LAWSON FOUNDATION

Shaking the Movers

Education, Diversity and the Rights of Children

East Coast Shaking the Movers

Education, diversity and rights of children

Youth Engagement Support and Editorial and Writing team

Child and Youth Advocate Office

Project supervisor: Christian Whalen, Deputy Advocate and Senior Legal Counsel
Audrey Durante, Civic Service Intern
Amélie Brutinel, Civic Service Intern
Rajvir Gill, Articling Student

Youth Facilitators

Luc Cormier, 17
Marylou Landry, 16
Joy Shin, 16
Ruth Christie, 15
Anna English, 15

TABLE OF CONTENTS

MESSAGE FROM THE CHILD AND YOUTH ADVOCATE

It is with great pleasure that our office has partnered for the fourth year in a row with the Landon Pearson Center to support the Shaking the Movers initiative. This program provides my Office with an important opportunity to ensure respect for the rights of young people to be heard on issues that concern them. This year's focus on education and diversity observed through a child rights lens, is a new subject and an important topic of conversation in our province.

For several weeks, Advocate staff members, led by Christian Whalen, the Deputy Advocate, have accompanied a team of young people to raise awareness around children's rights and the theme of education and respecting children's rights at school.
The goal is to prepare them to act as peer facilitators for the weekend event held in October.
The event was rich in discussions and exchanges providing a chance for everyone to express themselves. Participants made sure their voices were heard. They made claims for a better world which is more respectful of the rights of the child. The diversity and composition of the group also allowed for many testimonials based on life experience. The challenge of respecting children's rights in school is a special concern and is a matter that I want to further consider.

I sincerely thank all the young participants who took part in this initiative and I promise to follow-up with their messages and help them so that their recommendations can move forward and be addressed. I also want to thank the CYA staff as well as our partners. All their support made this fourth edition of East Coast Shaking the Movers possible.

I call on all the decision makers directly concerned by these recommendations to think about how to consider the young participants' messages and to reflect on their recommendations as we continue to develop policies in support of New Brunswick children and their rights.

Norman Bossé, Q.C.
Child and Youth Advocate

As little children move out from their families into the wider world the socializing institution with which most of them will first interact on a regular basis will be an educational one. For the youngest this may be an early childhood care and education centre from which they will then graduate, usually around the age of four or five years, to school-based kindergarten. None of these educational opportunities, however welcome, will be compulsory and for many children, especially the littlest ones, they may be neither available nor affordable. However, by the time a child turns six education throughout Canada becomes mandatory. Whether parents choose to send their children to a public or a private school, a religious or a secular one or even decide to school their children at home the provinces will impose certain standards and expectations that are common to all within an overarching state-supported educational system. This means that education in whatever form it is offered will inevitably be a significant force for the shaping of children's identity.

The 40 states that were involved in the drafting of the UN Convention on the Rights of the Child (CRC) were well aware of this reality and articles 28 and 29, which are the articles most directly related to education, embody their vision, a vision that has been elaborated on over the past 30 years by the Committee on the Rights of the Child starting with its General Comment number 1 and expanded through concluding observations to the 196 states parties to the CRC that now appear regularly before it.

Article 28 firmly establishes the right of every child to education; no state has ever disagreed. It reads "and with a view to achieving this right progressively on the basis of equal opportunity [States Parties] shall, in particular; a) make primary education compulsory and free to all and b) work toward developing and making different forms of secondary education available and accessible to every child." Making education compulsory is the only way to ensure that no child, however marginalized, will be deprived of an education as she or he had been in the past. Since the CRC was adopted in 1989 progress on the implementation of Article 28 has been impressive. However, given the current state of the world, with so many children out of school and on the move as a result of armed conflict and climate change, there is still a long way to go.

Having guaranteed the right to education in Article 28, Article 29 establishes its aims. It is worth quoting this article in full because if every school within which children (and adolescents) find themselves was truly able to structure itself according to these aims, then many of the difficult issues associated with student diversity would resolve themselves.

State Parties agree that the education of the child shall be directed to:

1. The development of the child's personality, talents, and mental and physical abilities to their fullest potential;
2. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of the United Nations;
3. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own;
4. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
5. The development or respect for the natural environment.

It is notable that the key messages of Article 29 focus on the nurturing of a student's capacity for respectful relationships; with himself or herself, with significant others, with the natural environment and with

something beyond themselves that gives meaning to their lives, all factors that are now understood to be crucial to sustainable mental health in children as well as adults. In these conditions not being the same as everyone else should not be a problem but some of the identity issues with which young people grapple today such as gender fluidity and the opportunities the internet provides to create a false identity were barely emerging when the CRC was being drafted; others, such as racism, sexism, and bigotry have existed forever. With some exceptions the youthful participants in our Shaking the Movers (STM) gatherings have found the educational systems with which they have to engage fall short of fulfilling the aims set out in Article 29. Indeed, in a constant refrain over the past decade, they have told us they often feel discriminated against simply because they are children. The evidence they offer is that they are rarely taught about children's rights and that this demonstrates a lack of respect for them as persons, as holders of the "equal and inalienable rights belonging to all members of the human family" alluded to in the preamble to the CRC along with their rights "to special care and assistance" owing to their age and vulnerability.

Over the years our young STM participants have made many recommendations related to the educational system and how it should change to be more child rights respecting. They have rarely complained in our sessions about individual teachers but have focused instead on problems within the school culture and the school curriculum. They feel their schools are increasingly out of synch with what has been shaping the lives of children and young people in Canada over the last decade or so. Demographics are changing along with the weakening of long-standing social structures, the digital world with all its pitfalls (and opportunities) is expanding rapidly, we may be on the verge of a climate catastrophe. At the same time, they feel that they have a great deal to offer and would very much like the school to help.

Our "Shakers" are honest enough to admit that they should do more to educate themselves and their friends about their rights and they would also like their parents and caregivers and others with whom they come in contact in the systems they sporadically encounter such as health care, child welfare and youth justice to be more rights sensitive. However, these are broader issues about education in general. With respect to the issues of diversity and identity formation that they have repeatedly brought to our attention and because going to school in Canada is not a choice, the focus of STM 2019 should, we believe, remain on the education system itself and how it could change.

<div align="right">Landon Pearson, August 21, 2019</div>

1. THE PROJECT

Shaking the Movers (STM) is an annual youth organized and youth led workshop that takes place across several regions of the country. The goal of the workshop is to bring together children and youth to discuss and consider their rights as guaranteed under the *UN Convention of the Rights of the Child* (UNCRC). The purpose of this event is to not only educate, but to encourage children and youth to get involved in decisions that affect them and share their experiences in the context of their rights.

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

This year marks the fourth year of Shaking the Movers on the East Coast. During these four years, the New Brunswick Office of the Child and Youth Advocate (NBOCYA) has seen the STM initiative become an essential forum for change for New Brunswick youth. This change works on two levels; first on the individual level with youth learning about their rights and how to ensure their voices are heard, and then on a systemic level with the youth organizing their discussions and feedback into a presentation for members of the New Brunswick Legislative Assembly. This year the participants also had the opportunity to share their opinions on the present state and future of education in New Brunswick to the members of the community, non-profit sector and government at a NBOCYA event for Child Rights Education, garnering media attention and political interest.

The 2019 STM workshop took place on the last weekend of October (October 25th to 27th) at Yoho Scout Reserve in Fredericton New Brunswick. In total there were 12 youth participants (from both the Anglophone and Francophone school districts) with four staff from the NBOCYA present as chaperones and providing logistical support. The theme of the event was: **Education, Diversity and Children's Rights**.

The weekend brought together youth from the ages of 13-17 to discuss the Right to Education in the UNCRC and apply these learnings to discuss if and how their rights are respected in their schools. The youth were led by five of their fellow participants who planned and organized activities for the weekend, which were all designed with the goal of encouraging and supporting their peers to share their experiences while discussing the theme. The success of the activities is the result of the hard work of these leaders who developed the program over five video conference meetings in advance of the weekend.

By the end of the weekend, the participants had effectively learned about their rights, created a team in a safe space, made new friends with youth from across the province and most importantly – had fun!

2. PARTICIPANTS

Girls		Boys	
Age	Number of Participants	Age	Number of Participants
13	2	16	1
15	2	17	2
16	3		
17	1		
18	1		
Total :12			

3. FEEDBACK FROM YOUTH

"It was a great experience, both personally and socially. I immediately felt comfortable with the other youth because of the different icebreaker activities. This environment of respect allowed us to have serious discussions on current topics without judgment. We had the chance to talk about the LGBTQ+ community, racism, the discrimination that young people face, mental health and of course our experience in school, as well as the education system. In addition to the discussions, I had the opportunity to learn about the law. Before this event I didn't know young people have a legal document (the Convention) that protects them and where their rights are guaranteed. I was very surprised to learn that the Convention celebrated its 30th anniversary this year and that I had never heard of it before. This event was a mix of learning and sharing. At the end, I felt inspired and proud. I was proud to share my point of view and my ideas on a subject that is very important to me. We, the youth, have had a say and the right to express our thoughts. It was a big plus of this workshop. Furthermore, by learning more about the laws related to child rights, it made me realize how lucky we are to be protected by these laws. Now, I'm even more proud to be a youth involved in making change. This weekend inspired me to become a better leader and to encourage others to change the system. Only together can we make a difference and build something new. We must work together and remember to include the adults on these issues. This event made me realize that is together- with youth and adults, that we can move towards a better society for everyone" – A 17-year-old Participant.

"I consider Shaking the Movers to be one of the greatest programs I've been a part of. I've had the opportunity to share my experiences with other youth and in return, learn from their experiences that gave me a new perspective on life. If I have another chance to do this, I would, and I would also recommend it to other youth wanting to learn and do fun activities. " – A 17-year-old Participant.

The morning began with ice breaker activities to get everyone comfortable with each other and ready to take on the day.

1. ACTIVITIES ABOUT THE CONVENTION

These activities were developed with the goal of making learning about child rights a fun experience for the participants.

➢ **Time's Up**: This game involves teams guessing child rights. The team that guesses the most correct answers wins. The participants are separated into two teams. One team member chooses a right from the bucket and has their team members guess which right it is. For the first round they can speak and use words to describe the right, but they cannot say the exact word on the paper. For the second round, they are only permitted to act out the right without speaking. For the third and final round they can only use one word to describe the right. Each round ends when there are no more rights left in the bucket.

➢ **Quiz:** Participants are divided into two teams. A question about the Convention is asked (for example: Which state has not ratified the Convention?). If a participant thinks they know the answer they have to raise their hand and also complete a challenge. For example, our youth had to flip a bottle and have it land upright to share their answer. When there are several hands, the leader of the exercise will go by which hand was raised first.

➢ **Pictures of Humanity**: For this activity, the group was again divided into two teams. 16 pictures are hidden outside, eight for each team in a different colour for each team. The pictures depict justice and injustice within a school system – with four demonstrating a right, and the other four pictures showing a violation of that right. Some examples of these images are: a student of a different race sitting at a different table from those of the same race, a student being physically assaulted by another student, and for the rights: students sitting together, students speaking to a teacher and being listened to. Once the participants have collected the pictures they are to discuss the following questions as a team:

  - What do you see?
  - Does this picture represent a right or a violation?
  - Have you ever experienced this or seen someone else who has?
  - How does this picture make you feel?

  The two groups are given 30 minutes to discuss the pictures. After the groups' discussion the two teams come together to share their answers to the questions for their pictures and discuss the pictures as one group.

"We had some very deep discussions on the importance of the education and child rights." –
A 15-year-old participant
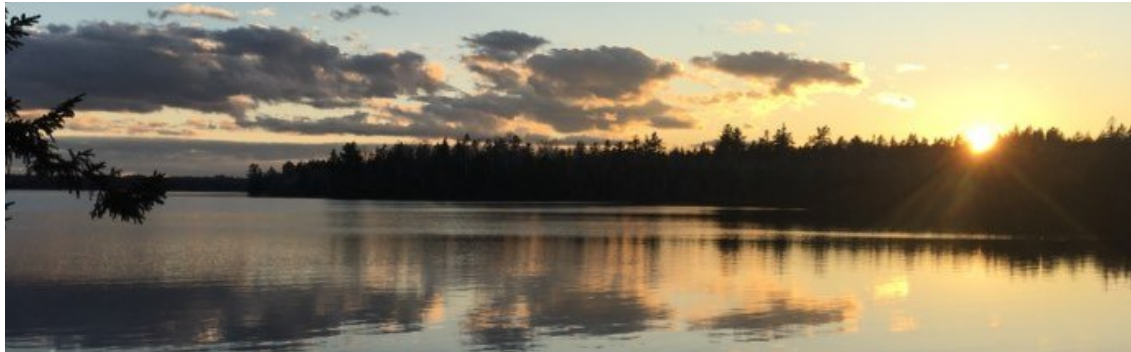
2. ACTIVITY ON THE RIGHT TO EDUCATION:

➤ **<u>Life Boat:</u>** The participants are divided into two groups. Slips of paper with rights related to education are written on them are distributed between the two groups. These included but were not limited to: the right to non-discrimination at school, the right to a safe learning environment and the right to proper learning materials. For each round, the two groups are forced to discard one right, leaving them at the end of six rounds with the right that the groups feels is the most important.

➤ This activity led to many interesting discussions for our youth. At the end of the six rounds, the first group was left with the right to a safe learning environment and the other group with the right to equal education. During the debrief the two teams debated which one was more important.

"We ended up debating which right was the most important, but in the end, we decided that all of these rights were important for quality education." – A 13-year-old participant

➢ **Coffee Talk:** Youth are divided in three groups. Each team is given a topic. They must identify issues and solutions associated with each topic.

Topic 1: How can youth convince the Government to enforce and protect their right to education and make their voices heard in the system?

Before being able to answer the "how" of the question, the youth realized that they would not even know how to approach or contact government officials. They are not informed on how to engage in the political system, and do not have any knowledge about the procedures that exist that allow for one to have their voice heard. This disconnect and lack of information makes the whole system inaccessible. Furthermore, without information on their rights and how to engage with the political system, the government remains an abstract entity. Another important point that came out of the discussion was the belief that only students who excelled academically or had connections could make their voices heard as they were more likely to have the information, support, and access to do so.

Conclusions

- Create more programs and opportunities like the Shaking the Movers workshop

- Have better advertising, promotion, and reach to make youth aware of events and workshops where they can learn about their rights and engage with their community and government.

- There is a lack of knowledge among children and youth about the existence and content of the UN Convention on the Rights of the Child.

- Children's opinions should be considered and valued by society and government.

"Adults should understand that children have different perspectives and need to be able to share these perspectives to make their lives better. They should give them more credit. They should support young people to express themselves without the fear of being judged" – A 17-year-old participant

---

Topic 2: What can schools do to protect the right to learn in a safe environment?

The youth identified discrimination as being a problem for students who were "different"; whether it was because of their sexual orientation, economic class, or country of origin.

The youth shared that students who are "different" because of their sexual orientation, economic class, or country of origin, are discriminated against in school. They also brought up the state of relationships between the students and teachers. Many of the students do not view teachers as a resource for them in times when they are struggling at home and/or school. The reasons given for this is the perception that teachers are generally not interested in getting to know students on an individual basis. The youth feel that school should be a safe place where they can find adults to confide in and support them, however this is not their reality. When asked who they would turn to if teachers were not seen as an option, the students did not know who else they would seek out for assistance. All in all, the students feel that in the current school system there are no reliable, non-judgemental, wholistic supports for students.

Conclusions

- Teachers and students (beginning from early education) should learn about empathy and strategies to support students. Educational staff should have basic counseling skills.

- Trust building activities between teacher and students. Building trust between students and teachers would provide students necessary the supports needed to succeed in school.

- Learning should be individualized for each student. In the current system students are expected to conform to a general curriculum which usually results in students not reaching their potential or dropping out of school.

Topic 3: What can schools do better to ensure their students right to be heard at school?

The overwhelming response from the participants was that they do not feel comfortable or encouraged to share their opinions with teachers and other students. The reasons for this range from being judged, to past experiences of not being heard when they have brought their issues to teachers at school.

Conclusions

- Students and Teachers need to know what the rights of children are –this should be a mandatory part of a curriculum.

- Youth need to have more outlets and forums within schools for their voices to be heard. For example, establishing an independent student council or a youth parliament.

- School board representatives should interact with students at the schools in their districts.

- Schools should delegate some of the decision making on issues to students.

➢ **Shifting Debate**: A statement is read to the participants. One side of the room represents agreeing with the statement, and the other that a participant disagrees with the statement., After the statement is read, the students choose the side that represents whether they agree or not. The two sides then present why they agree or disagree with the statement. The purpose of the activity is to debate; therefore, the participants can change their minds and switch to the other side.
Even though this activity essentially divided the youth, they all felt comfortable expressing their views. The activity was so well received that the students were eager to take this activity to their schools as a way for students to become involved in decision making. Overall, all the participants felt this was a great social exercise.

"In school we are just taught to listen and not to give an opinion or learn to understand and respect other's point of view. "A 13-year-old participant

The youth participants who said no, felt that lowering the age would mean more uninformed voters. The youth in favour, countered that education on the political process and issues would fix this issue. However, they all agreed on the need for youth to be educated more extensively on their rights, laws, and government policies.

"If we are mature enough to drive and work, why are we not mature enough to vote? We all start somewhere. When we get a first job we have no references, but we have to get in to get experience." 15-year-olds.

"Besides if you look at the results at show students vote, they are very responsible and climate conscious. How is that bad? Greta is very political and effective and on the spectrum, so why can't all 16-year-olds take part?" 17-year-old participant

Question 2: Should we be promoting our education system to other countries around the world?

Arguments against:

"We can't promote our system of education to the rest of the world before we figure out how to fix our own system"

"Is anyone interested in New Brunswick's model of education? We're not Finland after all. They are the leaders in global education."

Arguments in favor:

"Our system will never be perfect. No country has a perfect system. We cannot afford to wait."

"Our earth is in crisis. This is a time where we must come together. Education is a place to start."

"We can make an impact internationally at home. UNB and STU in Fredericton attracts students from all over the world. Same for Moncton."

Participant Debrief on the Activity:

**"It was helpful to have time to prepare. Discussing the issue forced us to take a position and defend it."**

"Being open-minded can improve our lives in so many ways."

"Debating from a rights-based approach is great because if you know your rights it is easier to make a convincing argument."

"I think even middle schools should have debates as this would teach students how to share their own ideas."

"Listening to students is important part of improving our schools and our achievement results. We need more of a say than we have now."

➢ **The Tree of Education:** A large picture of a tree is drawn. Each part of the tree represents a component of education. The roots symbolize the fundamental basis of education. The leaves represent issues present in the education system. Outside the tree, the landscape represents what should be done to improve the education system. The participants are asked to write down what they think the what they thought the fundamentals, issues, and solutions are, and place them under the corresponding part of the tree.
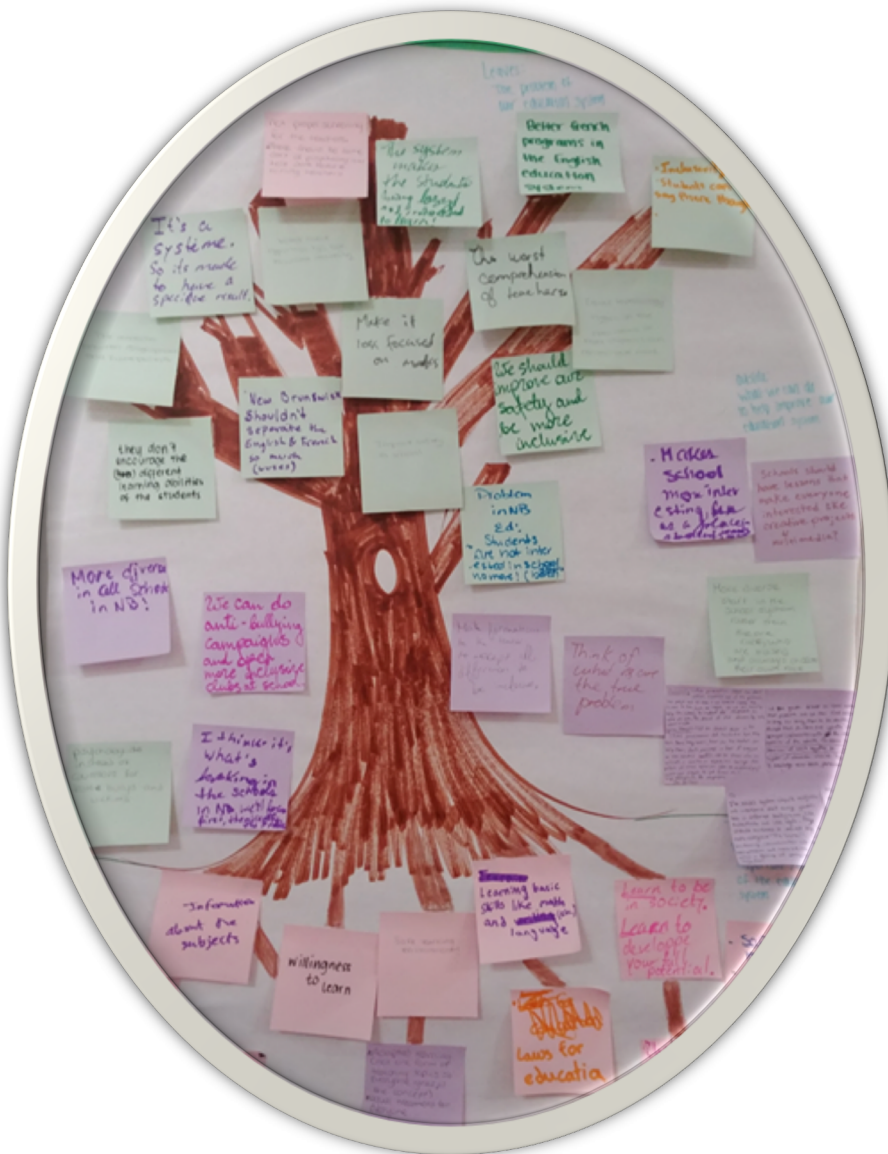
The Roots:

- Teachers

- Safe Environment

- Life skills

- Developing your full potential

- Self Improvement

- Laws guaranteeing and administering education

The Leaves:

- Bullying

- Different abilities

- Unengaged youth

- School as an exclusive place

- Separation between French and English students

- Disconnect between youth and staff

The Landscape:

- Anti-bullying campaigns

- Inclusive student run clubs

- More diverse students and staff

- Training for teachers about inclusivity -to accept and understand diversity

- A psychologist in school to assist youth who are being bullied and/or bullying others

- Input from youth on decisions that affect their learning

- Use of proper pronouns for students.

- Invite stakeholders to schools to speak about diversity (i.e. speakers that represent various communities, gender identities, religions, etc.).
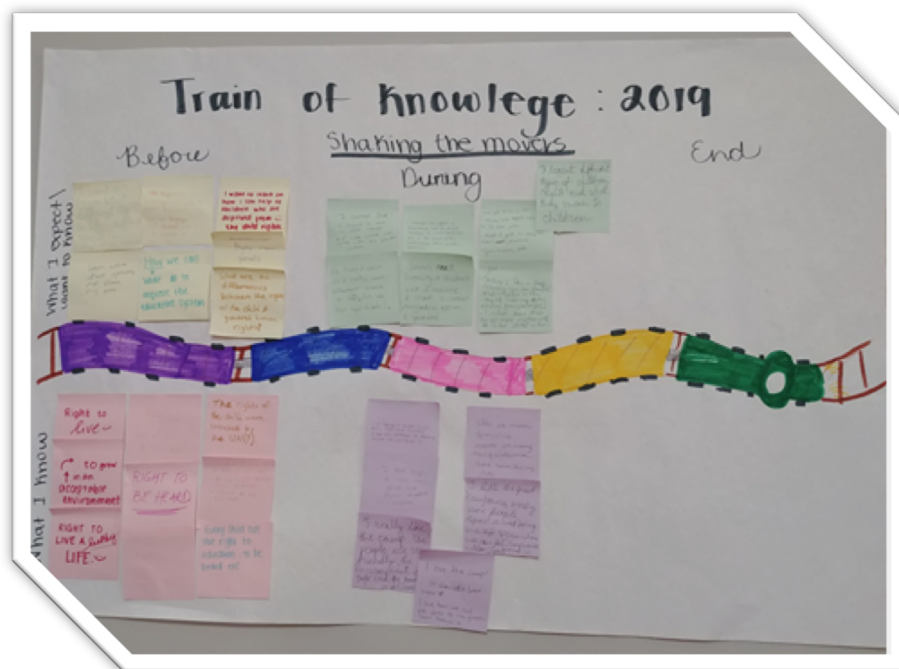
"We should be proud of our diversity" 17-years old participant.

- Support and foster students' ability to make their voices heard through a student parliament or student councils.

- Teacher and staff to have more "human" interaction with students. It is ok for a teacher to take an interest in their student's well-being; ask them how they feel, how they learn, and how they can help them improve.

- Help students develop leadership, creativity and communication skills

- Improve the French Program in Anglophone schools.

➢ **The Train of Knowledge** This activity is a debrief of the weekend. A picture of a trail is drawn on large poster size paper. On the first day the participants were asked to write on two post it notes. For one they were asked to write what they expected to learn from the event, and on the other, what they already knew about child rights. At the end of the event they were given another two post-it notes and wrote on one what they learned at the event, and for the second, how they felt about the event in general.

What they expected: Most of the participants expected to share their point of view and experiences with each other, to make new friends, and to learn about child rights.

How they felt about the event: The participants left the event feeling safe and comfortable to express themselves and with new friends with whom they can talk to about important subjects.

To get an in-depth perspective from the participants about their thoughts on the Right to Education, they were interviewed in pairs on the last day of the event. The participants were asked the following three questions:

- What do you like about school?
- What would you change about school?
- Is school fun?

➢ *Question 1: What do you like about school?*

The participants almost unanimously responded that clubs are their favourite part of schools as it provided them the opportunity to get involved in activities, meet new people, and discover new things.

"We like the chance to make new friends and hang out with friends and try things I have never done before. You're doing that for fun." – A 16-year-old participant

Another aspect of school that the participants like is the ability to choose their courses, projects, and flexibility in the form of speciality programs. However, some youth do not have the same flexibility at their schools and would like to have it. For example, if a student is exceling in a class, instead of being given different work, they must wait for the other students to "catch up" to them. Most participants said that the only advanced courses offered in their schools are for mathematics therefore, leaving students who excel in other areas with no options for advanced learning.

Overall the participants indicated that they are proud of the diversity in their schools, would support more diversity, and want their schools to be more inclusive.

Summary: What do you like about School?
- Clubs
- Ability to choose from a wide variety of courses and programs
- Diversity

➢ *Question 2: What would you change about School?*

→ Schools need trained and empathetic mental health professionals to support youth with mental health issues like anxiety, depression, and the effects of bullying.

"A lot of youth struggle with mental health issues like anxiety. I would like to create a group to talk about it because it is something no one wants to talk about. We have to change this, not only by ourselves, but with the help of a school psychologist and teachers." – A 16-year-old participant

"We should do something about bullying in social media because it's happening a lot." – A 13-year-old participant.

"Everybody should feel safe" – A 16-year-old participant

→ Another issued identified in the interviews is the lack of power given to student councils and students in schools. There is also currently no input from students on School Boards, as their only involvement with schools is with the superintendent.

As much as the youth identified clubs as being a positive take away from school, there are still are not enough of them, and often when they try to start new initiatives they face resistance from school staff.

"Students can get involved in committees but they have no real power" – A 16-year-old participant.

→ The interviewees cited the course work and learning methods used in schools as being too rigid and unsuitable for all students. The youth are frustrated by the amount of weight that is put on grades in the current education system as they feel that it does not give an accurate assessment of a student's talents and abilities. In addition, grades are seen by the students as incomplete or unfair as a student's performance may being affected by a situation at home, or by a medical or mental health diagnoses that make it difficult for them to perform. The youth stress the importance of accepting diversity and difference in preventing drop outs and ensuring student success. The participants recommend a learning model that accounts for students with different capacities, backgrounds, circumstances, and ability.

"School should be fun because if it isn't they will not want to go to school and learn. Learning is an important thing, so that is why having fun projects is important. You will want to do homework if it's fun." - A 13-year-old participant

"There should be less of a focus on marks. Right now, with marks, it's not learning, it's just studying like robots" – A 16-year-old participant

"School should be more flexible in how they teach. Like for me, I rather watch something than read. But at school we're all in the same box. And if you don't succeed in it, you feel stupid even if you're not." – A 16-year-old participant

→ Although the youth feel their schools are trying to be inclusive, they still think there is discrimination in schools. Thus, they recommend teachers, staff, and school board members be educated on diversity and that the staff should be diverse themselves. In addition, all schools should promote multiculturalism, teach their students about different cultures and encourage interaction between students from different cultures and backgrounds.

"Schools should celebrate multiculturism." – A 18-year-old participant

→ Other areas of improvement: supports within schools and in the community for students who are dealing with difficult circumstances whether it be at home or at school, the French program for English students, and increasing the visibility and the awareness of the French-specking community in the province.

> ➢ *Question 3: Is school fun?*

Most of the participants answered that they personally found school to be fun however they were aware that this is not the case for everyone at school. Thus, keeping those students in mind, the participants recommended connecting with these students to find out what supports they need to make their experience at school more positive. For example, a student dealing with bullying or mental health issues should be offered counseling within or outside school. Overall the participants found that being engaged in school and having fun at school are connected and therefore importance should be placed on whether students enjoy being at school.

"I like going, in general it's pretty fun, you can make new friends." – A 16-year-old participant

"Because I do well in school and my teachers like me, but I definitely can say there are some students who struggle. It's not a good environment for everyone. Some don't have the support they should have from their teachers. If homework is not done for example, they don't ask why or consider that there may be a problem at home." – A 15-year-old participant

Summary: Is School Fun?

School can be fun, but this is not the case for all students

School should motivate young people to learn and learn in a way that suits their abilities and skills.

"In my country [Philippines] we really value education. They put it in our heads that is the most powerful tool you can have!" – A 17-year-old participant

1. Child Rights should be taught at school as a part of the curriculum

2. Teachers should learn about child rights and ensure their students are aware of their rights

3. Schools should put less importance on grades/marks

4. Learning should be designed around the individual capacities and abilities of all students

5. Students should have real power in schools, for example having independent student councils

6. Create a youth parliament with powers of recommendation or provide youth a direct channel to government and policy officials

7. More support for the creating and sustaining student clubs

8. Anti-bullying campaigns in school

9. Schools should be a safe place for everyone without discrimination

10. Teachers should receive training on inclusivity and multiculturalism

12. Trust building activities for teachers and students

13. Mental Health services in all schools

14. Teach non-traditional academic skills such as creativity, leadership and communication

15. More programs like Shaking the Movers should be created and youth should know that there are programs like this out there

16. Adults within and outside schools should support and ensure that student's opinions are taken into consideration when it comes to their education

17. The school should delegate certain decisions on education to students

18. Schools should teach the skills of empathy, understanding, and respect

19. Students should be given more choice in how they would like to design their curriculum

20. Improve language programs

21. More awareness and education on the Francophonie in New Brunswick schools