Finding our Path Toward Childhoods Free from Violence

June 17, 2019

Workshop Report

Contents

This report presents highlights of issues and next steps discussed at the workshop and a record of ideas generated by workshop participants.

Introduction

On June 17, 2019 UNICEF Canada, the Canadian Coalition for the Rights of Children and PREVNET co-hosted a workshop, *Finding our Path Toward Childhoods Free from Violence* in Ottawa, Canada.

The goal of the workshop was to explore the potential for greater collaboration between civil society, government, researchers, children and youth and other actors to more effectively prevent violence against children and youth in Canada. The context of the workshop was the Government of Canada's engagement as a Pathfinder Country in the Global Partnership to End Violence Against Children. To achieve this goal, the organizers convened representatives from many sectors across Canada to connect knowledge and surface suggestions for action.

Participants were facilitated to:

- Co-create a situation analysis to take stock of the scope of violence against children in its many forms and contexts, referencing existing data and gaps in knowledge
- Conduct a causal analysis to explore shared understanding of the causes of and contributing factors to different forms of violence
- Identify current initiatives, gaps and opportunities to end violence, clustered under the WHO INSPIRE framework used by the Global Partnership
- Explore interest in a collaborative approach to move forward in support of the Global Partnership and toward ending violence against children and youth in Canada

Setting the Context

The Government of Canada joined the Global Partnership to End Violence Against Children (www.end-violence.org) as a Pathfinder Country in March, 2018. The Global Partnership engages governments, civil society organizations, researchers, advocates, children and youth and others around a mission to make societies safer for children and end violence against children everywhere. Key activities include: convening experts to prepare a seminal investment case for ending violence; laying the foundations for major resource mobilization in 2020 and beyond; and supporting and sharing evidence and solutions.

The Government of Canada has also committed to implement the global Sustainable Development Goals (SDGs) and launched a national SDG strategy, *Towards Canada's 2030 Agenda National Strategy*. The SDGs cannot be achieved without ending all forms of violence against children (including reaching Target 16.2). Ending violence against children by 2030 is among the most important goals for children in the SDGs. On a global scale, improving the availability and use of data and evidence; building cooperation to scale up programs; and taking a comprehensive approach to ending violence are major strategies to implement the SDGs.

To kick-start Canada's participation in the Global Partnership as a Pathfinder Country, collaborating organizations convened Canadian participants in a workshop on July 17, 2019, in Ottawa. The workshop was hosted by UNICEF Canada, the Canadian Coalition for the Rights of Children and PREVNet, in collaboration with the Students Commission of Canada, and facilitated by Overlap Associates. The event was supported by a financial contribution from the Public Health Agency of Canada. It supported participants to: combine available data and experiential knowledge to provide a fuller understanding of violence against children and youth in Canada; identify gaps in knowledge and response; and suggest effective actions. It also explored the potential of enhancing collective efforts in Canada and broadening awareness of the goals of the Global Partnership.

The workshop convened approximately 60 invited adults and 15 youth, including representatives from federal government departments, non-governmental and civil society organizations and individuals, researchers and young people working in different parts of Canada with different perspectives, experiences and approaches. It included Indigenous and non-Indigenous participants and Francophone participants.

This report documents key inputs and outputs of the workshop and discusses some implications for a path forward in a collaborative approach to support the Global Partnership to End Violence Against Children and toward ending violence against children and youth in Canada.

Preparation

A number of activities prepared participants for the workshop: a pre-workshop webinar, a youth workshop, a Background Paper and presentations during the workshop.

PRE-EVENT WEBINAR

Prior to the workshop, participants were invited to a pre-workshop webinar on June 6, 2019. Participants were introduced to the Global Partnership to End Violence Against Children; the WHO INSPIRE framework employed by the Global Partnership to advance comprehensive responses to violence against children; and the goals of and process for the workshop. This webinar supported participants to begin thinking about issues and solutions that would be discussed during the workshop.

PRE-EVENT YOUTH WORKSHOP

On June 16, 2019, youth participants took part in a workshop to get to know each other and set expectations for the larger workshop the following day. Diverse youth participants from across Canada were identified by UNICEF Canada and the Students Commission of Canada, who co-designed a process to engage and support youth participation. The youth practiced using design tools; discussed ideal ways for youth and adults to collaborate; and prepared data related to their experiences of violence to engage adult participants.

OPENING PRESENTATIONS

During the morning of the workshop on June 17, a series of presentations provided additional context to participants ahead of the facilitated activities. These presentations covered a range of topics, beginning with messages from the youth participants, focusing on the call to action of the Global Partnership to End Violence Against Children; the Canadian situation; the utility of the INSPIRE Framework to support effective actions; and new insights to prevent violence and protect children shared from the context of Indigenous communities and a comprehensive approach to well-being. Presentations were offered by:

>Dr. Debra Pepler: *Inspiring Canada: Ending Violence Against Children*

Shelley Cardinal (Canadian Red Cross): *What We Have Learned About Violence Prevention, Protection and Pathways to Wellness*

Sarah Stevenson (Global Partnership to End Violence Against Children): *End Violence Against Children: Right, Smart and Possible*

A Background Paper, authored by Dr. Debra Pepler and Kayla Hamel, describes key features of the situation of violence against children and youth in Canada, and discusses measures, gaps and opportunities for Canada within the INSPIRE framework. The review of the situation of violence in Canada makes it clear that children are victims of many forms of violence; that violence is prevalent in their close relationships; that Canada ranks poorly in key indicators of violence relative to many other affluent nations; that ending violence against children is a critical effort to improve public safety as well as many aspects of children's lives; and that a systemic and multi-sectoral effort is required.

Slides for the presentations and the Background Paper were shared with workshop participants and are available from UNICEF Canada.

Karen McKinnon, Director General of the Centre for Health Promotion with the Public Health Agency of Canada, provided a presentation on a *Road Map* that will guide ongoing efforts in Canada over the next three to five years and expressed her hope that the workshop would stimulate new relationships and partnerships. The *[Road Map](#)* was released in July 2019.

Workshop Activities

Working alone and then in small groups, participants explored the problem and then solutions to improve the state of children and youth in Canada in relation to violence. They:

- Built out a situation analysis by identifying forms of violence, existing data references and the extent to which children are affected.
- Conducted a causal analysis to identify immediate, underlying and root/structural causes of and contributing factors to different forms of violence identified in the situation analysis.
- Identified current initiatives, clustered under the INSPIRE framework, to understand where the focus, gaps and limitations are among existing laws, policies, programs and services.
- Identified eight directions for action.
- Participated in a closing panel, enabling the group to explore and converge on next steps.

SITUATION ANALYSIS: WHAT DO WE KNOW?

Participants contributed multisectoral and intergenerational expertise and insight to develop a rapid situation analysis of the current state of violence against children in Canada.

A first step in preventing violence is to establish and continue to iterate an understanding of its magnitude and nature. Many governments and partners joining the Global Partnership to End Violence Against Children still require accepted data baselines to define and monitor the situation of violence against children. Data collection in isolation, or as a technical exercise alone, is an ineffective way to define this complex, diffuse and rapidly evolving challenge. Notions of what constitutes violence or harm are culturally influenced and changing as social norms and conditions evolve. In the field of public health, the challenge is to define violence in such a way that it includes perspectives from different sectors, not only academic/research expertise, and that it represents the range of subjective experiences of children and youth.

Situation analysis is a human rights based process to engage wide-ranging, diverse sources of expertise and perspectives to provide insights about the scope of a human rights issue. It complements academic research by including multisectoral perspectives and those not well included in many types of research, such as the knowledge and views of civil society organizations and youth. A rapid form of situation analysis was employed at the workshop to complement existing research, the Background Paper and individual participant areas of expertise.

Youth and adult participants provided insights that complemented or reinforced the current evidence base and official scoping of what constitutes violence; how children and youth are experiencing different forms of violence in Canada; and how particular groups may experience violence differently than others.

From the data points brought forward, these forms of violence against children emerged as a focus of concern:

- family violence,
- corrective discipline,
- violence from and within systems,
- dating violence,
- gender-based violence,
- witnessing violence,
- bullying,
- psychological and emotional abuse,
- and interconnected forms of violence.

Participants also provided perspectives on forms of violence not typically included in discussions about violence against young people, such as conversion therapy.

The situation analysis was not intended to be a definitive scoping of forms of violence, but to capture diverse perspectives, knowledge and experiences that extend beyond current research and data. Participants discussed the need for a comprehensive and collaborative analysis to "see the big picture" and better understand the complex and interrelated aspects of violence against children. Participants with deep knowledge and experience within particular aspects of violence expressed that a broader understanding of the scope of violence against children adds value to their work on specific issues or with specific groups of people in different parts of Canada. Mapping different forms of violence drew out

the connections between them and highlighted awareness and relevance of some forms of violence that receive less attention. For participants, this exercise shifted thinking from the question of which forms of violence are more prevalent or more urgent to considering interrelationships between different forms of violence. This highlighted the value of integrated strategies rather than focusing on singular forms of violence in isolation. It helped with "problem definition," achieving a broader view of what the "problem" is. Data collection should not happen in isolation from an integrated, multi-sectoral definition of the problem space, because defining violence is not a technical, political or scientific exercise, but rather a collective, social one.

CAUSAL ANALYSIS

After identifying various forms of violence against children, the group undertook an activity to surface the causes of violence.

Causal analysis is a process of analyzing the underlying causes of and/or contributing factors to a problem in order to better identify opportunities for change, particularly at the level of root causes.

In this activity, the group generated ideas about the causes of particular forms of violence based on their experiences and expertise. They then sorted and ranked causes into one of the following levels:

- **Immediate** causes are often how a problem manifests itself and often the focus of response
- **Underlying** causes may be more complex and less visible
- **Root/Structural** causes are related to political, economic, social, or cultural systems and structures

Root/structural causes of multiple forms of violence included cultural and historical influences and experiences; social norms; political paradigms; and inequality and inequity (economic, social, gender-based and intergenerational). The full list of causes identified by workshop participants is documented in the Appendix.

Mapping causes of violence against children highlighted for participants the value of ecological frameworks to better understand the connections between the immediate causes or contributing factors (often a focus for crisis intervention) and the less obvious but common causes of many forms of violence. The weight participants gave to underlying and systemic contributing factors demonstrated

their importance in a strategic approach. A common theme in participant discussions was the need for greater collaboration to both analyze the connections among contributing factors, and, particularly, to develop strategies that address underlying causes, recognizing that root causes are not sufficiently considered in current approaches.

It was noted that contributing factors relate to all seven elements of the INSPIRE framework and that using this framework adds value to participants' work focused on immediate causes. It was suggested that integrating the INSPIRE framework might facilitate more collaborative work on root causes that seem too big to address in any single program or initiative, and that the framework could support stronger collaboration across research, civil society organizations and sectors.

EXISTING INITIATIVES & GAPS: WHAT ARE WE DOING?

After completing the situation analysis and causal analysis, participants turned their attention towards solutions. First, participants identified known, existing interventions that aim to address violence against children in Canada. To support thinking about a variety of interventions, the elements of the INSPIRE framework were used as jumping-off points.

The INSPIRE framework is an evidence-based resource developed by the World Health Organization (WHO) in 2016 and used by the Global Partnership to End Violence Against Children to guide action. It includes the following seven strategies for ending violence against children:

- Implementation and enforcement of laws
- Norms and values
- Safe environments
- Parent and caregiver support
- Income and economic strengthening
- Response and support services
- Education and life skills

The full list of existing initiatives identified by workshop participants is documented in the Appendix. The three categories identified by participants as the greatest focus of current efforts were "parent and caregiver support", "response and support services" and "education and life skills". The least populated was "income and economic strengthening", which was not a dimension of the INSPIRE framework

well-known to the participants, reinforcing the value of the framework for a comprehensive approach to end violence against children.

When discussing the gaps and limitations of existing initiatives, participants highlighted as important issues the lack of universal accessibility of programs and services (e.g., by location, demographic characteristics and language); lack of awareness of these initiatives among those working in this area; and lack of a coherent national approach. Many of the efforts identified by participants are small-scale initiatives in specific locales for small groups of children; fewer national or large-scale programs were noted. Participants discussed that accessibility to current programs is very uneven and some children are left in vulnerable circumstances as a consequence. Many programs operate as pilot projects or with term-limited grants, which participants suggested hampers reach and sustainability.

Participants raised the need for better coordination, not simply to achieve better quality and coverage of existing practices but also to address gaps in primary prevention and other elements of a systemic approach. Understanding the gaps and limitations of existing initiatives helped participants to identify new opportunities in the following activity.

IDENTIFYING OPPORTUNITIES

Building on the cadence of the previous activities, the group identified new opportunities to end violence against children.

Participants generated ideas in response to the question, "What specific actions do we want to achieve to improve the current state of children in Canada?"

In generating ideas, participants considered which aspects of violence need particular attention; which root causes could be better addressed; which aspects of the INSPIRE framework have not been sufficiently attended to; and which parts of the INSPIRE framework might be used to achieve a more strategic effort to end violence. The group then discussed and clustered their ideas about the root causes and aspects of the INSPIRE framework that would be most strategic to focus on (for the specific ideas generated for each cluster, please refer to the Appendix):

Evidence-Based Decision Making	Supports for Parents & Caregivers	Accessible Child & Youth Mental Health Support	Healthy Relationships/ Education for All
Economic Security	Legislation and Public Education on Children's Rights	Child & Youth Engagement in Decision-Making	Equitable Justice

Discussion on next steps to end violence against children in Canada identified a wide variety of actions by different actors, with a common theme of greater collaboration to close gaps, scale up good practices and more effectively address underlying and root causes as well as immediate causes. Civil society actors also identified the benefit that a stronger, more comprehensive legislative framework, rooted in children's rights, would have for all the local and sectoral efforts across the country.

CONCLUDING DISCUSSION

Participants of the closing panel were asked to reflect on their experience during the workshop and consider next steps, including the potential for greater collaboration.

Participants identified a number of positive outcomes of the workshop, acknowledging that "any meeting like this attracts people with big hearts and brains, drawn to help lead the path forward."

Learning about the INSPIRE framework led to discussions of the potential benefits of using a more comprehensive and integrated framework for action in Canada. The potential to achieve better results by weaving together what we know and what we do to prevent violence against children motivated discussions about the need to work together more effectively to address gaps.

Bringing together earlier discussions, the closing session highlighted the following themes:

- Opportunities for multi-sectoral discussion add value through increased awareness of how violence is experienced by children and youth, including less recognized issues and the links between causal factors and strategies for different forms of violence; more opportunities for multi-sectoral discussion are needed.

- Potential for adding value to existing work through more comprehensive approaches.

- High priority for closing gaps in action and improving coordination and collaboration at all levels.

- Need to move beyond pilot projects and short-term, grant-funded programs to scale-up and mainstream good/promising practices to ensure accessibility for all children.

- There were divergent views of the roles of universal and targeted approaches, though they can be linked in a progressive, universal approach.

- A human rights-based approach could help reconcile divergent perspectives among youth and adults and among different actors and address gaps in action. As well, a monitoring system is an essential part of a strategy to end violence against children and youth.

Internationally, the critical factors for success have been identified as the following, which echo the themes raised by workshop participants:

- Plan with clear, measurable objectives, based on evidence and different sources of knowledge, using a logical framework

- Technical package that provides information resources to all actors

- Monitoring system that is regular and rigorous

- Partnerships

- Communication

- Political commitment

The workshop confirmed the significant opportunity to continue to build a community of support for a pan-Canadian strategy to end violence against children and youth and to make the most of Canada's participation in the Global Partnership to End Violence Against Children.

Participants indicated their enthusiasm for the workshop and Canada's efforts to end violence against children, for example:

"From a health promotion perspective, prevention is key. I am very inspired that so many of us are here and that we identified so many factors across such a range of sectors, while thinking upstream and about prevention. I am so grateful to the young people who participated today and inspired by how articulate and willing to share their views they all were."

"I am walking away with two takeaways: first, everything is connected. One person might be affected by several types of violence. It is so important to have a universal approach and resources for all types of violence. The second takeaway is the disparity that exists from place to place, people in disconnected communities deserve access to services and resources. It is important that we compare best practices that exist across the country, and it's so important to consult children and youth in this process. We have to continue to consult with youth to come up with solutions that are accessible and inclusive of their needs."

Appendices

CAUSAL ANALYSIS IDEATION

The following is a list of causes of or contributing factors to violence against children identified by workshop participants. For each type of violence identified in the situation analysis, causes are listed in descending order from immediate to underlying to systemic causes.

The information below is derived from a participant ideation exercise and is unedited. Participants were not asked to agree on the ideas generated:

Dating Violence

- Lack of education on healthy sex relationships
- Skills at managing emotions
- Lack of role models
- Defining "verbal" assault difficult
- Lack of awareness
- Stigma
- Pressure
- Threats of shaming
- Feeling ashamed
- No understanding of consent
- Lack of support options
- Believe have a right to sex from partner
- Isolated by abuse
- Empathy education
- Normalization validation of abusive behavior
- Social media

- Unsafe family environments
- Lack of safe space to talk about sex
- Belief in traditional gender stereotypes
- Lack of sex positive approach
- Regional differences in education
- Lack of self-esteem
- History of abuse/violence
- Bystander effect - not your business, don't know how to intervene
- Patriarchy
- Need to belong
- Need portrayal of sex/porn
- Media portrayal gender, relationship
- Often in media. Romanticism of unhealthy/abusive relationships
- Marginalization
- Moral disengagement

Systems (Group A)

- Awareness
- Silos
- NGOs are siloed too
- Separate departments
- Lack of multi-stakeholders
- NGOs compete for limited funding
- Data (prevalence, risk factors)
- Evidence-based
- Implementation
- Cost benefit
- Evaluation
- Role of cities
- Sustained funding
- Adequate funding
- Lack of national initiatives
- Lack of political leadership
- Federalism

Systems (Group B)

- No ministry of children (nobody has ultimate responsibility)
- No one agency who supports/monitors duplication, coordination, communication
- Files opened under mothers only (CPS)
- damage/harm before change
- Surface: aggressive children, abusive parents
- Lack of reliable data
- Lack of common indication/ surveillance data
- Crisis mentality in services
- Laws behind what we know
- Laws mode to advance only a specific group of people (unconscious)
- Lack of representation of population in services
- Underlying lack of safety trust understanding focus on positive relationships
- Unequal power distribution
- "Solutions" perpetuate trauma (i.e., renewal of kids)
- Lack of interdisciplinary training in future professionals
- Poor intersectoral collaboration
- Forced to prove business cases
- Lack of communication between services/organizations
- No authority to change
- Divided into levels of government municipal/provincial/federal
- Monopoly mindset of various agencies/departments
- Culturally unsafe
- Archaic laws
- Trauma
- Power over (dominance) vs. collective power relationships
- Run by a colonial/capitalist state
- Rights are interpreted through hierarchical systems - liberal democracy, capitalism
- Lack of cultural understanding/lens
- Lack of cohesion
- Operating in silos
- Different mandate between organizations
- Often hierarchical and bureaucratic

Interconnected Forms of Violence

- Disability
- 2SLGBTQQIA
- Behavioral difference
- Visible minorities - immigration displacement
- Lack of visibility in the community
- Silence
- Substance use
- Mental illness
- Inadequate housing
- Food insecurity
- Poverty
- Lack of social supports
- Inequality
- Colonialism
- Norms (gender, societal)
- Patriarchy
- Normalized violence
- Racism
- Trauma (intergenerational)
- Psychological and emotional abuse
- Insecurity
- Substance abuse
- Lack of empathy
- Lack of structure
- Social learning
- PTSD
- Social norms
- Parenting capacity
- Lack of boundaries
- Hurt
- Power differential
- Predispositions and stress
- Trauma
- Depression
- Emotion regulation/emotional competence
- Intergenerational transmission
- Education (inspire strategies)
- SES disadvantage
- Grey areas regarding what is and what is not psychological
- Response and support services
- Education and literacy skills
- Sate environment
- Parent and caregiver support
- Income and economic strengthening
- Norms and values
- Laws implementation

Witnessing violence (Group A)

- Marital conflict
- Poor self-regulation
- Substance use
- Availability/access to resources
- Police/system response
- How one forms/approaches relationships
- power/control dynamics in relationships
- Not talking about it/shame
- Other stressors (e.g., expectations, financial)
- Income ≠ violence (broad)
- Systemic minimization of this violence
- Not reporting (true or false?)
- Separation of health services (e.g., women, children)
- Stigma
- Gender imbalance/roles
- Normalization of violence
- Intergenerational violence/trauma
- Exposure to media - normalization
- Upbringing
- Mental health
- Cultural expectations

Witnessing Violence (Group B)

- Stress
- Isolation
- Embarrassment
- Silent bystanders (experiencing shame and fear)
- Conflict
- Lack of personal and professional support
- Behaviours
- Community/Cultural norms
- Technology
- Substance abuse
- Neglect
- Mental health
- Lack of education
- Lack of life skills
- Politics
- Systematic racism
- Lack of economics infrastructure
- Trauma (violence, colonization, sexual)
- Adverse childhood events
- Judicial system
- Lack of trust in authority (police, Children's Aid, teachers)
- Intergenerational violence, norms, and trauma
- Patriarchy

Family violence

- Lack of safety for youth to tell rumors confidentiality
- Joking/minimizing violence as a coping strategy
- Suicide attempts
- Self-harm, running away
- Substance use
- Poor school attendance
- Poor marks - punishments
- Cultural norms "machismo"
- Hyper competitiveness
- Uneducated about family violence
- Parenting skills
- Youth blamed for basic needs
- Absent parents
- Sibling violence
- Parental rules and conflict
- Competing values between parents and schools
- Competing values between parents and government
- Maternal child attachment
- Lack of awareness by education staff
- Trauma (as a norm)
- Financial/economic (cycle)
- Early child development challenges/ parenting
- Intergenerational
- Lack of services (geography)
- Parental conflict
- Lack of housing
- Stress
- Discriminatory parents
- Overcrowding
- Broken child welfare system
- Lack of support system
- Lack of role models
- Younger parents at increased risk for violence
- Homophobia
- Isms
- Indian act
- Norms and values
- Colonization
- Poverty
- Education
- Class system inequalities
- Healthy relationships

Corrective Discipline

- Lack of tools or resources or supports
- Lack of education for parents
- Isolation
- Stress
- Rigid parenting "teaching tool"
- Gateway to other forms of violence
- Child unaware of their rights
- Fear of reprisal
- Inability to communicate effectively
- Lack of knowledge of long-term effects
- Lack of experience
- Mental health (trauma, PTSD, substance abuse)
- Anger, pressure, anxiety
- Manipulation
- Lived experience
- Societal norm/acceptance
- Socio-econ conditions
- Parental rights

Gender-based violence

- Trafficking
- Youth advocacy voices (lack)
- Daily stressors
- Misgendering
- Sexual assault
- Substance use
- Street harassment
- Modelling
- Lack of safe spaces in schools
- inclusion/participation (lack)
- Intimate partner violence
- Peer pressure
- Sex education
- Victim shaming (perpetrators with low fear of being caught)
- Lack of positive role model/representation
- Lack of economic opportunities
- Access to sexual and reproductive rights
- Child-youth centred programs, services and laws (lack)
- Insufficient efforts in justice system to rehabilitate offenders
- Lack of diverse voices in the media/government/management
- Access to health services available, affordable, free from bias
- Previous trauma
- Segregation by gender
- Toxic masculinity
- Media
- Insecurity
- Unwilling to concede power
- Sexual exploitation
- Urban planning
- Pathologizing of trans bodies
- Precarious work
- Food insecurity
- Geographic isolation/lack of services
- Anti sex worker/work bias
- Cultural stereotyping and beliefs (especially in kids growing)
- Judicial system
- Cultural conservatism (intergenerationality)
- Normalization of violence
- Medical history/practices
- Culture
- Immigration status
- Societal norms and values
- Economic stress
- Marginalization/vulnerabilities/ disabilities
- Far right populism
- System barriers (lack of access, appropriateness of services)
- Gender binary
- Environmental stress/racism
- Cis/hetero sexism seen as 'norm'
- Migration
- war/conflict
- Capitalism
- Social determinants of health
- Slut-shaming
- Climate change
- Poverty
- Rape culture
- Racism
- Transphobia
- Systemic racism
- Colonialism
- Sexism
- Capitalism

EXISTING INITIATIVES IDEATION

Mapped against the seven elements of the INSPIRE framework, below is a list of existing initiatives developed by participants. While not an exhaustive list, it helped participants think about where there are a many solutions and where there are gaps in the current system, and the nature of those solutions and gaps.

Implementation and Enforcement of Laws

- Street youth legal services
- Provincial advocate
- Justice Youth Action Committee
- Law against non-consensual sharing of sexual images
- Anti-gun laws - Bill C-71
- Policy keeping children safe - safeguarding
- Community policing services
- The Philadelphia Model
- New federal legislation for Indigenous child protection
- Youth Criminal Justice Act
- Manitoba Healthy Child Cabinet Committee
- Family Law and Divorce Act
- Criminal Code
- Office of the Children's Lawyer
- Children's Aid Societies
- Non-discrimination laws
- CYAC model for abuse investigations
- Bear Clan Patrol Inc.
- RCMP National Youth Advisory Committee
- Initiatives to repeal Section 43 of the Criminal Code of Canada (corporal punishment)
- Recognition of trans rights (national)
- New legislation pending about mandatory judicial training on sexual assault

Norms and Values

- Career and civics classes
- Prevention of Violence Charter
- Media covering
- Student commission
- Campaign to ban conversion 'therapy'
- Social media campaigns (i.e. Pink Shirt National Child Day)
- MMIW Report and calls-to-action
- Moosehide Program
- Breakfast programs
- Tukimut
- EGALE
- Prison abolition activism
- Anti-bullying week (and other school-based awareness programs)
- Youth Project BIPOC apology (Nova Scotia)
- Broader use of pronouns
- Land acknowledgement
- Bill C-78 (change of language promoting respect for children)
- Violence Prevention Charter
- Initiative to increase awareness and solutions for gender-based violence

- Initiatives for the repeal of Section 43 Criminal Code of Canada (spanking)
- Section 43 of Criminal Code (positive parenting, education)
- Moosehead campaign
- Self-education on bandwagon movements
- Gender equality

- Men and boys in gender-based violence dialogue
- Iskotew Lodge
- Neighbours, friends, families (and other community-based dating-violence prevention)
- Workplace harassment prevention

Safe Environments

- OUT Saskatchewan
- Interval House(s)
- Encounters with Canada
- PREVNet
- Youth Drop-in
- Forest School
- Youth Haven
- Gender-neutral washrooms
- Red Cross Community Safety Action Plan - Indigenous
- Rainbow Alliance Classrooms
- Moosehead Campaign
- Nation Youth Suicide Prevention Framework
- WITS Program

- Dandelion Initiative (sexual assault/violence training program) Animal shelter attached to women centre
- EGADZ
- National Crime Prevention Strategy (gang violence)
- Community Safety Planning
- Library youth hubs/programs
- Support and education for trans youth
- GSAs in schools
- Indigenous healing lodges
- Student Commission
- Respect in sports training for coaches and parents

Parent and Caregiver Support

- Mothercraft
- Positive Parenting
- Nurse practitioners model pre-birth to age 6
- Family well-being program at the OICC/Inuuqatigiit Centre for Inuit Children, Youth and Families
- Triple P
- Circle of Security Program
- OLO Program
- Young parents/teen mothers' programs

- Mothercraft, birth companion, parent companion programs in Ottawa
- Nurse-family partnership program
- Sensibilization au Bébé Securé for parents leaving hospitals after birth, Québec
- Wabano Centre for Aboriginal Health
- Connect (attachment-based program for parents of adolescents)
- Planned Parenthood
- Parental leave (varies by province)

- Caring Dads (programming specifically for fathers who have been abusive or at risk)
- Rose of Sharon (supports and services for young moms and their babies)
- Baby First Family First
- Early Years Centres
- Roots of Empathy
- Youville Young Pregnancy Centre
- Crabtree Corner - Nobody's Perfect Parenting Program
- Support and provision of childcare
- Around the Rainbow Trans Family Support Groups, Family Services

- Inuit-specific parenting training - Nunavut Research Institute
- Indigenous Doula Initiative (Southern First Nations Network of Care)
- Keep Kids Safe Workshop for Parents (at Boost CYAC)
- Family Services Saskatoon
- Inter-cultural Associations Family Support Program
- Treatment and prevention of postpartum depression and psychosis (GAP)
- Breaking the Cycle

Income and Economic Strengthening

- Subsidized daycare spaces
- Poverty strategy
- Social welfare
- Basic income programming and education on benefits
- Canada child benefit

- Legal Aid Ontario clinics (income and housing support)
- Supporting community development
- Quint Development Corporation
- CanSask Labour Market Services
- Micro-credit program
- Housing first strategies

Response and Support Services

- Programs that cover child's life span, development phases 0–25
- Circle of Care
- Legal Aid
- United Way
- Ottawa Coalition to End Violence Against Women
- Domestic Violence Programs
- Office of the Children's Lawyer
- Canadian Centre for Gender and Sexual Diversity
- Preschool within Nova Scotia schools
- Integrated Youth Services

- Kids Help Phone and crisis lines
- Gilbert Centre for Gender Diversity
- Big Brothers, Big Sisters
- Boost
- Vega program
- Child Protective Services
- Atelechai Inuit Program
- Community Legal Assistance for Saskatoon Inner City
- Domestic Violence Leave
- Laing House
- Community Health Centres
- STR8 UP

- YWCA Peace Programs
- Food banks
- Justice for Children and Youth (A2J)
- Elizabeth Fry Society
- Baby Boxes
- 4th R Program
- Standard CBT around trauma

- Students Commission
- Red Cross
- Odawa Native Friendship Centre
- Youth shelters
- GSA ground in schools
- CYAC
- CHEO and SickKids Hospital

Education and Life Skills

- Encounters with Canada
- Crossroads Program
- YMCA Peace Program
- RCMP National Youth Advisory Committee
- Students Commission work with One Roof
- Media Smart
- The 4th R: Healthy Relationship Plus Program
- Teentalk
- Break the Chains
- Silatuniq
- Resilience Group for Children
- Advanced Health Curriculum
- Youth groups, teen groups
- Peacebuilders Circle Projects in schools
- Friends for Life
- Project II
- PAX Good Behaviour Game
- Planned Parenthood
- AYO Movement
- Hollaback
- Roots of Empathy
- White Buffalo Youth Lodge
- Indigenous Immersion and Intergenerational Learning
- Odawa Alternative High School
- SNAP Program
- Respect in Sport
- Promoting Positive Youth Relationships
- 4-H
- METRAC Youth Program
- Pep Talk Presentation Education

- You matter Indigenous Youth Program
- Wise Guys
- Sexual Abuse Prevention Programs
- Trauma-informed schools/education
- Support for tuition for youth leaving care
- School guidance counsellors

IDENTIFYING OPPORTUNITIES IDEATION

The following is a list of new opportunities to end violence against children identified by workshop participants, drawing on their situation analysis; causal analysis; and identification of current initiatives and gaps based on the INSPIRE framework.

The information below was derived from a participant ideation exercise. Participants were not asked to agree on the ideas generated:

Evidence-Based Decision Making

- Quality data collection, analysis, and accessibility to data and analysis for all actors
- Identification and sharing of good practices
- Evaluate what works and what does not and share evaluations to inform practice
- Cross-sectoral collaboration for data analysis, identifying good practices, and monitoring
- Standards for healthy relationships education and programming, based on evidence
- Re-orient research funding to identify good practices and effective strategies for systemic factors
- Use EVPs to give children and families the best possible services and opportunities to improve life chances
- Supports to buffer ACES trauma and risk factors
- Use evidence of harm from violent punishment to repeal section 43 of the Criminal Code
- Evaluate the effect of mandatory reporting to improve the legislation
- Transparent and accountable governance through regular, public reporting, using tools like the INSPIRE framework to share data, evaluate outcomes, and measure progress.

Supports for Parents and Caregivers

- Larger and more effective national public education campaign to promote positive/responsive/non-violent parenting
- A birth companion program across the country to support new parents with positive parenting strategies and integrate them into health care, education, justice, and other systems.

- Support and inform teachers and parents on better ways to handle violence

- Early prevention through a universal approach to early child development programming

- Culturally appropriate solutions for indigenous children facing violence

- Training, screening and monitoring for all foster parents

- Trauma-informed child welfare

- Taking indigenous values into account in child welfare

Accessible Child and Youth Mental Health Support

- Expand child and youth mental health services to be accessible for all children

- Free, quality services for mental health, including consistent therapy

- Educate children so they know they have support options

- Include education on children's rights in the curriculum for all children

- Cultural safety training for those in support services

Healthy Relationships Education for All

- Nationally mandated abuse prevention/healthy relationship education in all schools

- Provide information and education in schools on how to deal with violence in all its forms

- Provincial and territorial funding and accountability for on-going implementation of health education, with monitoring and public reporting

- More continuity and implementation of best practices in anti-violence curriculum

- Teaching evidence-based sexual education in schools (including consent, LGBTQ2+ healthy relationships

- Capacity-building programs in all communities, embedding LGBTQ2+ inclusion in community services

- Educate youth to recognize dating violence

- Multi-cultural representation in education and media

Legislation and Public Education on Children's Rights

- Robust domestic legislation on children's rights as primary prevention

- Stronger legislation so children are less vulnerable because of their legal status
- Use results of international research to modernize federal and provincial laws so they more clearly prohibit and prevent all forms of violence.
- Reform laws to change the current norm in which children are less protected from violence than adults
- Ground Canadian law in Article 19 and related articles of the Convention to end the current perception that some forms of violence against children are legitimate if motivated by correction.
- National legislative commitment to prevention; include the duty to prevent in legislation
- Repeal section 43 of the Criminal Code of Canada
- On-line resources on violence against children for children
- Teach children's rights to everyone
- Educate all young people on their rights
- Help educators understand what children's rights are and what they look like in practice
- Coordinate services within communities across sectors

Child and Youth Engagement in Decision-Making

- Involve young people in decisions affecting them, such as legislation, policies, programs, and service design
- Find ways to bring kids into conversations about policies that affect them
- Access to legal representation for all persons under 18
- Training youth facilitators

Economic Security

- Basic income policy
- Increase child-focused income benefits for youngest and lowest-income families
- Guarantee good housing and food for all families

Equitable Justice

- Judicial training on the impact of violence

- Implementing the voice of children in decision-making

- Increase efforts to rehabilitate offenders in the prison system

- Access to free birth control and abortion services (particularly in rural areas)