerre. Les enfants de moins de 15 ans ne peuvent pas être forcés à s'enrôler dans un groupe armé ou à participer à la guerre.

Article 32

Tu as le droit d'être protégé contre le travail qui nuit à ta santé ou t'empêche d'aller à l'école. Si tu travailles, tu as le droit d'être en sécurité et de recevoir un salaire raisonnable.

Article 39

Tu as le droit d'être aidé si tu es blessé, négligé ou maltraité.

Article 40

Tu as droit à une aide juridique et à un traitement juste, dans un système judiciaire qui respecte tes droits.



Article 41

Si les lois de ton pays protègent mieux tes droits que les articles de la Convention, ces lois doivent être appliquées.

Article 42

Tu as le droit de connaître tes droits! Les adultes doivent eux-mêmes les connaître et t'aider à les comprendre.



Article 43-54

Ces articles expliquent comment les gouvernements et des organisations internationales comme l'UNICEF continuent de travailler à s'assurer que tous les enfants voient leurs droits respectés.

unicef

unicef.ca/fr/article/personnel-enseignant

Ce texte n'est pas une version officielle de la Convention relative aux droits de l'enfant des Nations Unies. Le texte officiel est accessible au unicef.org/french/crc.