If not
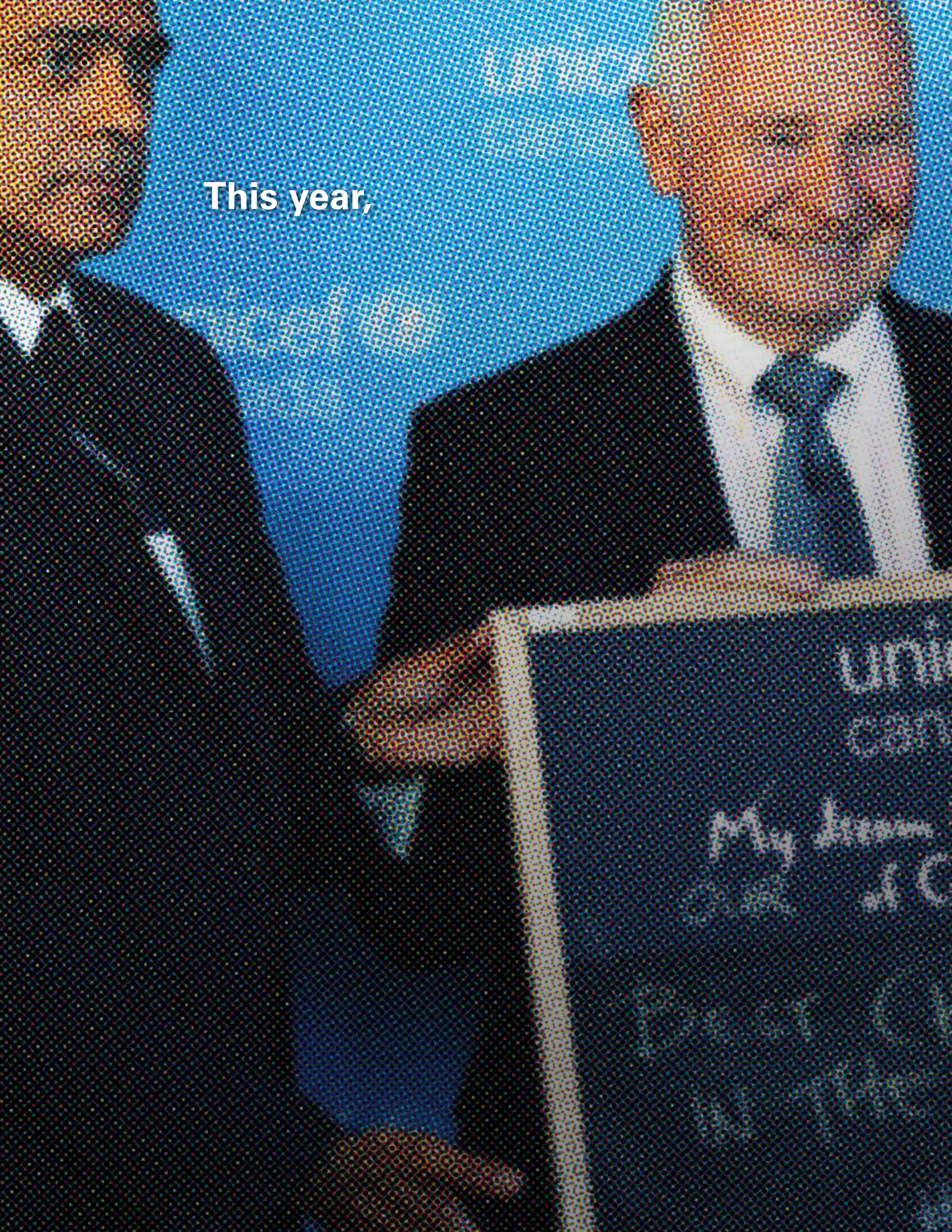# UNICEF Canada…

Designing an
observatory of childhood
well-being in Canada

UNICEF Canada asked people across the country about their dreams of a better childhood for all young Canadians, and people responded with passion, with empathy, and with urgency.

In this report, Overlap delivers the findings from a ten-month engagement process in which UNICEF Canada met with stakeholders nationwide to discuss their hopes for the futures of Canadian children. The mission was to survey the landscape of child well-being and, informally put, to answer two questions, "Can we see a genuine opportunity to improve the lives of our children?" and "Could a children's observatory support, direct and accelerate that improvement?" This report sets the context, describes our methods and summarizes what we learned. It discusses the problem, the solution space, the opportunity and the work ahead.

The well-being of Canada's children is lower than we should expect from a nation of our economic and social resources. When compared to the top 29 richest countries in the world, Canada ranks at a middling 17th on overall child well-being. While we rank fairly well on some specific indicators of child well-being, other indicators are very poor, including children's self-reported life satisfaction. Despite the common belief that Canada is one of the best places to raise children, it has remained a middle-ranking country on child well-being for over a decade.

UNICEF Canada proposes to found an observatory for Canada's children, which would work to report on the state of children in Canada, analyze spending and policy decisions that affect children in Canada, and become a centre for knowledge sharing, collaboration, and innovative thinking.

To define the problem and survey national engagement with the issue, UNICEF Canada partnered with Overlap, a strategic design firm specializing in Design Thinking.

Together, we solicited input from more than 145 people, a representative (but not exhaustive) sample from across the country: young people and adults; Anglophone, Francophone, first-generation Canadians, Indigenous Peoples; thought leaders, policymakers and child well-being experts. We were overwhelmed by the thoughtful contributions of those participants. We confirmed that they have bold dreams for Canada's children and that they are eager to make those dreams a reality. This report echoes the voices of children, lawyers, doctors, teachers, advocates, parents, and others who envision Canada as the best place to be a child.

" From the stats, it appears that the kids have given up hope in themselves and we cannot let them!"
  - Champions Lab Participant

" I'm excited about the idea of being able to hope and dream as a generation."
  - Montreal Roundtable Participant

"I like that this is strength-based and values-based."
  - Indigenous Perspectives Roundtable Participant

"This is stuff that we're already doing but we want to take it to a larger scale."
  - Youth Roundtable Participant

"Aboriginal children have their own unique cultural needs."
  - Indigenous Perspectives Roundtable Participant

"We need a vision for the road ahead to help the next generation of Canadians live happy and fulfilling lives."
  - Champions Lab Participant

" Simply put, average is not good enough, particularly when we have the means to do so much better. We can, and must do better."
  - His Excellency, the Right Honourable David Johnston, at the the Champions Lab

We heard from those stakeholders, loud and clear. They were not satisfied with the status quo, and they imagined a Canada where:

• Every child has adequate food, water and shelter.
• Every child is—and feels—safe and secure.
• Every child is physically, mentally, and spiritually healthy.
• Every child enjoys equitable opportunities.
• Every child feels happy and inspired.
• Every child has access to education that supports their full potential.
• Every child is free to play, laugh and wonder.
• Every child is—and feels—free to dream.
• Every child has a strong sense of who they are, where they come from, and who they want to be.
• Every child feels like they belong.
• Every child feels heard and empowered.
• Every child is free to have a religious or spiritual connection and practise if they so desire.
• Every child has free access and ability to connect with nature.

Participants also identified mechanisms and activities that would contribute to achieving these goals:

• Encourage the recognition of all children's rights.
• Support every child with child-centred policies, governance and spending.
• Shape a shared national dream.
• Help each Canadian embrace child-centred values.
• Help develop and support confident, skilled parents.
• Analyse, synthesise and communicate useful information.
• Facilitate efficient communication, partnerships and collaboration.
• Respect and learn from the perspectives of children.

CONTINUED...

Meanwhile, we investigated the approaches and accomplishments of social observatories generally, and of children's observatories in particular, to understand how their methods might serve the needs we were identifying in conversations with stakeholders.

To stimulate discussion and decision-making, this report sketches out four possible models for the observatory. Each leverages the strengths of UNICEF Canada while re-imagining what an observatory for Canada's children could be:

- the original vision of a research centre and think tank, monitoring and analyzing spending and policy decisions affecting children;

- an evangelism model where the observatory is a centrally-organized network of passionate advocates empowered to act and inform locally;

- a communications and marketing agency focused on informing and engaging important stakeholders, including children and caregivers; and,

- a design and problem solving studio which would set design challenges to the public and act as an innovation incubator of the most promising solutions.

We can now say with confidence that UNICEF Canada is on the right track. Many of the people who participated in this project were surprised, and all were disappointed, by the state of child well-being in Canada. Whatever observatory model UNICEF Canada adopts or adapts, it will find widespread backing for the initiative.

Participants in this project were extraordinarily supportive. Participants expressed their passion for addressing the problem, and asked for ways to continue their involvement and to encourage the initiative. They pressed the facilitators and UNICEF Canada leadership to name specific targets and deadlines that the group could work toward and be held accountable. The current and ongoing challenge becomes how to keep up with this happy mob of supportive stakeholders, which will continue to demand that UNICEF Canada take meaningful action, delegate responsibilities and hold itself and others accountable to achieving real impact.

2014 focused on research and deepening our understanding of the problem. 2015 will be dedicated to further research into the deep-rooted needs, challenges, motivations, and constraints faced by children and youth in order to develop solutions. The project will benefit from comparative studies of Canadian policy and culture to countries that rank extraordinarily well on child well-being, and will result in the design of the observatory's activities, through prototyping, testing, and iteration.

This year, UNICEF Canada asked "Can we see a genuine opportunity to improve the lives of our children?" and "Could a children's observatory support, direct and accelerate that improvement?" This report replies "Yes" and "Yes."

We know Canada can do better for its children. We know that, with better information and more ideas, influencers and policymakers can do more to drive change. We know that a Canadian children's observatory can inform and connect and inspire those change-makers.

A Canadian children's observatory will be a barometer of children's wellbeing, a watchdog of spending and policymaking in their best interests, a network of their champions, and a nursery for the development and study of new ideas to improve their futures.

Table of Contents

Background

2.1 Stuck in the Middle

The overall well-being of a nation's children is a powerful indicator of that nation's future. UNICEF regularly reports on the state of children around the world in reports like the State of the World's Children and the Innocenti Report Cards.

In 2013, UNICEF released Innocenti Report Card 11, Child Well-Being in Rich Countries: a comparative overview, which pointed a strong finger at the state of Canada's children, ranking Canada at 17th of the 29 richest countries on overall child well-being.[1] This report evaluated child well-being within each country using a set of indicators ranging from childhood obesity and bullying to infant mortality and immunization rates. The same report described an even more upsetting finding—that Canada slips to 24th of 29 countries on children's self-reported life satisfaction. The gap between children's reporting of their own life satisfaction and objective measures of their well-being may suggest that objective measures do not fully capture the true state of children.

While some indicators of child well-being (such as an extremely low rate of smokers under age 18) highlight some of Canada's successes, the nation's overall ranking leaves significant room for improvement. While the majority of these indicators suggest that most children grow up in objectively good conditions, Canada's overall ranking reveals that there are many children in Canada who are being left behind.

Comparing the top 29 richest countries evens the playing field so that determinants of child well-being other than a nation's economic resources can be identified. Report Card 11 suggests that differences between rich countries can be largely attributed to and influenced by policy decisions made by each country. This is good news, because as policy can be changed, so can the state of Canada's children. Unfortunately, Canada is not new to its middle ranking. While some specific child well-being indicators have improved, Canada's overall ranking has not changed in a decade. It's clear that Canada can do better for its children, and that policymakers and influencers need to do more to influence change.
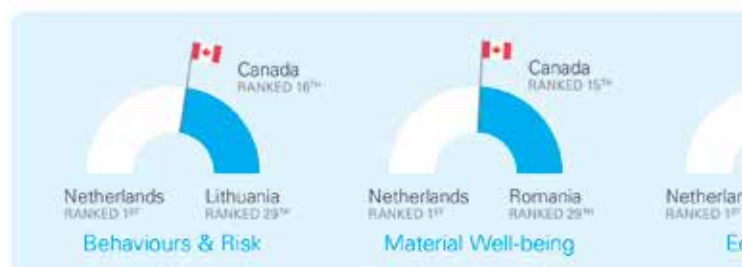

STUCK IN THE MIDDLE

The story of Canada in Report Card 11 is one of a country stuck in the middle.
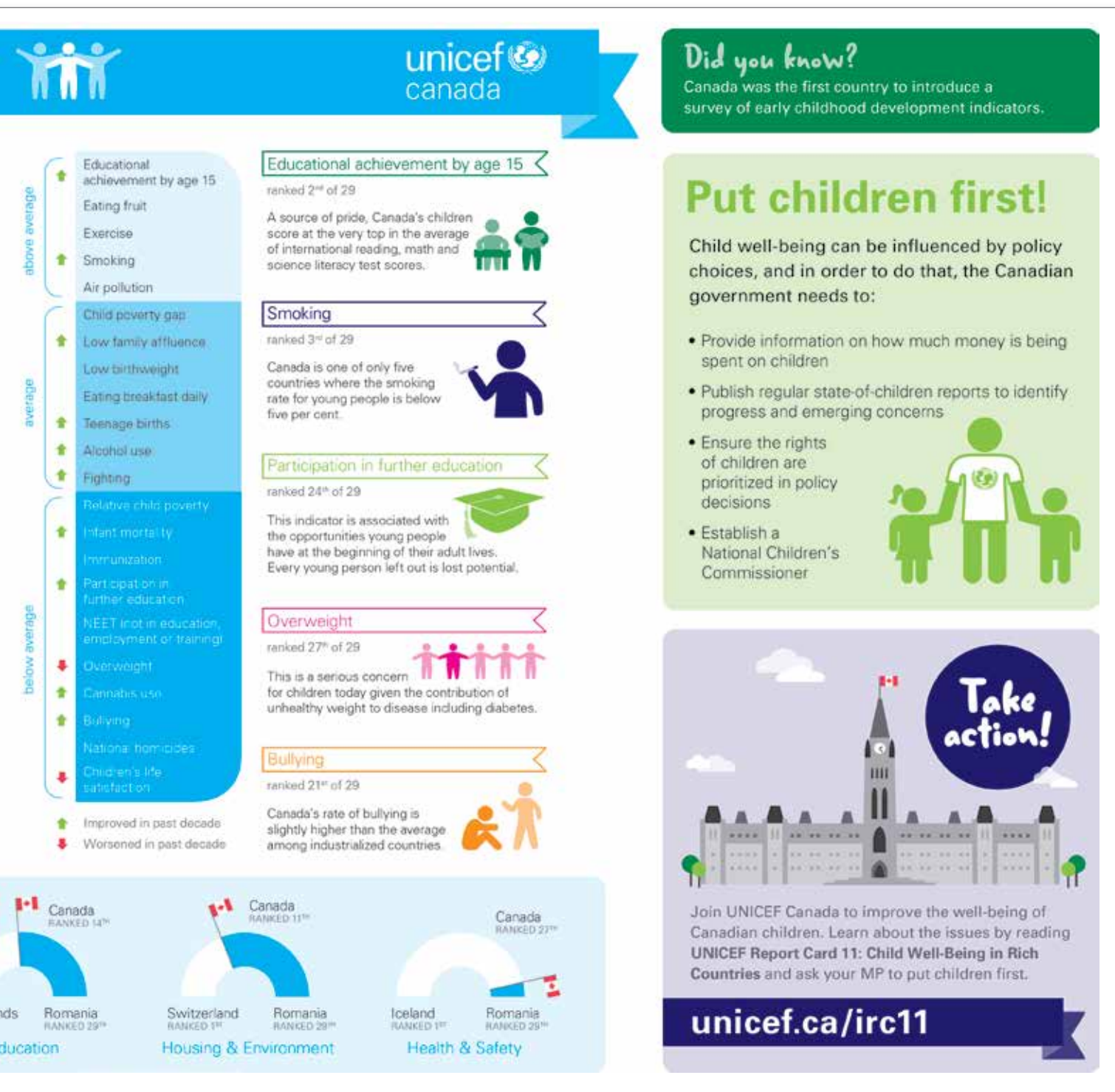
The League Table of Child Well-being ranks 29 affluent nations on an average of 26 indicators across five dimensions: Material Well-being, Health and Safety, Education, Behaviours and Risks, and Housing and Environment. Canada has a middle rank in the League Table of Child Well-being, and **this position has not budged since we last measured it a decade ago.**

What are children saying?

Canada's ranking drops by seven places **(to number 24)** when children's views of their life satisfaction are taken into account. It is also a concern that this level has fallen over the past decade.

So how does Canada stack up?

Netherlands RANKED 1ST

Canada RANKED 17TH

Canadian children's level of satisfaction RANKED 24TH

Romania RANKED 29TH

UNICEF Report Card 11, Canada's Overall Ranking

Canada RANKED 16TH
Netherlands RANKED 1ST
Lithuania RANKED 29TH
Behaviours & Risk

Canada RANKED 15TH
Netherlands RANKED 1ST
Romania RANKED 29TH
Material Well-being

Netherlands RANKED 1ST

Designing an observatory of childhood well-being in Canada

Did you know?
Canada was the first country to introduce a survey of early childhood development indicators.

Put children first!

Child well-being can be influenced by policy choices, and in order to do that, the Canadian government needs to:

- Provide information on how much money is being spent on children

- Publish regular state-of-children reports to identify progress and emerging concerns

- Ensure the rights of children are prioritized in policy decisions

- Establish a National Children's Commissioner

above average
- ↑ Educational achievement by age 15
- Eating fruit
- Exercise
- ↑ Smoking
- Air pollution

average
- Child poverty gap
- ↑ Low family affluence
- Low birthweight
- Eating breakfast daily
- ↑ Teenage births
- ↑ Alcohol use
- ↑ Fighting

below average
- Relative child poverty
- ↑ Infant mortality
- Immunization
- ↑ Participation in further education
- NEET (not in education, employment or training)
- ↓ Overweight
- ↑ Cannabis use
- ↑ Bullying
- National homicides
- ↓ Children's life satisfaction

↑ Improved in past decade
↓ Worsened in past decade

Educational achievement by age 15
ranked 2nd of 29

A source of pride, Canada's children score at the very top in the average of international reading, math and science literacy test scores.

Smoking
ranked 3rd of 29

Canada is one of only five countries where the smoking rate for young people is below five per cent.

Participation in further education
ranked 24th of 29

This indicator is associated with the opportunities young people have at the beginning of their adult lives. Every young person left out is lost potential.

Overweight
ranked 27th of 29

This is a serious concern for children today given the contribution of unhealthy weight to disease including diabetes.

Bullying
ranked 21st of 29

Canada's rate of bullying is slightly higher than the average among industrialized countries.

Take action!

Join UNICEF Canada to improve the well-being of Canadian children. Learn about the issues by reading **UNICEF Report Card 11: Child Well-Being in Rich Countries** and ask your MP to put children first.

unicef.ca/irc11

Canada RANKED 14th
...nds Romania RANKED 29th
...ducation

Canada RANKED 11th
Switzerland RANKED 1st
Romania RANKED 29th
Housing & Environment

Canada RANKED 27th
Iceland RANKED 1st
Romania RANKED 29th
Health & Safety

Infographic by UNICEF Canada.[2]

2.2 The Project

In response to Canada's mediocre ranking on child well-being, UNICEF Canada dreamed of an observatory for Canada's children that would promote and support the rights of children in Canada. This observatory would become a centre for collaboration, knowledge sharing, and new thinking. It would complete budget and policy analysis for children, report on the state of children, and communicate clearly and meaningfully to the Canadian public and others working to improve child well-being in Canada (see section 6.1).

There is a need to create a national dialogue about Canadian children. The well-being of children is not an election issue. It isn't a provincial or municipal issue. It is seemingly absent from the minds of Canadians. This project has set out to discover what an observatory in Canada would look like, what it would do, how it would do it and why? The data about Canada's children exists—but it hasn't shifted policy. UNICEF Canada determined that it needed to better understand the problem itself. It needed to engage with Canadians and begin to build a foundation that would allow an observatory to be successful and meet the needs of those it served. This Challenge Brief is the result of work throughout 2014 to explore the idea of an observatory for Canada's children.

PROJECT GOALS

Phase One of this project had three goals:

1. To engage a range of stakeholders across the country in a dialogue about childhood well-being in Canada.

2. To better understand the problem we're actually trying to solve, which would improve childhood well-being.

3. To determine whether an observatory is the right direction.

2.3 Why Take a Design Thinking Approach?

Design Thinking (see section 4.3) is a particularly useful approach to take on a challenge as complex and difficult as that of child well-being. Design Thinking is particularly well suited to problems that are ambiguously defined and involve many different stakeholders and diverse perspectives. Problems like these are often called wicked problems.

> A wicked problem is a term that designers and social problem solvers often use to describe problems that are particularly resistant to resolution, require the re-evaluation of traditional systems and approaches, and often reveal new problems as progress is made. It's often difficult for the stakeholders involved to come to agreement on the problem, its causes, and the best way to move forward. For example, homelessness, belonging, and gender equality are wicked problems.[3]

Design Thinking's empathetic approach is a powerful tool against wicked problems. It aims to understand the real needs and challenges of the people for whom a problem is being solved (often called the end users), in order to identify new insights on which to design interventions. Prioritizing the experiences of the end users—in this case, children—forces the project to focus on solutions that fit the end user, rather than solutions that merely suit the system within which they exist.

It allows a project to question the status quo, and produce solutions that tend to be new and more useful than a more traditional approach because solutions are built upon new insights.

While this project began with a problem in hand, the deep-rooted causes and implications of this problem were largely unknown. A complementary piece of the problem was also missing—that of the future state the initiative was hoping to create. Developing an understanding of the desired future state is a complex endeavour when this future state must represent the desires and perspectives of a spectrum of stakeholders, including children and youth, a group often overlooked by traditional research approaches.

Design Thinking allowed this project to invite and incorporate the worldviews, goals and challenges of a variety of stakeholders in order to imagine a future state to which UNICEF Canada, and the nation, can aspire. This more complete understanding of the problem, or what this initiative is trying to achieve, has moved this project forward while inviting, motivating, and creating champions for child well-being in Canada.

Moving forward from the Challenge Brief, Design Thinking will allow this initiative to further deepen its understanding of the needs and challenges of children and youth, and design the observatory's activities to address these by prototyping, testing, iterating, and finally realizing the activities of the observatory, such that they will significantly improve child well-being in Canada.

2.4 Considering Belonging vs. Social Inclusion

THE DIFFERENCE BETWEEN BELONGING AND SOCIAL INCLUSION, AND WHAT IT MEANS FOR CANADA'S CHILDREN

As we imagine and strive to realize a dream for Canada's children, we need to be mindful that there is a difference between the access, resources and opportunities we provide for our children and the way our children will experience those opportunities. The difference is a matter of perception. Perception can explain why we're at 17th out of 29 wealthy countries when it comes to the well-being of children, but 24th when children's views of their own life satisfaction are measured.

Belonging and social inclusion are two concepts that highlight this difference and provide a useful starting point for understanding the discrepancy between the life satisfaction rating of Canadian children and the overall well-being rating. These concepts also serve as an important reference as we tailor solutions to the issues facing Canadian children.

SOCIAL INCLUSION

In a socially inclusive society, all people are able to secure a job, access services, connect with the local community, and have their voice heard, regardless of race, ability, family background, income, age, gender, belief, etc.[4] Inclusion means providing people with the basic access and respect to fully participate in society. It means that all children are supported to enjoy all their human rights.

For those who are most often socially excluded (for example, those not working, those who must rely on public transport, indigenous people, ethnic minorities, the elderly, those with a disability, the mentally ill and those for whom English is a second language) promoting social inclusion should be the first step to improving their well-being.[5]

Being included means having access to food, shelter, health care and transportation. It means having access

to education, a venue for one's voice and the ability to participate in the social and cultural activities of one's community. For many, social inclusion would require the elimination of a huge number of barriers: financial barriers, language barriers, prejudices, transportation difficulties, health challenges and more.[4]

Creating a completely socially inclusive society would have great benefit for children in Canada. However, we also know that belonging is associated with well-being.[6] The accounts of socially included individuals who report no sense of belonging demonstrate that inclusion is not enough to generate a strong sense of belonging.[5] Based on this, we can conclude that inclusion is an important place to start designing for well-being, but it is not where one finishes.

BELONGING

When people describe what it feels like to belong, they use words such as happy, safe, content, relaxed, supported, valued and accepted. Belonging is associated with good outcomes, such as relationship building, self-growth, helping others, collaborating, being cared for and having fun. Peter Block describes belonging this way:

> "First and foremost, to belong is to be related to and a part of something. It is membership, the experience of being at home in the broadest sense of the phrase. It is the opposite of thinking that wherever I am, I would be better off somewhere else. To belong is to know, even in the middle of the night, that I am among friends."[7]

We know this feeling is something we want for our children. We can measure social inclusion with objective indicators of access and opportunity, but the feeling of belonging—the feeling and perception of inclusion, acceptance and opportunity—won't necessarily follow. In other words, while there may be no barriers to one's inclusion, this doesn't necessarily translate into a sense of belonging.

WHAT DOES THIS MEAN FOR OUR KIDS?

Belonging is a greater aspiration for our children than social inclusion. We dream of a country where all children feel a strong sense of belonging. Social inclusion is an important stepping-stone on the way to belonging, and it is where we need to start. In communities and situations where social inclusion is not being achieved, those issues should be our greatest priority. In this way, these two concepts provide a useful framework to prioritize work in communities and in other social institutions across Canada.

Another reason to highlight these concepts is that they show us how to design for root causes and deep issues, rather than the characteristics of an individual person. We can be distracted by the labels surrounding an individual (race, ability, gender, wealth, etc.) when we should really be examining what that individual needs and has rights to. In the case of a child with a disability who lives in a rural community and rarely interacts with other children, we might see them as struggling with being "rural" and "disabled" but they are also struggling with social inclusion. We may be tempted to design for this combination of attributes, which is shared by a group of other children across Canada. If instead, we choose to design for the need to interact with other children-–keeping in mind that we must be socially inclusive as we do so—we can develop a solution that will benefit a greater number of children.

We can evaluate whether people are struggling with inclusion or belonging issues, and what they need to achieve their desired state. Often this need will be shared with others. If we do, we can then replicate that solution for people with that common need. In other words, rather than designing interventions based on perhaps-rare combinations of attributes, it is more effective to design for each of their needs, perhaps widely-shared.

Take, for example, a child experiencing food insecurity. This child is one of over one million children in Canada in need of a stable food source.[8] Imagine that this child lives in an inner-city neighbourhood where occasional food insecurity is experienced by 15% of children. These children are experiencing an inclusion problem—their inability to regularly and consistently access the food they need challenges their ability to participate fully in society. To address this fundamental need, an inclusion intervention would be designed and implemented. The belonging/inclusion lens, however, reminds us that children experiencing food insecurity also face belonging challenges—How does their food insecurity affect their sense of belonging? In what way does their sense of self, community, and self-value change when their access to food improves? Once a child is no longer technically food insecure, do they continue to feel food insecure? How long does it take for this feeling to change? This lens challenges us to tackle inclusion issues separately from belonging issues, but also to be mindful of how they interact, and how people transition between states of inclusion and belonging.

This lens reminds us that children facing extreme adversity experience belonging issues, and children in wealthy, supportive environments can also face inclusion issues. With seven million children in Canada,[9] this model allows us to design for these issues, regardless of which children experience them.

2.5 The Business Model Canvas

Throughout this brief, we examine different observatory concepts and case studies using a tool called the Business Model Canvas (BMC), which was created by Alexander Osterwalder in 2008.[10] The BMC makes it easier to compare and contrast different concepts for businesses and other organizations by articulating the value proposition, customers, activities, partners, costs, revenue and relationships of each. While the BMC was originally designed for use with businesses, it is equally valuable when used with other organizations including not-for-profits. The canvas is a visual method of capturing the essential aspects of an organization and is especially useful when starting or reinventing the way an organization is designed.

With the BMC, a team breaks down and maps a proposed vision of an organization. Mapping an organizational concept in this way can help a team create a shared understanding of how an organization (or part of an organization) works. Ideally, teams use the BMC to develop strategic directions, create a powerful vision for the future, and explore entirely new business models for their organization.

HOW TO INTERPRET A BUSINESS MODEL CANVAS

While the BMC can be used to describe very precise and intricate differences between slightly varying organizational concepts, it's used in this brief to capture and compare concepts more generally. For example, a distinct BMC can be completed for each customer segment an organization provides value for, as the way the organization functions to provide value for that customer segment is different from the way it would do so for another. In this brief, the BMC is a high-level comparative tool that allows us to understand the differences between observatory concepts and facilitate decision-making.

The business model is generally divided into two halves: one that describes the value an organization produces, and another that outlines the infrastructure it needs to produce that value.

Partnerships	Key Activities		Value Proposition	Community Relationships	Community Segments
	Key Resources			Channels	
Costs			Revenue/The Good		
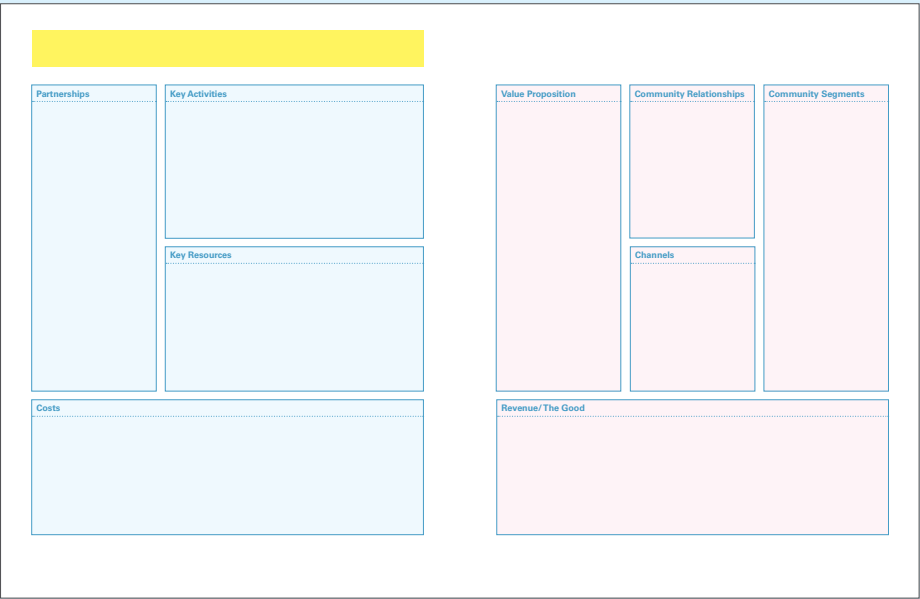
VALUE (THE RIGHT HALF)

This side of the BMC describes the value an organization creates, the customer for whom that value is produced, the relationship the organization has with that customer, the way that organization interacts with them, and what the customer provides in exchange for that value.

A canvas always starts with the value proposition, which is a product or program an organization provides to meet the needs of specific customer segments (Community Segments). Each customer segment should be explored by identifying and evaluating each customer's experiences, needs and challenges. The value proposition is established by identifying ways that the organization can address those needs and challenges through products, services, or expertise.

A customer should produce some benefit for the organization in the form of revenue or social good in exchange for the value it provides them. It's also important to recognize how the organization will interact with its customers in order to produce value (Channels), and how the customer perceives the organization and what they expect from it (Customer Relationships).

INFRASTRUCTURE (THE LEFT HALF)

The infrastructure side of the business model describes the activities, resources and partners needed to keep the model functioning and keep the value flowing to customers. Think of partners as anyone who helps complete key activities or provides resources. Generally, a partner can accomplish an activity more efficiently than the organization, freeing up time for core activities.

Lastly, the cost structure of the organization encompasses all of the expenses it will incur as a result of the activities it undertakes to provide value to its customers.

Value Proposition	Community Relationships	Community Segments
	Channels	
Revenue/ The Good		

Partnerships	Key Activities
	Key Resources
Costs	
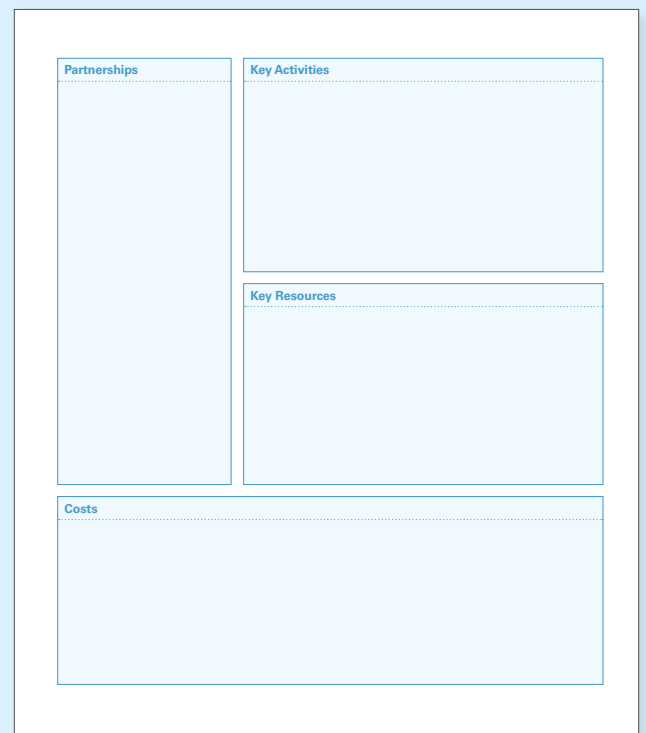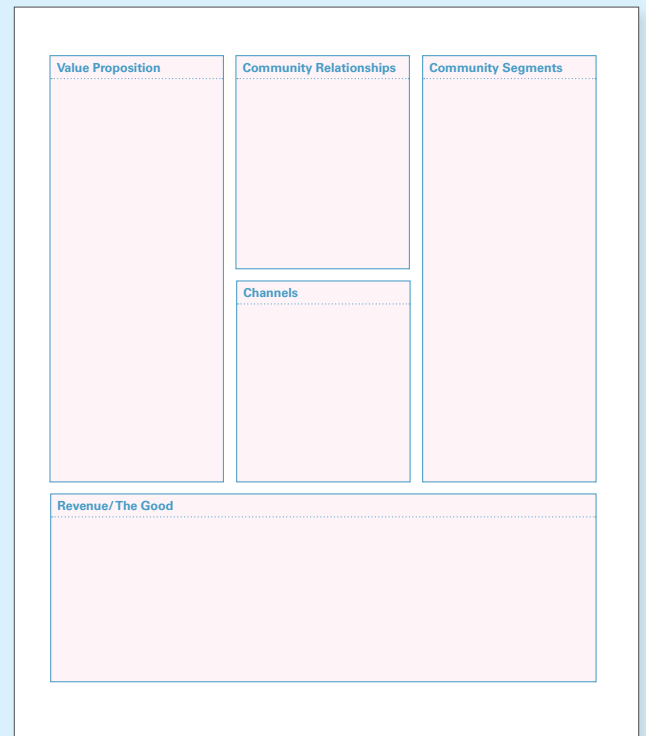
Opportunity Space

3.1 What Is An Observatory?

This initiative was motivated by the vision of creating a social observatory for Canada's children. This observatory would help produce a deeper understanding of the state of Canada's children in order to help every child in Canada experience the best childhood possible.

The purpose of the discovery phase of this project has been to elaborate on this vision, investigating the needs and aspirations of Canada's children and the insights of those already working to improve child well-being in Canada. Building on that investigation, we set out to understand the potential functions and contributions of a Canadian children's observatory. A social observatory is a research centre—and perhaps a "think tank"—focused on the observation of human rather than celestial activity.

Observatories serve a wide range of purposes, fulfill many different functions, and use a variety of organizational models. For example, a social observatory might be a network of organizations and researchers analyzing effects of the European Union on social policy and employment (i.e., Citizens for Europe), a system of facilities dedicated to monitoring sustainable tourism indices (i.e., the UN's Global Observatories on Sustainable Tourism), or a unit within a larger organization conducting impact evaluations of development projects (i.e., the Social Observatory in the India office of the World Bank). Social observatories also vary widely in outputs, partnerships, staffing and funding models.

UNICEF Canada, an organization that works to raise funds, awareness, and support for its international work supporting children's rights and well-being, is exploring the potential for a social observatory to support its mission domestically. Understanding the core functions of an observatory will help us understand the role it could play in this initiative, what we can learn from other observatory models, and to what extent it may be appropriate.

THE OBSERVATORY MODEL

A social observatory does more than gather and disseminate information. Any news outlet does as much. A social observatory also has a mandate to effect change. Its information-gathering is motivated by specific ideals—here, broadly put, to help every young Canadian have a great childhood—and the observatory exists to support action, influence policy or incite change toward those ideals. An observatory is measuring the state of its world on some influential dimensions—such as child well-being—against a set of standards that the observatory or some other body deems to be ideal.

The following four examples, each successful in its own way, illustrate possible models for practical and influential social observatories.

3.2 Observatories in a Global Context

THE SYRIAN OBSERVATORY FOR HUMAN RIGHTS

Formed in 2006, the Syrian Observatory for Human Rights (SOHR) has been cited by major media wires and outlets such as Reuters[11], BBC[12], CBC[13] and the New York Times[14] as an authority on human rights abuses and casualty numbers associated with the Syrian civil war. The SOHR has become an important source of information as the United States and many of its allies, including Canada, begin to take military action against the Islamic State of Iraq and the Levant (ISIL) militants in Syria. The SOHR is now the most frequently cited resource for casualty numbers related to the Syrian civil war, particularly because the United Nations stopped tracking these numbers in January 2012.[15] While the level to which it informs political and military decision-making is not expressly known, it certainly contributes to the public's understanding of the war in Syria as its numbers are so frequently cited around the world. Surprisingly, the reality is that the SOHR is run by one Syrian man who goes by the alias Rami Abdul Rahman, (born Osama Suleiman), operating out of his two-bedroom apartment in England, who also owns two clothing shops with his wife.[14]

Photo: Rami Abdul Rahman in his UK home and base of the SOHR.[16]

While Abdul Rahman and his translator seem to officially comprise the SOHR, it is supported by a network of approximately 230 activists and four men who act as information hubs who report to the English base.[14] For most, this is not what one envisions as the inner structure of a human rights observatory. But in essence, the SOHR achieves the same core aims as many others by gathering data and communicating it to appropriate stakeholders.

Not surprisingly, this one-man model has been accused of bias from all sides, while others commend his objectivism and willingness to report casualty numbers for all sides of the conflict.[14] However, it's no secret that the SOHR is essentially one man—and many of the same media organizations that continue to cite its information have also published articles on Abdul Rahman and the structure of the SOHR.[14;17]

Despite the criticism it's received, it's hard to deny that the SOHR has produced important, and, at least compared to when the UN was also tracking casualties, fairly accurate information within an incredibly complex context.[14] Given the extremely challenging and chaotic nature of the situation in Syria, the extreme dangers and legal ramifications faced by reporters within the country,[18] and the desperate need for information, the SOHR may in fact demonstrate the most appropriate model that could exist.

Regardless of the criticism the SOHR has faced and the oddness of its structure, it has clearly succeeded in many ways. And although a one-man band is likely not the observatory model to aspire to in most cases, it does fulfill what we believe to be the core function of an observatory—to collect and disseminate information in an effort to incite action. The SOHR is a powerful example of the core function of an observatory, how much impact it can have, and how it can achieve its aims despite extreme circumstances.
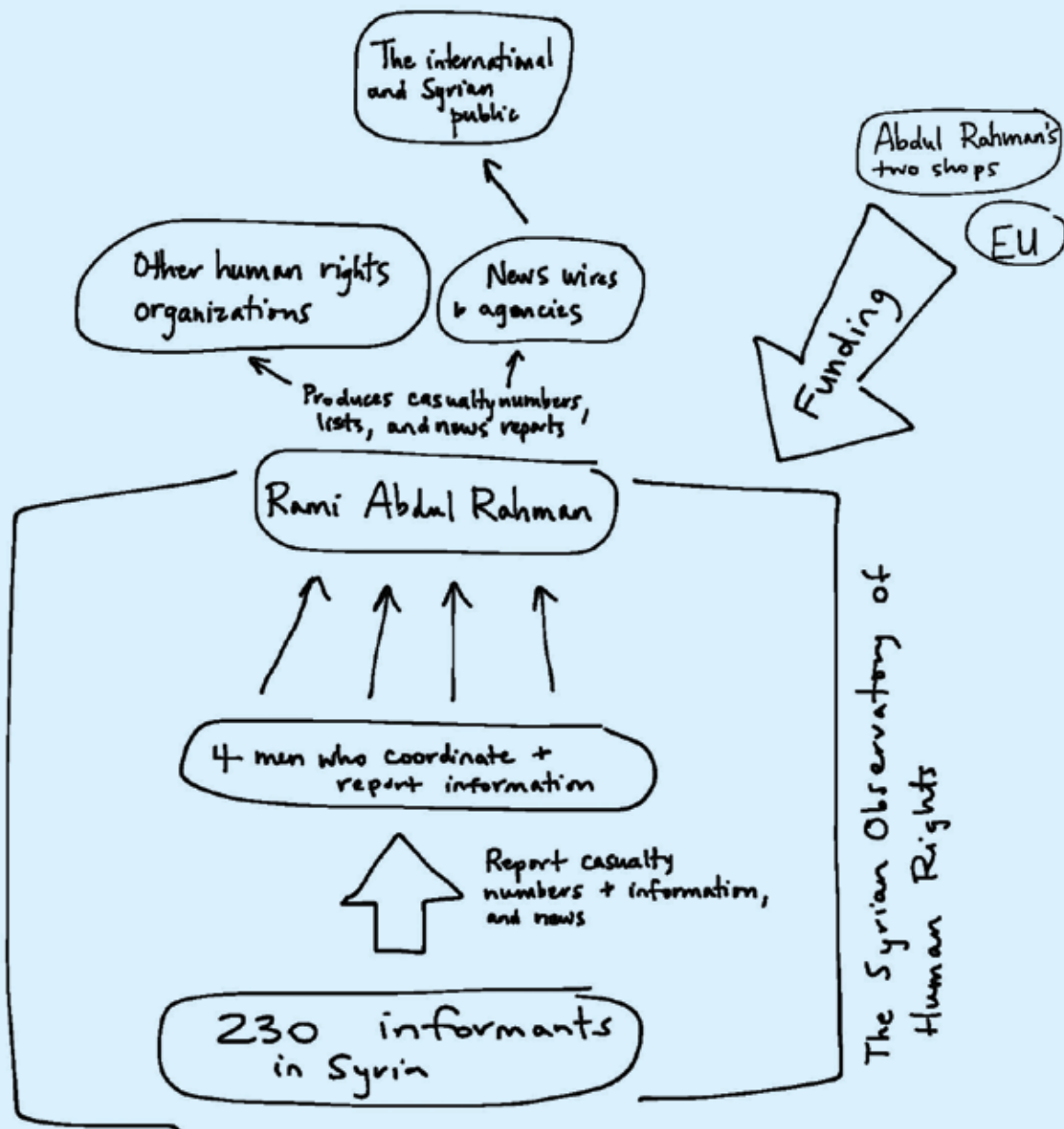
Syrian Observatory for Human Rights (SOHR)

Partnerships

The SOHR cooperates with other "Human Rights organizations in Syria, the Arab world and the international community" as long as their work supports its goals of "democracy, freedom, justice and equality"[19]

Key Activities

The SOHR collects information surrounding deaths and human rights abuses related to the civil war in Syria. It produces detailed lists of casualties, sometimes even including a link to a video of a funeral in order to substantiate the claim. It also produces short news updates relevant to the Syrian civil war.

Key Resources

The SOHR is run primarily by one man, supported by 230 activist sources within Syria and four men who coordinate and synthesize activists' reports.

The SOHR is funded by Abdul Rahman's two shops in the UK, as well as some support from the EU and "one European country that he declines to identify"[14]

Costs

While the cost of running the SOHR is not specifically stated, it's described as minimal.

Business Model Canvas

Value Proposition

The SOHR seeks to track and report human rights violations and deaths related to the Syrian civil war. It does this in order to inform and motivate the Syrian and global public to take action toward democracy, freedom, justice and equality.

Community Relationships

This observatory produces information for its audiences to consume, expecting that it might motivate them to act.

Community Segments

The SOHR produces data and news reports for the general public, news outlets and wires, and other human rights organizations. The casualty numbers it tracks are used by a particularly wide audience.

Channels

The SOHR does not publish its casualty lists openly. It provides news updates, casualty numbers, and links to videos documenting some funerals of those who've died in Syria. It does this via its website, syriahr.com, YouTube and Facebook.

Revenue/ The Good

The SOHR hopes to inform and motivate Syrians and the global public to question what's going on in Syria. Founder Rami Abdul Rahman said, "the truth will make people aware…Hearing the number of people killed every day will make them ask the government, 'Where are you taking us?'"[14]

CHILD TRENDS

Child Trends is a children's observatory based in the United States that works to, "improve[] the lives and prospects of children and youth by conducting high-quality research and sharing the resulting knowledge with practitioners and policymakers."[20] It is a non-profit organization funded and supported through partnerships with foundations, governmental organizations, and other non-profit organizations.[21]

Child Trends is a strong example of a non-governmental observatory with a rigorous research focus that investigates, "trends, issues, and developments that affect children and youth".[22] This observatory works to provide relevant, accurate and rigorously researched data to those making policy and funding decisions that affect children in the USA, as well as those who run, manage, or work within programs that affect children in the United States.

It then communicates its insights and findings to policymakers, practitioners, partners, and the public through conferences, publications, and meetings. One branch of this observatory is the Child Trends Hispanic Institute, which undertakes the same research aims as above, with a focus on the specific and diverse needs of the Hispanic population in the United States. The Institute takes a holistic approach to identifying the needs and challenges of Hispanic children from birth through adulthood with the intention of providing the data policymakers, funders, practitioners and program providers need in order to create the best outcomes for this group.[23]

The research completed at Child Trends is done to inform those making policy or funding decisions, as well as the work of those running or supporting programs directly affecting children. This is done with the intention of helping these stakeholders make decisions that will produce the best outcomes for children in the United States.

Child Trends undertakes research in order to:

- Identify the factors that support, and negatively affect children's development;
- Identify ways to positively affect children's development;
- Evaluate the success and impact of programs that affect children; and to
- Support the scaling, expansion and replication of successful models & programs.

Policymakers

Funders

Practicioners

Program Providers

Accurate, relevant + rigorously researched data

Child Trends

foundations

federal, state + local government agencies

Funding

non-profit organizations

Child Trends

Partnerships

This observatory is funded by, "foundations; federal, state and local government agencies; and by nonprofit organizations.[20]

Child Trends provides a large database of programs that they've deemed to be successful models that could be replicated elsewhere. These programs are submitted to the observatory.

Key Activities

Child Trends undertakes research in order to:

• Identify the factors that support, and negatively affect children's development;

• Identify ways to positively affect children's development;

• Evaluate the success and impact of programs that affect children; and to

• Support the scaling, expansion and replication of successful models and programs.

Key Resources

This observatory is funded by, "foundations; federal, state and local government agencies; and by nonprofit organizations.[20]

Costs

Child Trends has a significant number of staff supporting 14 different research areas.

Although this observatory is a non-profit, it does have 15 Board members and an advisory council, which may cost Child Trends by way of per diems and expenses.

Child Trends provides a number of fellowship research grants as part of the National Research Centre on Hispanic Children and Families. For example, they hope to offer three 12-week fellowships in 2015 valued at $8000 each.[24]

Business Model Canvas

Value Proposition

"Child Trends improves the lives and prospects of children and youth by conducting high-quality research and sharing the resulting knowledge with practitioners and policymakers.[20]

Child Trends works to support children in the United States at the national, state and local level.

It also works to support the specific and diverse needs of the Hispanic population in the United States, again at the national, state and local level through its Hispanic Institute.

Community Relationships

Child Trends communicates information to its audiences.

Channels

Child Trends communicates to its audiences through conferences, publications, social media and meetings.

Community Segments

Child Trends produces accurate, relevant, and rigorously researched data to those making policy and funding decisions, as well as those working to run, manage, or implement programs that affect children in the USA.

"We recognize the tough decisions policymakers face. Policymakers will benefit from knowing the latest data and learning which approaches are effective (and which are not). Child Trends meets the needs of policy makers through both direct requests as well as the… online resources [we provide].[25]

Revenue/ The Good

Via its research communications, learning exchange opportunities and recommendations, this observatory helps to improve policy, funding and program decisions in order to meet the needs of children in the USA the best way possible.

WALES OBSERVATORY ON HUMAN RIGHTS OF CHILDREN AND YOUNG PEOPLE

The Wales Observatory on Human Rights of Children and Young People is based within the College of Law at Swansea University. Throughout all of its work, this observatory works to understand the extent to which the United Nations Convention on the Rights of the Child (UNCRC) is being implemented at the legal level, particularly within Wales and the UK. It aims to inform children, the public, and policy and decision makers of the importance of children's rights. It also advocates for legal reform and respect for children's rights as outlined within the UNCRC.

Although this observatory exists within Swansea University, its work spans all of Wales. It collaborates with both governmental and non-governmental organizations as well as other educational institutions across Wales and around the world.[26]

The Wales Observatory was created in 2012, following the implementation of the Rights of Children and Young Persons (Wales) Measure 2011, which requires all Welsh Ministers to make decisions that align with the UNCRC. Acting as a forum for the analysis and production of research relating to the implementation of the UNCRC, it seeks to inform Welsh Ministers and other decision makers on how to best support children's rights. It also plays an important advocacy role by seeking to persuade policy and decision makers to undertake change that informs children and the larger public of children's rights and the benefits of respecting them.[26] In order to do this, the Wales Observatory conducts research and analysis, and communicates its findings and recommendations through conferences, seminars, training, and through direct responses to law and policy proposals. It works toward the incorporation of the UNCRC into Welsh and UK law.[27] It will also assist children and those who represent them in situations where their rights are threatened or abused and works directly with children and the public by offering educational programming on human and children's rights.[26]

The observatory's existence within Swansea University's College of Law has allowed it to affect change within the Bachelor of Law's (LLB) curriculum at the College by introducing a module focused on children's rights.[28] It is also likely that the observatory receives its funding through the University, however this is not explicitly stated on its website.

Produces research & policy recommendations

Supports youth in situations where their rights are threatened.

Advocates for law reform

evaluates the level to which the UNCRC is implemented in Wales & the UK

Collaborates with

non-governmental organizations

governmental organizations

other educational institutions

Wales Observatory on Human Rights of Children and Young People

Funding

Based within the College of Law at Swansea University

Wales Observatory on Human Rights and Young People

Partnerships

This observatory is based within the College of Law at Swansea University. It also collaborates with other educational institutions, and governmental and non-governmental organizations within Wales, the UK and around the world in order to produce research and analysis related to children's rights.

In its pursuits of legal reform, the observatory collaborates with the Wales Monitoring Group for the UNCRC, and a coalition called the Rights of the Child UK (ROCK).

Key Activities

This observatory undertakes research, data analysis, and evaluative studies. It then advocates for changes that better support children's rights by aligning legal and policy decisions to the UNCRC. It also educates children and the public on children's rights and will assist children when their rights are being violated or neglected.

Key Resources

It's unclear where this observatory gets its funding, though it's likely that it's at least partially funded by the university of which it is a part.

Costs

The costs of this observatory are not stated on its website. However, it staffs at least two co-directors whose salaries would have to be accounted for.

Business Model Canvas

Value Proposition

"The Observatory strives to ensure that the highest quality knowledge, expertise and best practice is targeted where it can make most difference in the process of making children's rights a reality ("About Us", Wales)." Throughout all of its work, this observatory works to understand the level to which the United Nations Convention on the Rights of the Child (UNCRC) is being implemented at the legal level, particularly within Wales and the UK.

Community Relationships

For the most part, the audiences of this observatory just receive information from it.

Channels

This observatory communicates its findings and insights by hosting conferences and webinars, and offering training. They also respond directly to law and policy proposals.

Community Segments

The primary audience of this observatory's work is policy and decision makers. It works to inform and persuade this audience to make changes that promote children's rights.

This observatory also interacts directly with children and the larger public by offering training in human and children's rights. It will also work directly with children and their guardians in situations where their rights are being violated or neglected.

Revenue/The Good

The work of this observatory helps to reform laws and policies so that they better support children's rights as outlined by the UNCRC. It also helps to inform the public, including children, of the existence of children's rights.

EUROPEAN NETWORK OF NATIONAL OBSERVATORIES ON CHILDHOOD

In 2000, an intergovernmental group called L'Europe de l'Enfance was formed by member states of the European Union (EU). The responsibility of this group was, "to promote a comparison of the condition of children and adolescents and of the related policies followed at the national level," as the EU was not responsible for such analysis. Then, in 2003, this group formed the European Network of National Observatories on Childhood (ChildONEurope), which would undertake the work necessary to achieve this aim.[29]

In many ways, ChildONEurope is a meta-observatory. This network is led by a Secretariat and composed of an Assembly of seven member states and 20 associated member states across the European Union. Each member state appointed a national institution that collects data on the state of children within its country. The network is also led by a Chairperson and Vice-Chairperson, which are elected by the Assembly every two years.[30]

As a network of observatories, ChildONEurope's primary objective is to enable the exchange of information between its members. It does this mainly by creating and distributing surveys to its members in order to collect statistical data and other information. It then analyses, compares, and synthesises this data in order to identify and promote best practices and areas where more research is needed.

It works to reduce the number of measures, indicators, methodologies and tools used within the network to a common subset, in order to more easily facilitate data and information sharing. It also facilitates awareness of different indicators and methodologies and how easily they can be compared. It also organizes training opportunities in order to consolidate the number of tools used within the network.[31] ChildONEurope disseminates its findings to its members and other partners through publications, brochures, CDROMs, and its website, and will occasionally organize conferences or seminars to facilitate information sharing. ChildONEurope collaborates with the Biblioteca Innocenti Library, which produces documentation of ChildONEurope's work and findings.[32]

On its website, ChildONEurope states that:

The activities of the ChildONEurope Secretariat are funded firstly by the Italian Ministry of Labour, Health and Social Policies and by the Department of Family Policies – Italian Presidency of the Council of Ministries – and secondly through voluntary contributions by the competent Ministries of the French Community of Belgium, Denmark, France, Ireland, Luxembourg and Spain.[33]

Other partners

Reports these findings back to the network

Undertakes research

Identifies best practices and research gaps

Works to reduce the number of indicators & methodologies within the network

Collects & analyses statistical data and information from members

ChildONEurope

Chairperson

Secretariat

Vice-chairperson

Funding

The Assembly

7 member state observatories

20 associated member state organizations

European Network of National Observatories on Childhood (ChildONEurope)

Partnerships

As a network of observatories, ChildONEurope partners with its members and associated members to complete its key activities.

ChildONEurope has close ties with the intergovernmental group, L'Europe de l'Enfance, as it functions as its technical scientific body.

This observatory is a member of the European Forum on the Rights of the Child.

Key Activities

ChildONEurope collects statistical data and other information from its members based on a topic selected by the Assembly. It then communicates its findings via a publication, which is distributed to its members. It also organizes conferences and seminars on various topics related to childhood.

Key Resources

ChildONEurope is Funded by the Italian Ministry of Labour, Health and Social Policies, the Department of Family Policies – Italian Presidency of the Council of Ministries, and through voluntary contributions by its other six members states.

Costs

The costs associated with ChildONEurope are not outlined. Presumably, however, the Secretariat, Chairman and Vice-Chairman would require salaries; conferences and seminars run by the observatory would need to be funded, as would research it undertakes.

Business Model Canvas

Value Proposition

ChildONEurope leverages the power of Europe's observatories in order to identify and promote best practices relevant to childhood.

It facilitates the exchange of information between its members and produces documents that synthesize large amounts of data from across Europe.

Community Relationships

Members are expected to complete surveys distributed by the observatory based on themes selected by the Assembly. Members then receive new research produced by ChildONEurope.

Community Segments

ChildONEurope's primary audience is its member states and organizations. However, the resources it produces are also available to outside organizations.

Channels

ChildONEurope disseminates its findings, insights, and resources via its website, reports, brochures, and even CD-ROMs.

ChildONEurope organizes conferences and seminars in order to share information.

Revenue/The Good

ChildONEurope facilitates the exchange of data and information related to childhood across Europe, and works to simplify research methods, tools and indicators in order to make research more widely comparable and usable. These activities help to identify and promote best practices, thereby helping European states to improve childhood within their countries.

3.3 Summary

Each of these examples fulfills our working definition of an observatory—each collects information, often in relation to a set of standards, and disseminates it with the intention of inciting action.

The Syrian Observatory for Human Rights follows a simple model staffed by one man; it collects information about incidences of deaths and human rights violations related to the Syrian civil war via a vast network of sources within the country. It then makes this information available to media wires and outlets, and other human rights organizations. According to its founder, Rami Abdul Rahman, all of this is done in the hopes that, "[h]earing the number of people killed every day will make [people] ask the government, 'Where are you taking us?'".[14]

Child Trends undertakes research in order to identify the factors that influence childhood, evaluate programs that affect children, and promote programs and policies that positively impact children in the United States. It produces information with the intention that it will be used by those that make policy, funding, programming, and practical decisions that affect children, in the hopes that the state of childhood in the US will be improved.[20]

The Wales Observatory on Human Rights of Children and Young People is an academic observatory that completes research largely through a legal lens. It investigates the level to which the UNCRC is being legally implemented across Wales, the UK and the world, and seeks to persuade policy and decision makers to better implement children's rights at the legal level.

Meanwhile, the European Network of National Observatories on Childhood is a meta-observatory. It facilitates an exchange of information produced by each of its member organizations by surveying its network, completing comparative studies and analysis, identifying best practices, and making it easier to share data and information related to childhood within the EU.[31]

After reviewing the models of each of these observatories, it's very clear that an observatory could easily be a solution to the problem UNICEF Canada has identified. While it's clear that observatories collect and disseminate information to incite action, how each observatory does so varies widely.

QUESTIONS WE'RE LEFT WITH

The above examination clarifies the core function of an observatory—that it collects and disseminates information to incite action—and outlines different observatory models that have been impactful in other countries. It's important to remember that as we design an observatory, what we're actually doing is designing a solution to a particular problem, for a specific group of people, within a specific context. While we can learn much from the above models, it will be important to consider the real context in which the observatory will operate, which is not only Canadian, but also within the future. The following questions suggest possibilities that help to challenge and move the project forward, while demanding that we consider the real implications, constraints and opportunities posed by the future Canadian context.

How could a Canadian observatory learn from these models in order to collect knowledge from a network of children and caregivers?

- Canada's extraordinary geography represents an unusual challenge. We are five time zones wide and our relatively small population is unevenly distributed across a vast country. How will a Canadian Observatory deal with the practical challenges of communication and community-building, and the tension between the convenience of centralization and the importance of representation?

- How will the Observatory acknowledge and address the distinctive cultures, governance, and historical disadvantages of our indigenous children?

- Canada is perhaps the farthest thing from a monoculture imaginable. We are a nation of indigenous and immigrant cultures and we aspire to the ideal of the cultural mosaic. What are the most insightful ways to study and support that mosaic without over generalizing, over-compartmentalizing, or spreading resources too thinly to be effective? How will we make diversity a genuine and distinctive asset?

- Canada shares responsibilities and authority amongst its federal, provincial, regional and municipal governments, all of which touch the lives of children, and share the duty to respect, protect, fulfill their rights in the UNCRC. How will each level of government engage with, contribute to and benefit from the work of the Observatory? How will all the levels of government collaborate?

- How might we overcome the challenges of, and leverage the opportunities offered by, Canada's ageing population? How might we address competition for resources, and provide inter-generational equity and support?

Our Approach
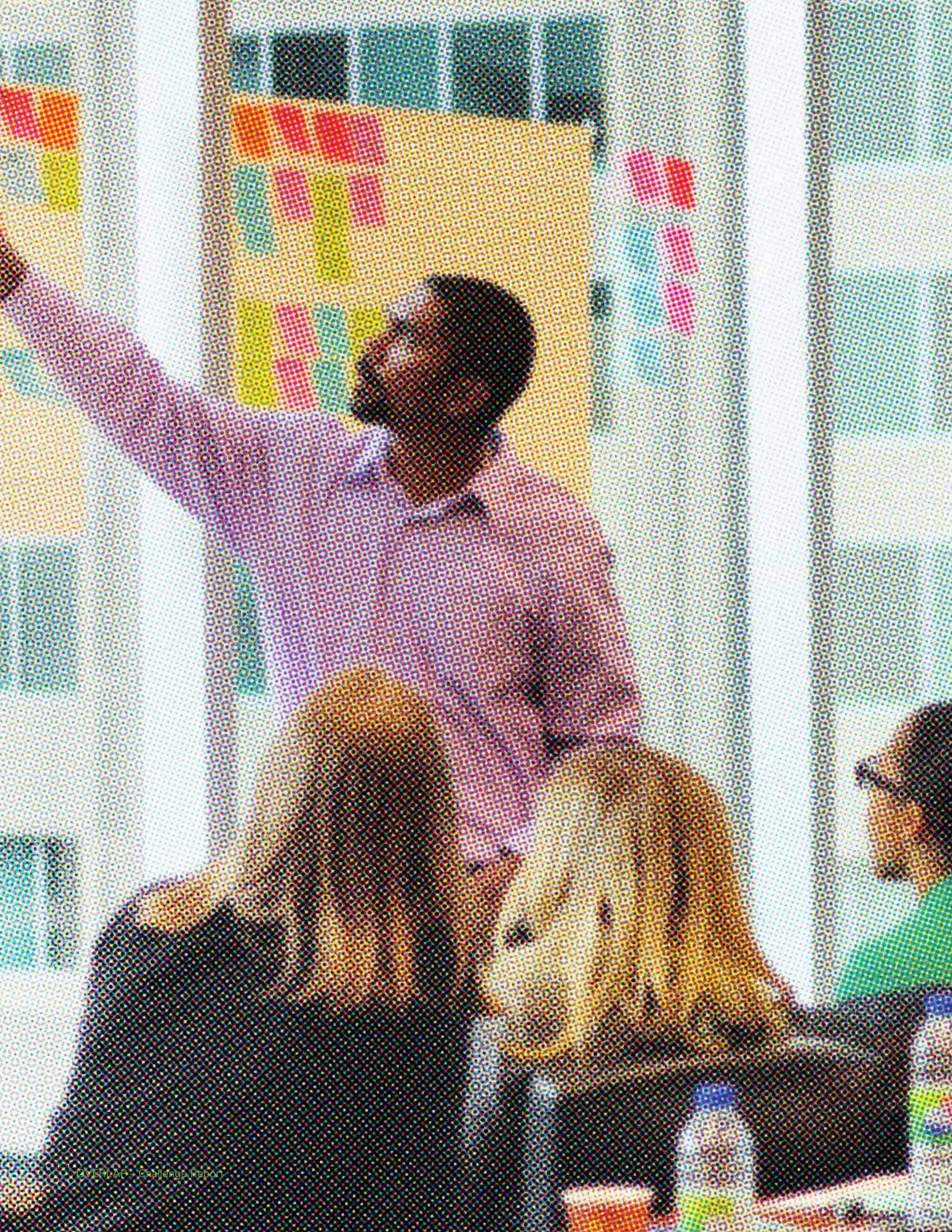
4.1 Soft Systems

Improving childhood well-being in Canada is an incredibly complex problem to understand, and identifying solutions is an even more challenging task. It requires that one be intentional in order to enact substantive change, but there is a question of what that intention should be. For this reason, the research conducted employed a soft systems methodology.

SOFT SYSTEMS METHODOLOGY

Soft systems methodology (SSM) is a creative, iterative, flexible way of researching real world problems. It is an action-oriented approach, developed to study a complex situation and then act purposefully to improve it. As "an organized way of tackling messy situations in the real world",[34] it's suitable for the complex issue of childhood well-being in Canada.

SSM is based on the premise that the people involved will adopt many different worldviews—different ways of perceiving the situation based on internalized assumptions formed from previous experience.[35] Placing the focus on the experiences, worldviews and needs of those affected by a problem is a common tenet of both Soft Systems Methodology and Design Thinking (see section 4.3) and this principle provided a foundation for our research techniques.

> Once we acknowledge the importance of the different worldviews on an issue, SSM promotes structured thought and discussion by making these worldviews explicit.[34]

For this project, this discussion occurred at Roundtables through activities and conversations led by a trained facilitator. By engaging in discussion this way, we were able to answer questions about the situation and develop a model of the problem that all stakeholders can agree on.

The model we developed from these structured conversations is presented here as our dream for Canadian children. Our next step is to use this model, or dream, as both a catalyst and compass for action.

The flux of everyday life

events
ideas

time

yields

A perceived problematical situation 1.

2. Will be perceived differently by people with different worldviews

3. Will contain people trying to act purposefully

4. So: make models of purposeful activity as perceived by different worldviews

W_3
W_2
W_1

5. Use models as a source of questions to ask of the problematical situation, thus structuring a discussion about changes which are both
• desirable (given these models)
• feasible (culturally)

6. Find versions of the to-be-changed situation which different worldviews could live with

7. Implement 'changes to improve'
(Be ready to start the process again!)

Diagram:
Soft Systems
Methodology.[36]

4.2 Qualitative Research

While childhood is a heavily researched topic, the question "How might we improve childhood well-being in Canada?" does not have a straightforward or comprehensive answer. The discrepancy between the state of Canada's children according to objective measures and how children rate their own life satisfaction demonstrates that the answer to this question is not wholly provided by objective, quantitative measures. With this project, we were setting out to develop an understanding of a still developing and somewhat ambiguous topic: the many factors affecting how children experience childhood in Canada.

Qualitative research is particularly apt when capturing "culturally specific information about the values, opinions, behaviours and social contexts of particular populations."[37] It can provide a detailed picture of a subject based on individual experiences, relationships and group norms. While quantitative research is a strong approach in established domains, it has limited usefulness when addressing questions that have not first been qualitatively explored and framed.[38]

These attributes made qualitative research well suited to the project. In addition, qualitative methodology is more flexible, allowing researchers to adapt the line of inquiry and data collection techniques in response to what is learned in the initial stages.[38] This fit our project well, allowing us to adapt our methodology with different groups of participants. It also meant we could ask new questions that built on the initial responses of our participants.

Most importantly, the flexibility in qualitative research allows us to regularly revisit and re-evaluate our purpose. When we started the project, we set out to learn how we might build an observatory for child well-being in Canada. As we continued, we were able to take a step back and look at the root of what we need to do and explore other options before pursuing the observatory. This flexibility and broadened thinking is necessary if we are to arrive at the best possible solution.

We used purposive sampling for our research, which involves grouping the population according to criteria that are relevant to the research question and then sampling from these groups.[37] For this project, we wanted to explore how we can best do the research needed to improve childhood well-being in Canada. With UNICEF Canada's rich history of work in Canada as a foundation, we took care to incorporate the perspectives of youth participants, and a range of experts on childhood, including indigenous participants.

Our sample size was 147. At this point, we had reached theoretical saturation: "the point in data collection when new data no longer brings additional insights."[37] This is typically the basis for determining a sufficient sample size in purposive sampling. We found that our core questions—what is your dream for Canada's children, what are the current challenges for the work on the issue of childhood well-being, how might an Observatory help support work on childhood well-being in Canada—produced few novel results as we reached the end of our research.

Photo:
Two youth participants
brainstorm ways to
improve childhood
at a youth roundtable
in Ottawa.

4.3 Design Thinking

While this project utilized SSM in order to complete its research, its overall philosophy and approach is based in Design Thinking, an approach for solving wicked problems. This approach enables us to explore the needs of the end user, and match these needs with solutions we know to be desirable for the user and feasible for the system. It is rooted in empathy, which means our decisions always put the user before the system. Design Thinking can be used to create and implement everything from a national healthcare system to an invitation for a children's birthday party.

Design Thinking is a methodology for problem solving that supports a deep commitment to human-centred outcomes. The work is inherently collaborative, working with end users and key stakeholders to explore the problem. This is a transformative experience for all involved. It embraces ambiguity, messiness and holistic thinking throughout the process—resulting in an investigation that is basedin human-centred evidence.

As an approach to solving wicked problems, Design Thinking enables the exploration of hard, complex systems. However, the process itself is fast and simple. It is highly agile and iterative—every insight into the needs of the end user is fed directly back into decision-making.

We typically make decisions by sensing and gathering information, and sometimes by using intuition. Instead of using analytic thinking to break ideas down, Design Thinking focuses on making connections between ideas to build them up. This represents a fundamental shift in how we approach problems.[39]

The Methodology of
Design Thinking
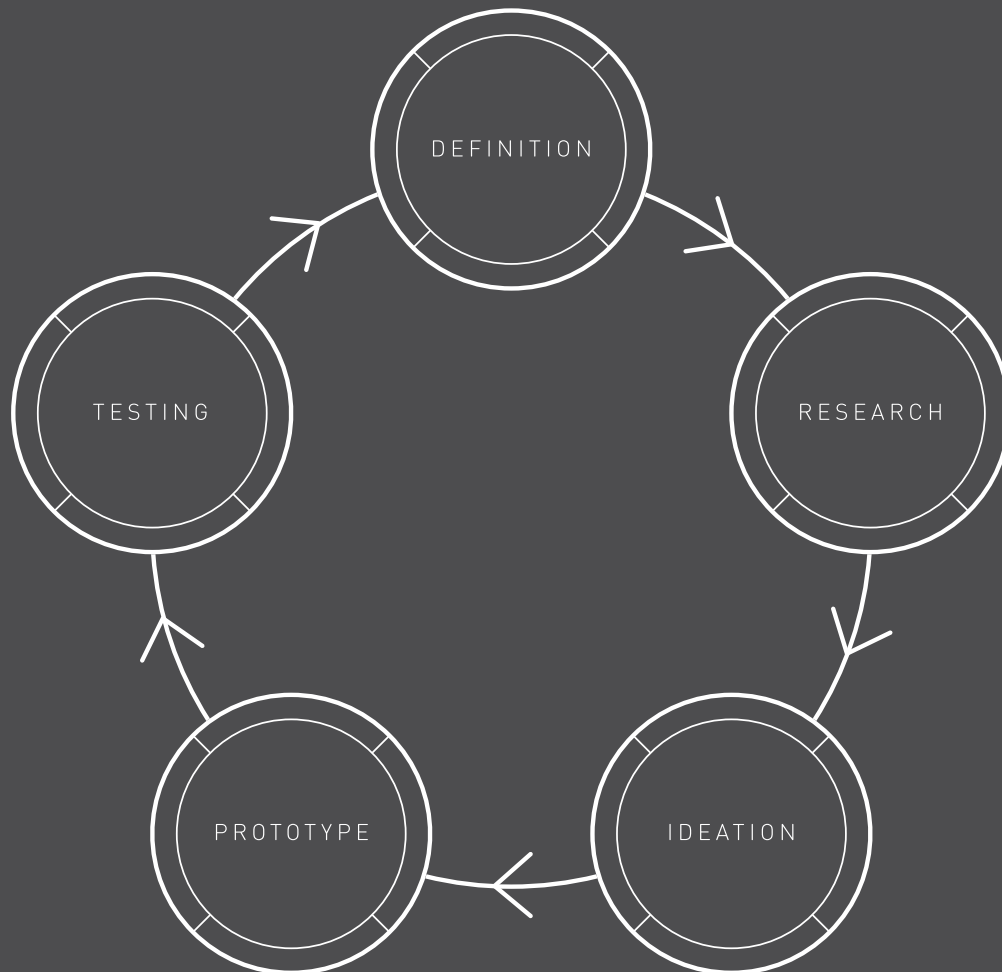
There are five major phases in Design Thinking:

These phases represent the five key pieces you need to solve the problem. One starts by defining the problem, and moving forward through each phase. Being agile and iterative, however, means that the project may jump between each of these phases—at any point in the process one may go back to any step to collect more information.

It takes learned expertise to decide when to move on to the next step, and when to go back to a previous one.[40] Each iteration that a project goes through, whether it takes five minutes or five months, strengthens one's understanding of both the problem and the solution space.

DEFINE THE PROBLEM

At the beginning of the project, one needs enough information about the problem to form a foundation to build on, and an understanding of the tools that will build it. The goal is to state the problem clearly and in enough detail so that possible solutions can be recognized and evaluated.

To determine whether this phase has been adequately completed, one can ask questions like, Are the aims/objectives clear? What is the project scope and scale? What are the project criteria? What does success look like?

RESEARCH THE PROBLEM AREA

Both qualitative and quantitative investigation and observation techniques are used in order to understand the experiences and needs of the people affected by the problem—the end users. Through the research, collection, and analysis of information about the key stakeholders, one begins to understand how they might react to changes made to the system.

Various survey and interview activities can be used to map the experiences of various stakeholders in order to understand their worldview—what are they thinking, doing, and feeling? What are their desired outcomes, and what obstacles prevented them from achieving these?

EXPLORE IDEAS AND POSSIBLE SOLUTIONS THROUGH IDEATION

Using a newfound sense of empathy generated throughout the process thus far, solutions to the problem can now be explored. Ideation is most successful when a broad range and number of solutions are produced, which help to push the boundaries of what's possible and generate genuinely new ideas.

Generally, one will first brainstorm and collect as many ideas as possible. These ideas are then combined, stretched, built upon, and explored to identify further ways of solving the problem. When deciding which ideas to put forward, it is important to identify biases and always ensure that solutions put the needs of the end user first.

PROTOTYPE POSSIBLE SOLUTIONS

Prototyping is the production of a sketch or model of an idea. Prototypes can range from physical models to intangible experiences like dramatic skits. They can be extremely rough, or elaborate and polished. The power of prototyping is that it turns intangible ideas into tangible things that end users can interact with, allowing them a more practical interaction with an idea on which to provide feedback.[40]

Photo: Participants reflect on what they want to achieve for Canada's children at the Thought-Leader Roundtable in Winnipeg.

TEST AND LEARN

As much as possible, prototypes should be interactive. In the testing phase, it's important that the end user is able to compare ideas and give feedback on possible solutions. This feedback leads to the next iteration of the idea.

It's important to gather both positive and negative feedback through unbiased and constructive tools, so as to collect the most useful insights and improve the prototypes. It's important to ask both what and how an end user would change the solution. Since the process is so iterative, all feedback is encouraged—ultimately the solution is stronger because of it.

The Aha! moment happens when the problem and solution space are bridged by an idea—when one identifies a solution that matches the needs of the end user, and is also feasible for the system. It is at this point in the process that ideas are solidified and the way forward becomes clear.[41]

HOW IS THIS DIFFERENT FROM TYPICAL DESIGN PRACTICE?

Traditional design practices typically work with commercial clients, creating or refining a product, space, or similar. They also usually exist as a step in an overall system, rather than an approach to problem solving.

Design Thinking need not necessarily have a commercial client in mind, and as a methodology explores experiences, policies, and system-wide services, instead of objects or physical spaces. It helps develop strategies for making impactful decisions that create intentional change across a system.[42]

4.4 What We Did

The past year of this project has been the 'discovery' or problem definition phase. At this stage we wanted to collect as many perspectives as possible and maintain a broad focus in our research. Our goal was to give participants an open arena for sharing their worldviews, goals, obstacles, ideas and visions in a way that captured detailed information and encouraged them to think big, visionary, outside-the-box thoughts. We wanted to give everyone the chance to contribute equally. We wanted to create an engaging, rewarding and eye-opening experience for participants. We also wanted to take the opportunity to instil participants with enthusiasm for the ongoing work of realizing a dream for Canada's children.

ROUNDTABLES

For the project, worldviews were uncovered through Roundtables, which are similar to focus groups. We conducted Thought-Leader Roundtables with groups of individuals possessing a broad range of expertise in childhood well-being. We conducted Satellite Roundtables to focus on specific voices and perspectives, such as children and youth and indigenous peoples. We also conducted a Champions Lab with prominent Canadian influencers, alongside His Excellency the Right Honourable David Johnston, Governor General of Canada, to learn about their perspectives and experiences. We asked for their voices to help imagine what it means to have a flourishing childhood in Canada and for their help creating greater participation in the project. Both the Roundtables and Champions Lab were tailored and designed by the project team, based on a design thinking methodology. They balanced data collection between group collaboration and individual written reflection so that we could achieve our goal of having everyone contribute while still providing participants with a meaningful experience.

A careful, methodical approach was taken in preparing for the execution of the Thought-Leader Roundtables, the Satellite Roundtables and the Champions Lab. From recruitment to facilitation techniques, the following section details key steps taken by the project team to create successful events.

Designing an Observatory of childhood well-being in Canada

Photo: Hannah Godefa, humanitarian and UNICEF Ethiopia Ambassador, shares her ideas at the Champions Lab next to David Morley, CEO of UNICEF Canada, and the Rt. Hon. David Johnston, Governor General of Canada.

PARTICIPANT SELECTION AND RECRUITMENT

Overall, six Roundtables were conducted with three different groups; one with indigenous peoples, two with children and youth and three with childhood well-being experts. We had a total of 145 participants. Members of the project team used their broad networks to engage a variety of individuals during the recruitment phase.

For the Thought-Leader Roundtables held in Montreal, Toronto and Winnipeg, participants were chosen for expertise and experience working for children's well-being in policy, programs, law or other areas, across sectors, professions and regions. Participants of the Indigenous Perspectives Satellite Roundtable were also chosen for this reason, with the added criteria that they had experience working with indigenous peoples and organizations to serve the needs and rights of indigenous children.

The children and youth that we spoke with were recruited through two group affiliations. The first Youth Satellite Roundtable was with participants from the

annual Unite and Ignite Conference in Ottawa. The conference convenes 350 youth from across Canada to take action on key issues affecting youth. The second group was composed of students recruited through the Student's Commission of Canada and affiliated youth organizations and clubs. They were young people who lived in different parts of Canada and the world, with diverse experiences among them, including gender, ethnicity, family income and other aspects of identity. The participants self-selected to participate, and were provided honoraria or group funding to compensate for their time and expenses.

For the Champions Lab, we invited Canadians who were influential and successful in their fields. The participants had diverse backgrounds, including the arts, athletics, philanthropy, business and medicine, as well as a youth ambassador. His Excellency the Right Honourable David Johnston was a guest and participant at the Champions Lab. Full descriptions of the Champions Lab participants and their achievements are included in the Participants List.

ROUNDTABLES PARTICIPANTS LIST

Toronto Thought-Leaders

NAME	ORGANIZATION
Laura Arndt	Office of the Provincial Advocate for Children and Youth
Mr. Terry Audla	Inuit Tapiriit Kanatami
Sara Austin	World Vision
Mary Ballantyne	OACAS
Dr. Jane Bertrand	Atkinson Centre for Society and Child Development, Ontario Institute for Studies in Education
Gwen Burrows	Child Health Policy and Advocacy, Hospital for Sick Children
Bill Chambers	CBC; UNICEF Canada Board of Directors
Emily Chan	Justice for Children and Youth
Pat Convery	Adoption Council of Ontario
Dr. Miles Corak	Graduate School of Public and International Affairs, University of Ottawa
Irwin Elman	Government of Ontario
Sean Geobey	Waterloo Institute for Social Innovation and Resilience
Fred Kuntz	Centre for International Governance Innovation (CIGI) and the Balsillie School of International Affairs (BSIA)
Dr. Harriett MacMillan	McMaster University's Children's Hospital and Offord Centre for Child Studies
Laura Manning	Lyle S. Hallman Foundation
Stoney McCart	Students Commission of Canada
Lucy McSweeney	Children's Lawyer for Ontario
Cheryl Milne	Canadian Coalition for the Rights of Children
Dr. Debra Pepler	PREVNet
Dr. Ray Peters	Queen's University
Mary McConville	Catholic Children's Aid Society of Toronto, and former Executive Director of OACAS
David Rivard	Children`s Aid Society of Toronto
Dr. Bryan Smale	Canadian Index of Well-Being, University of Waterloo
Dr. Marilyn Struthers	Ryerson John C. Eaton Chair of Innovation and Entrepreneurship
Dr. Robin Walker	Joseph's Health Care & London Health Sciences Centre
Dr. Jim Wilkes	Children in Limbo Task Force
Barb Willet	Health Nexus; NACY
Jasmina Zurovac	RBC
Wafa Kadri	RBC

Montreal Thought-Leaders

NAME	ORGANIZATION
Maryse Bédard-Allaire	Carrefour action municipale et famille
Natasha Blanchet-Cohen	Concordia University
Rose-Marie Boylan	Market Access Sustainability Solutions Inc.
Lynda Brown	The Ottawa Inuit Children's Centre
Christine Delisle-Brennan	Office of the Ombudsman, Government of Nova Scotia
Ron Ensom	Children's Hospital of Eastern Ontario
André Lebon	Quebec Observatory on Early Childhood
Doug Maynard	Canadian Association of Paediatric Health Centres
Micheal Montgomery	International Institute for Child Rights and Development
Mona Paré	University of Ottawa
Gordon Phaneuf	Child Welfare League of Canada
Marc-André Plante	Carrefour action municipale et famille
Katherine Scott	Canadian Council on Social Development
Janice Sonnen	Canadian Institute for Child Health
Nora Spinks	Vanier Institute of the Family
Isabelle Vinet	School of Psychology of Laval University
Les Voakes	Youth Centres Canada
Christian Whalen	Office of the Child and Youth Advocate, New Brunswick
Carey Garrett	UNICEF Canada Board of Directors
Estelle Lapointe	RBC

Winnipeg Thought-Leaders

NAME	ORGANIZATION
Robyn Blackadar	Alberta Centre for Child, Family and Community Research
Dr. Mahli Brindamour	Paediatrician
Shelley Cardinal	Canadian Red Cross
Dr. Tara Collins	Ryerson University
Dr. Philip Cook	International Institute for Child Rights and Development
Dr. Joan Durrant	University of Manitoba
Shawn Feely	Canadian Red Cross
Del Graff	Child and Youth Advocate, Province of Alberta
Corey LaBerge	Office of the Children's Advocate, Manitoba
Andrea Lemire	BC Society for Children and Youth
Dr. Patrick Lewis	University of Regina
Gail McNaughton	UNICEF Canada Board of Directors
Kelly Stone	Canadian Association of Family Resource Programs
Darlene MacDonald	Office of the Children's Advocate, Manitoba
Justice Donna Martinson	Former Justice, Supreme Court of British Columbia
Adrienne Montani	First Call for Children BC
Elizabeth Morley	University of Toronto Schools
Stuart Murray	Canadian Museum of Human Rights
Helen Norrie	UNICEF Canada
Landon Pearson	Landon Pearson Centre for the Study of Childhood and Children's Rights, Carleton University
Bob Pringle	Office of the Advocate for Children and Youth, Saskatchewan
Andrew Sharpe	Canadian Centre for Living Standards
Annie Smith	McCreary Centre Society
Cathy Wing	MediaSmarts
Dawn Thomas-Wightman	Representative for Children and Youth, British Columbia
Shawn Daniels	Representative for Children and Youth, British Columbia
Dr. Ryan Meili	Upstream: Institute for a Healthy Society
Jan Sanderson	Deputy Minister, Children and Youth Opportunities, Manitoba
Rebecca Ulrich	Canadian Red Cross
Professor Jeremy Webber	University of Victoria
Susan DeLuca	RBC

Indigenous Perspectives

NAME	ORGANIZATION
Karen Baker-Anderson	Ottawa Inuit Children's Centre
Charlene Bearhead	Project of Heart
Fred Kelly	Elder
Shelley Cardinal	Canadian Red Cross
Marie Christian	Voices – Manitoba Youth in Care Network
Lise Haddock	Lise Haddock & Associates
Dr. Onowa McIvor	University of Victoria
Whitney Moore	Office of the Children's Advocate, Manitoba
Ry Morin	National Research Centre for Truth and Reconciliation
Thelma Morrisseau	Office of the Children's Advocate, Manitoba
Landon Pearson	Landon Pearson Centre for the Study of Childhood and Children's Rights, Carleton University
Madeleine Redfern	Nunavut Legal Services Board
Krista Rey	Community and Youth Correctional Services, Manitoba Justice
Diane Roussin	The Winnipeg Boldness Project
Ms. Billie Schibler	Metis Child & Family Services Authority
Justice Murray Sinclair	Truth and Reconciliation Commission
Susan Switch	Nunavut Legal Services Board
Dawn Thomas-Wightman	Representative for Children and Youth, British Columbia
Shawn Daniels	Representative for Children and Youth, British Columbia
Edith Turner	Winnipeg City Police
Denise Wadsworth	Office of the Children's Advocate, Manitoba
Prof. Wendy Whitecloud	University of Manitoba
William (Bill) Yoachim	Kwumut Lelum Child and Family Services
Jill Officer	RBC

Champions Lab

NAME	BIO
David Anthony	Chief of the Policy Advocacy and Coordination Unit in UNICEF's Division of Policy and Strategy.
Francine Blackburn	Executive Vice President, Regulatory & Government Affairs & Chief Compliance officer at RBC. Recognized by Women's Executive Network as one of Canada's Top 100 Most Powerful Women, 2010.
Dr. John Button	Kiwanis International President. Retired family physician.
Élizabeth Dallaire	Former Primary School Teacher committed to improving education and opportunities for children. Wife of Senator Roméo Dallaire.
Hannah Godefa	Youth Humanitarian and founder of Hannah Godefa Foundation. UNICEF Ethiopia Ambassador. Recipient of the Queen Elizabeth II Diamond Jubilee Award, second youngest recipient in Canada.
H.E. the Rt. Hon. David Johnston	His Excellency the Right Honourable David Johnston
Her Excellency Sharon Johnston	Doctorate Degree in Rehabilitation Science. Wife of His Excellency the Right Honourable David Johnston.
Christie Lavallée	Recipient of a national Indspire Award for young Indigenous people – Métis. Ranked 1st in the country at the Canadian National 3D Indoor Archery Championships (2013).
Rohinton Medhora	President of the Centre for International Governance Innovation (CIGI). Serves on the boards of the Institute for the New Economic Thinking and the Partnership for African Social and Governance Research.
Noella Milne	Partner at Borden Ladner Gervais LLP. Appointed to the Order of Ontario in 2012 and Recipient of the Queen's Diamond Jubilee Medal in 2012. Recognized by Women's Executive Network as one of Canada's Top 100 Most Powerful Women, 2012.
David Morley	President and CEO, UNICEF Canada. Past Executive Director of Médecins Sans Frontières Canada and past President and CEO of Save the Children Canada. Author of best-selling books, Under the Tree (co-written with his wife Elizabeth Morley) and Healing Our World: Inside Doctors Without Borders.

Susan Ormistan	Canadian television journalist, global correspondent for CBC Television's The National and guest host for several CBC radio and television programs including As It Happens and The Current.
Veronica Tennant	Former Prima Ballerina with The National Ballet of Canada. The first dancer in Canada to be made an Officer of the Order of Canada in 1975 and was elevated to the rank of Companion in 2004. Award-winning documentary filmmaker.
Mark Tewksbury	Olympic Gold Medalist, inducted into the Canadian Sports, Canadian Olympic, and International Swimming Halls of Fame. Sits on the Board of Directors for Special Olympics Canada and is the National Ambassador for CANFAR's Legacy Group and is a global leader on LGBT sport issues.
Solange Tuyishime	Motivational and Public Speaker, Event Host and Developing Coach. Miss Galaxy 2013, making history in 2011 as the first title holder from New Brunswick to win a national title, and the first Black woman to hold such a title amongst all other pageants in Canada.
Dr. Robin Williams	Chief Medical Officer of Health, Ontario and Vice-President, Canadian Paediatric Society. Awarded the Order of Canada in 2013 for her work in the area of early childhood development.

This participant list does not include our youth participants for privacy reasons.

HUMAN RIGHTS MUSEUM IN WINNIPEG
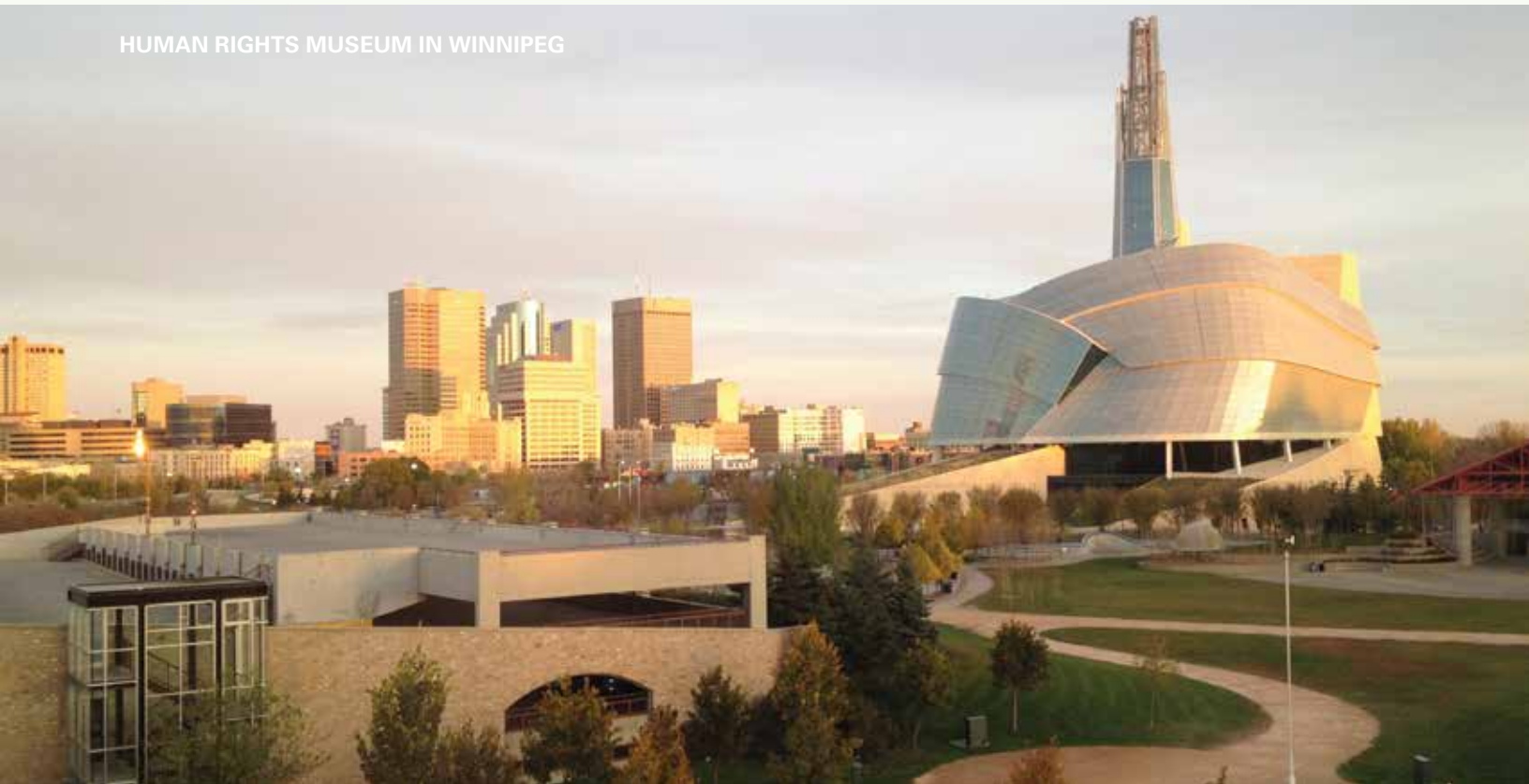
ROUNDTABLE VENUES

The project team chose venues in a number of cities to encourage a wide variety of participants. There were events in Ottawa, Toronto, Montreal, Waterloo and Winnipeg. Decisions regarding sites were based on resource availability, accessibility of location, and whether the environment was inspirational. Locations included RBC offices in downtown Toronto, the Montreal Science Centre, the Centre for International Governance Innovation in Waterloo and The Canadian Museum for Human Rights in Winnipeg.

DESIGN

Each Roundtable was designed to incorporate collaborative brainstorming elements, focused conversations on the problems children are currently facing, what a children's observatory for Canada could look like, what we want to achieve for our children, and what children want for themselves.

The Youth Roundtables were one and four hours, the Thought-Leader Roundtables were four hours in length, the Champions Lab was five hours, and the Indigenous Perspectives Roundtable was a full day. The Youth, Toronto and Montreal Roundtables had individuals complete an Empathy Map activity to capture their unique worldviews as related to their roles or experiences in childhood well-being. An Empathy Map asks the participant to imagine a typical day in their role and use a sensory scan to note their experiences. They are then asked for the top three objectives they are trying to accomplish and three obstacles that are keeping them from realizing those goals. The final question is about the idea that they feel could make the biggest impact.

Each of these sessions began with an introduction outlining the current problem space and an icebreaker, and ended with a structured reflection on the day.

The Indigenous Perspectives Roundtable additionally included a historical scan, an activity used to situate the discussions of the day within the context of how the events of the past hundred years have affected indigenous populations.

The Champions Lab was designed in three parts. The first was a facilitated discussion around the question "Is there a myth about childhood in Canada?" The second part examined "How do we build a national dream for Canada's children?," asking participants to write their individual responses to questions on cards, leading into a group discussion around "What is your dream for Canada's children?" The final portion of the day invited participants, in a video interview, to share a story from their childhood that contributed to their success today in a video interview.

Photo: An example of an empathy map.
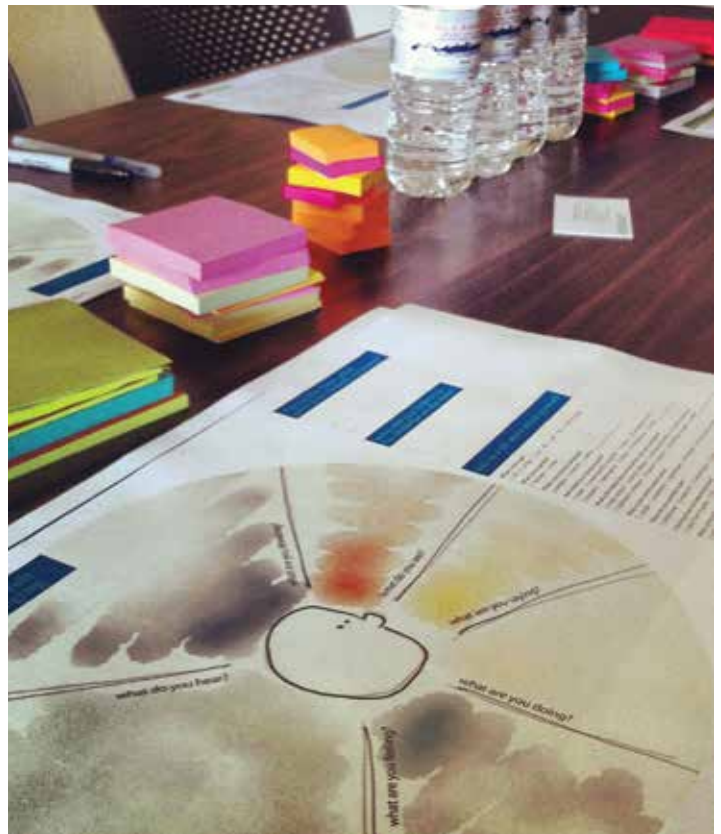
FACILITATION

Each Roundtable was led by an experienced facilitator and had specific objectives which included:

- To understand the experience, objectives, and challenges participants are facing related to childhood well-being

- To explore how an observatory could help participants in their work to improve childhood well-being in Canada

- To imagine and discuss what we want to achieve for Canadian children and how the Observatory might help to do this

The Indigenous Perspectives Roundtable was co-facilitated by Shelley Cardinal, National Aboriginal Advisor, Canadian Red Cross and participants were welcomed to Cree territory by Elder, Fred Kelly.

A graphic recording captured the discussions of the Champions Lab and was completed by Sara Heppner-Walston live during the Lab (as seen in section 5). It provided participants with visual reminders as cues as the group discussed and reflected on the session's topics.

In preparation for the events, researchers crafted semi-structured scripts to guide facilitation, ensure precision of timing and mitigate the risk of critical points being overlooked. As well, each Roundtable was an iteration on the previous one. Facilitators reflected after each Roundtable, and used the lessons learned to improve and refine delivery of the next one.

DATA ANALYSIS

During the Roundtables, participants used post-it notes to record and then cluster their responses to "What do we want to achieve for Canada's children?" and other questions. During the data analysis by Overlap, these clusters were themed and individual sticky notes were re-clustered appropriately to identify a cohesive group of themes without duplication between Roundtables. Nothing was discarded. The themes presented in the findings here represent the entirety of the information gathered, even if a theme appeared only in a single Roundtable. For example, indigenous peoples were the only participants who laid special emphasis on reserving a place for nature in their dream for Canada's children, a singular theme that was preserved throughout the analysis. All voices were equally weighted. This process gathered ideas and issues without playing favourites, laying the foundation for future research and decision-making. As part of this process, an interesting and useful distinction surfaced that could contribute to understanding and situating the Roundtable themes, so the themes were sifted into two streams: our dreams for Canada's children, and the mechanisms we saw for realizing those dreams.

ROUNDTABLE DELIVERY

Roundtable	2014 Dates	Time	City
Youth Roundtable	March 28	11:30 am – 12:30 pm	Ottawa
Youth Roundtable	June 1	11 am – 3 pm	Toronto
Thought-Leader Roundtable	June 19	10 am – 2 pm	Toronto
Thought-Leader Roundtable	June 26	10 am – 2 pm	Montreal
Champions Lab	September 23	1 – 5 pm	Waterloo
Thought-Leader Roundtable	October 15	10 am – 2 pm	Winnipeg
Indigenous Perspectives Roundtable	October 16	9 am – 5 pm	Winnipeg

Dimensions of the Problem
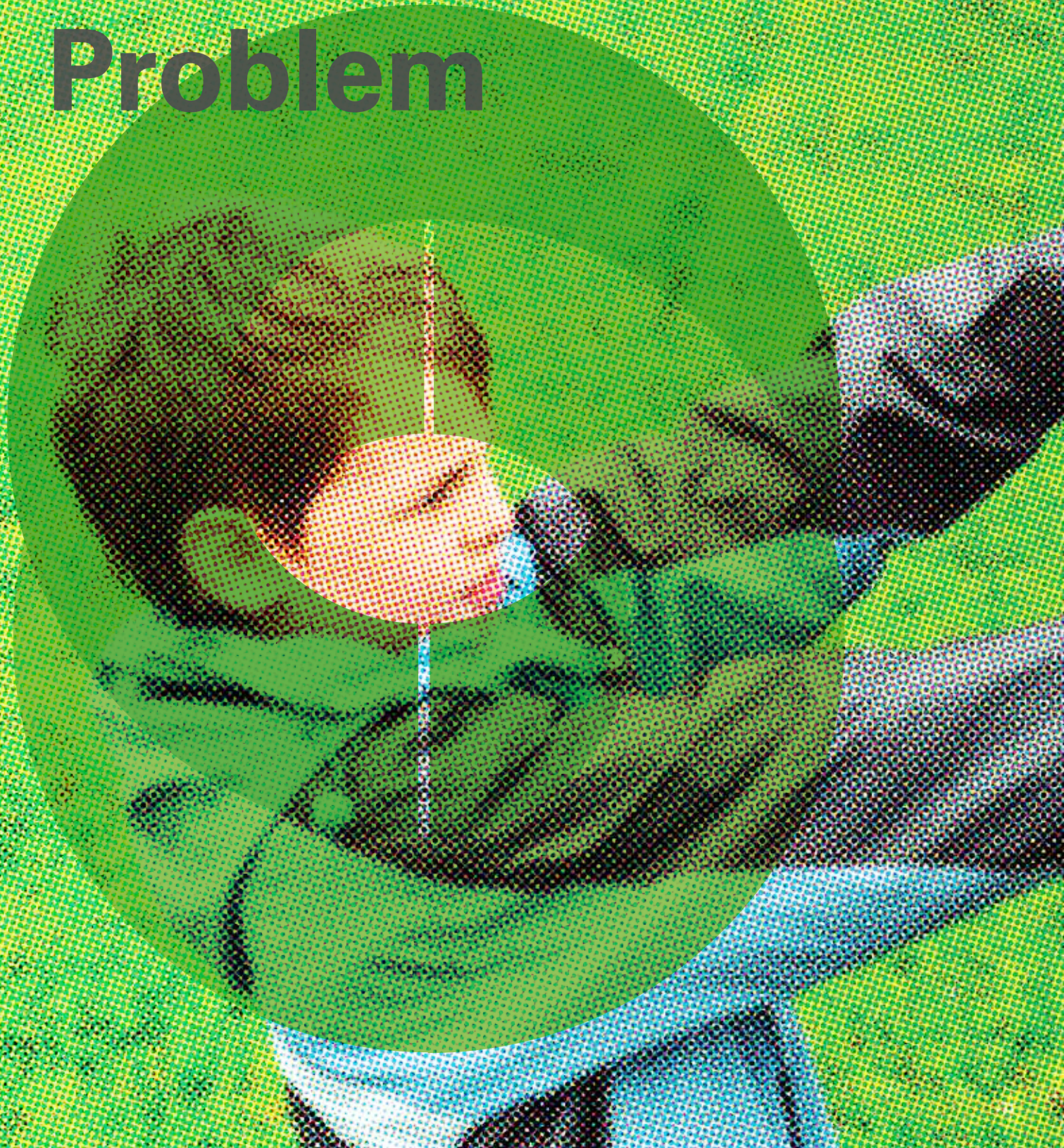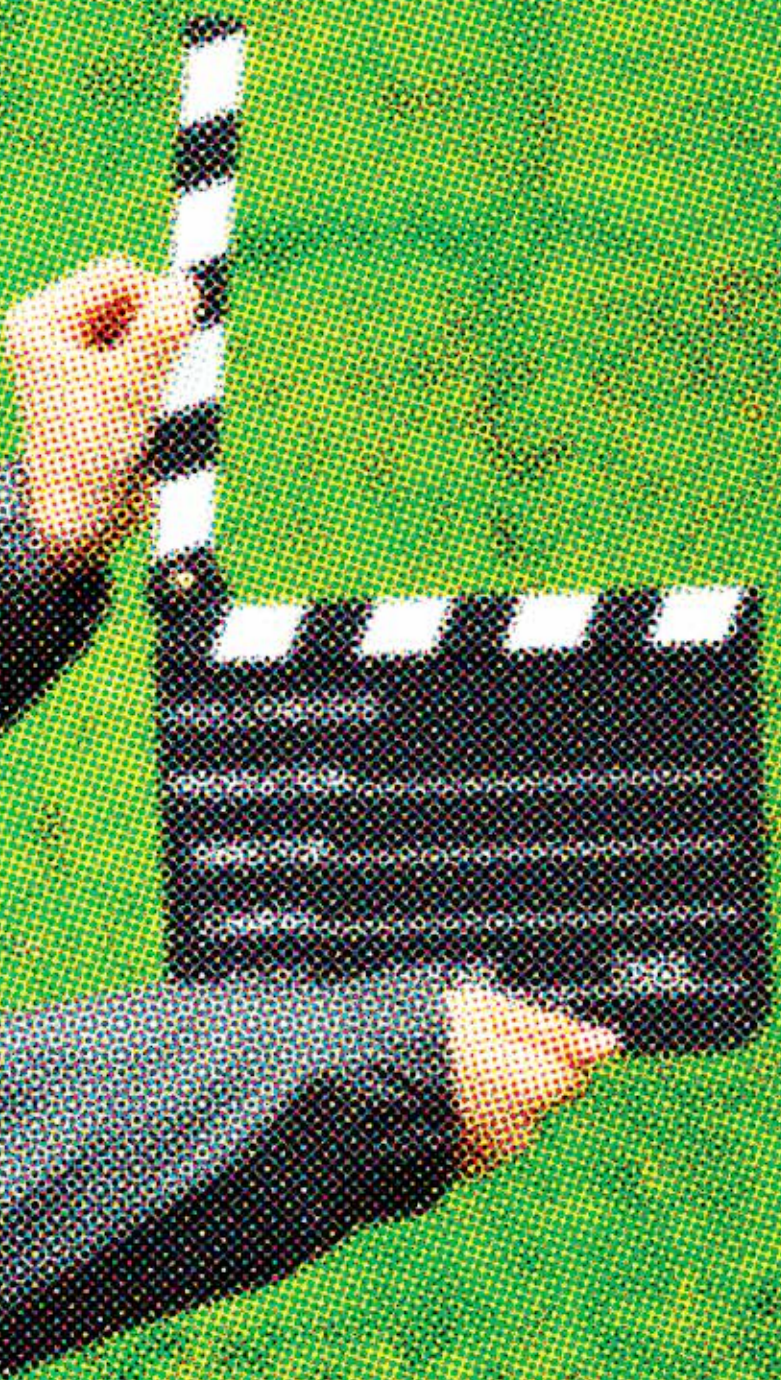
5.1 We Don't Dream as a Nation

In the summer of 2013, the Fraser Institute, a conservative public policy think-tank, released a report that says it is possible to raise a child in Canada on about $3,000 to $4,000 a year, and even less if parents only include necessary expenses and are careful with their dollars. Children's advocacy groups responded with their own tallies of the cost per cup of milk a day, clothing, daycare, etc. Unsurprisingly, the advocacy groups offered numbers closer to $10,000 to $15,000 a year.[43] News coverage of the release reported that the Fraser total did not include an allowance for daycare or for lost income if one parent decides to stay home with their children.[44] Completely absent from the debate was whether either of these numbers will create a generation of kids that grows up to achieve greatness. Not once did we ask ourselves, as a nation, whether $3,000 or $10,000 a year creates the Canada we want.

We did not speak of dreams.

We want our children to be happy, to be healthy, to have equitable access to opportunities—to what end? The debate that raged about the cost of raising a child never extended beyond the cost of milk and daycare. That's not to suggest those things and their true costs aren't important, but when you consider where you're going and what you dream of for your children, you think less about bargains and more about values.

Every issue we face as a country can be seen as a childhood issue. The world we leave our children will be their responsibility. The artists, inventors and leaders of tomorrow are attending elementary school today. Does $3,000 a year cover the costs of raising a child? Maybe. Does $3,000 a year raise a generation of kids who, can fulfill their own aspirations, and as adults, can successfully lead Canada into the future? That depends on what we expect Canada to achieve. What sort of nation do we dream of becoming? Until we begin to answer that question, these debates will stall over the question of whether to pay for music lessons or child care.

We don't dream as a nation—and the problems our children face are complex and hard to understand. In other words, this is a wicked problem and the only way we can make progress is by breathing life into a unified, national dream for Canada's children, with a strong focus on what children and youth dream for themselves. This dream must be adopted by key decision makers and influencers, individual parents and even children and youth. Such a dream is hard to come by.

The following articulates the dream participants of this phase of the project have for Canada's children. This is a powerful start, comprised of the voices of children and youth, teachers, lawyers, doctors, advocates, parents, and more. It's now UNICEF Canada's job to make this dream real, to motivate key players to align to a shared agenda, and make decisions that serve that dream.

If not UNICEF Canada and the participants in this project, then who?

Photo: The graphic record of the discussion at the Champions Lab.

Designing an Observatory of childhood well-being in Canada

How did we LET THIS HAPPEN?

- Frustration

NATIONS

dren
- are NOT HAPPY now
are NOT HOPEFUL
for the FUTURE

CHAMPIONS LAB

SEPTEMBER 23 2.0.1.4

The WELL-BEING of CHILDREN is an INDICATOR of FUTURE WELL-BEING

▶ Our RELUCTANCE to talk about this is CULTURAL

▶ Our MYTH is HARD to SHATTER ... we need FACTS and STORIES

What defines "CHILD"?

It's NEVER TOO LATE!

what can we DO?

▶ Start with ABORIGINAL children in the north... it's tangible

▲ CREATE AWARENESS

▶ Offer OPPORTUNITIES to get INVOLVED

UNICEF

▶ appeal to those who LOOK AFTER their children

▶ we need to CREATE SEMINAL MOMENTS ie. senior progress

GET THE YOUTH INVOLVED!

Create empathy

Give kids a sense that they are HELPING

AS AMBASSADORS

Conversations need to START AT HOME... we have to live it!

sarahfix

Photo: The graphic record of the discussion at the Champions Lab.

Designing an Observatory of childhood well-being in Canada

5.2 A Dream for Canada's Children

Much of the problem definition phase was focused on identifying the goals participants had for the nation's children. Central to every Roundtable was the question, "What do we want to achieve for Canada's children?" This question resulted in the identification of both belonging- and inclusion-related needs and expresses the rights that UNICEF Canada could address through this initiative.

Participants imagined a country where no child lives in poverty; where they're healthy, safe and secure; where they're free to dream, play, wonder and learn; where they know who they are, where they came from, and where they're going; and where they have access to the resources they need to reach their full potential; where they feel loved and that they belong. Spanning the basic to the aspirational, this is the dream participants have for the nation's children, and UNICEF Canada could play a powerful role in fulfilling this dream. This then, is UNICEF Canada's dream for Canada's children.

Participants repeatedly challenged Canada to "own the podium"—to be the *best* place in the world to be a child. They imagined a Canada where:

EVERY CHILD HAS ADEQUATE FOOD, WATER AND SHELTER AND OPPORTUNITY.

Fundamental to every child is their basic need for clean water, food, and shelter. Unfortunately, for many children in Canada these rights have yet to be met fully, equitably and consistently. Participants of the problem definition phase imagined a Canada where no child lives in poverty, where every child has access to healthy food and clean water.

EVERY CHILD IS—AND FEELS—SAFE AND SECURE.

Obviously, physical and emotional safety are basic requirements of a good childhood. Participants imagined a Canada where every child felt safe and secure, where every child's life is free from physical and emotional abuse, and neglect. Not only are they safe from mistreatment by the people around them, but their physical environment is also non-threatening. They live in a place where they are safely and securely sheltered without physical or emotional threats to their well-being.

EVERY CHILD IS PHYSICALLY, MENTALLY, AND SPIRITUALLY HEALTHY.

Participants imagined a Canada where every child is emotionally and physically healthy. Every Roundtable identified physical and mental health as goals, often emphasizing mental health as a separate and significant aspect that requires focus and support. Mental health was a particularly important factor to participants at the youth Roundtables where it was identified as a significant obstacle to having what they saw as a "good" childhood. This holistic understanding of health is defined in the UNCRC as a state of physical, mental, emotional and spiritual wellbeing.

EVERY CHILD ENJOYS EQUITABLE OPPORTUNITIES.

Equity differs from equality in that it doesn't demand that every person is treated the same but that everyone gets what they need to get to the same point. Participants dreamed of a country where every child got what they needed—where they had the resources and/or services available to them that afforded them access to the same opportunities and outcomes. Services would be tailored to meet the needs of the child, meeting them wherever they were, in their language, and in their home community. Children would be free from discrimination and prejudice, where they were accepted for who they were regardless of their gender, race, sexual orientation, socioeconomic background, physical or mental ability, or any other factor.

EVERY CHILD FEELS HAPPY AND INSPIRED.

While Canada ranks 17th of 29 industrialized countries on overall child well-being, it ranks only 24th of 29 countries when children's self-reported life satisfaction is taken into account. Participants were particularly moved by this discrepancy and dreamed of a country where every child was happy, inspired, empathetic, confident and resilient.

EVERY CHILD HAS ACCESS TO EDUCATION THAT SUP-PORTS THEIR FULL POTENTIAL.

Participants imagined a country where every child had access to quality education that supported their individual needs and helped them fulfill their potential. They described a holistic approach to education where children learned the social, emotional, academic, cultural and practical skills they needed to reach their potential.

EVERY CHILD IS FREE TO PLAY, LAUGH AND WONDER.

Recognizing that it's critical for children to be safe and secure, participants dreamed that every child would be free to play, explore, laugh, make mistakes, learn and experience wonder and joy. One group described this as "wildness and wonder", describing the need for children to take risks, make mistakes, and recover because the freedom to play, make mistakes, and learn is fundamental to being a child and growing up.

EVERY CHILD IS—AND FEELS—FREE TO DREAM.

Access to opportunities, resources and support allows a child to dream about their future. A country where every child can access a bright future is full of children who are free to dream about that future. Participants imagined such a country, where children were filled with hope, optimism and a sense of opportunity, supported by the real ability to genuinely choose the future they dream of.

EVERY CHILD HAS A STRONG SENSE OF WHO THEY ARE, WHERE THEY COME FROM, AND WHO THEY WANT TO BE.

Critical to a child's sense of self is knowing their cultural identity, language and individual story, and feeling valued for exactly who they are. What they choose to do with their story is also up to them. Participants imagined a country where every child is free to understand and express their cultural identity, language, and history, determine their own goals and enjoy a strong sense of self-worth.

EVERY CHILD FEELS LIKE THEY BELONG.

A sense of belonging is achieved through a network of factors, including a sense of self, knowing and practising one's culture, having strong connections and relationships with family, peers and other community members, and feeling accepted and supported. Participants dreamed of a country where every child felt like they belonged—that they felt strong connections to their community, culture and family, all of whom accepted, supported and nurtured them.

EVERY CHILD FEELS HEARD AND EMPOWERED.

This initiative is about improving the well-being of children in Canada, therefore a critical voice in this challenge is that of children. Participants imagined a country where the voice of children is heard, respected and acted on. Everyone must create space and opportunities for children to be heard, and provide meaningful opportunities for children to contribute their thoughts, ideas, and experiences to decisions, especially—but not exclusively—those that directly affect them.

EVERY CHILD IS FREE TO HAVE A RELIGIOUS OR SPIRITUAL CONNECTION AND PRACTISE IF THEY SO DESIRE.

Participants of the Indigenous Perspectives Roundtable, in particular, identified children's spiritual connection as an important aspect of a child's identity, sense of belonging, and understanding of their story. Of course, for many non-indigenous people, a spiritual connection is also integral to their sense of identity, belonging and purpose. While this is not an explicitly important factor for many people in Canada, it must be accessible to those who desire it, no matter their religious or spiritual beliefs.

EVERY CHILD HAS FREE ACCESS AND ABILITY TO CONNECT WITH NATURE.

At a basic level, a healthy natural environment supports one's own health by providing clean air, water, food, and an inhabitable environment. For many, a connection with nature can also contribute to their overall well-being, their sense of belonging, and can play an important role in their cultural identity and practises. Participants imagined a country where every child is free and able to connect with a healthy natural environment in a way that is meaningful to them.

Designing an Observatory of childhood well-being in Canada

5.3 Mechanisms for Change

Participants of the problem definition phase identified many of their needs and challenges related to their role improving child well-being in Canada. They also identified mechanisms and activities that would help them address their challenges, achieve their goals, and contribute to the dream they collectively had for Canada's children.

The following outline the actions that UNICEF Canada could lead, coordinate, motivate or undertake through this initiative in order to support the dream outlined above.

ENCOURAGE THE RECOGNITION OF ALL CHILDREN'S RIGHTS.

First and foremost, the rights of children—all children—must be recognized by every Canadian. Children themselves need to understand their rights and responsibilities, knowing what they can expect and demand of the peers, adults, and communities that surround them. Children must be treated as whole persons with rights and roles to play. A good childhood needs to be regarded as a complete set of rights, which must be monitored and upheld for every child in Canada.

EVERY CHILD IS SUPPORTED BY CHILD-CENTRED POLICIES, GOVERNANCE AND SPENDING.

Participants agreed overwhelmingly that in order to improve the well-being of children in Canada, policies, governance and spending have to become child-centred. As a local, provincial and national issue the well-being of Canada's children is hugely influenced by the decisions of policymakers and government. As such, most other aspects of this dream depend on the prioritization of children at this level, and on the Canadian public holding policymakers to account. Participants aspired to be part of a country that supports its children through its policies, through the words and actions of its governments, and through action-oriented, equity-driven spending.

SHAPE A SHARED NATIONAL DREAM.

The well-being of Canada's children is a national, provincial and local issue, for which policy change and child-centred governance are powerful forces. However, massive change requires clear direction and alignment to facilitate a coordinated and collaborative effort from the local to national level. This phase of this project has already begun to shape a dream for Canada's children, depicting a country where every child can reach their full potential in every way. This initiative could provide the clarity of direction the nation needs to achieve this dream, placing child well-being firmly on the national agenda.

HELP EACH CANADIAN EMBRACE CHILD-CENTRED VALUES.

While a national dream sets our collective target, each Canadian must feel individually accountable and responsible for the success of this dream. Participants envisioned a shift in the national narrative that would fight apathy and lack of awareness. They imagined a country where children and childhood are prized and valued; where children expect to grow up in a fair and healthy society; and where the well-being of children is a core focus of the mosaic of cultures in this country.

HELP DEVELOP AND SUPPORT CONFIDENT, SKILLED PARENTS.

Parenting could easily be described as the hardest job there is and its challenges are continually evolving. For the most part, the strength of one's parenting is completely unrelated to one's desire to parent well— we know this because it's the rare parent that doesn't want what's best for their child. Instead, developing strong parents requires tailored and active support, clear information, tools, and skills that help parents keep up with the ever-changing landscape of childhood. Participants imagined a country full of confident and strong parents equipped with the skills and resources they need to offer the best childhoods possible to their children.

ANALYSE, SYNTHESISE AND COMMUNICATE USEFUL INFORMATION.

UNICEF already plays an important role in data collection and communication related to children's issues around the world. While participants validated the importance of this current role and strength, they indicated that people working to improve child well-being need even more meaningful information. Gaining access to data and making sense of the data that is available are two major challenges that this initiative could support. This could include collecting and analysing new information, and importantly, synthesizing and communicating it to the right people.

FACILITATE EFFICIENT COMMUNICATION, PARTNERSHIPS AND COLLABORATION.

People already working to improve child well-being in Canada are at capacity—they're already doing everything they can. Participants dreamed of a network greater than the sum of its parts, where people can connect, share knowledge and tell the story of their piece of the issue. Lacking coordination, collaboration and siloed knowledge were credited as major obstacles to the dream they had for Canada's children. This initiative could facilitate conversations, coordinate partnerships and make broader, effective collaboration possible.

RESPECT AND LEARN FROM THE PERSPECTIVES OF CHILDREN.

Children have an important role to play in this initiative—from helping them understand their rights and responsibilities to empowering them to be active contributors, their engagement is critical. Of course, they're also the primary stakeholders and the experts on their own experiences. Over and over, participants asked that this initiative engage children, learn from their perspectives and work to address their real needs and challenges. This offers a cyclical return on investment wherein children who are valued, heard, and empowered become important contributors in their communities, and help other children do the same.

5.4 The Happy Mob

Aside from the youth Roundtables, participants were all selected based on their involvement in work related to children and child well-being. However, a great number of participants were shocked and disappointed at Canada's ranking of 17th of 29 industrialized countries for overall child well-being.

Early on in this process we hypothesized that Canadians believe that Canada is one of the best places to raise children. Sadly, this is a myth, as indicated by Canada's mediocre ranking on child well-being. The problem definition phase of this project supported this myth-hypothesis completely, even amongst people who work to support child well-being everyday. While it's widely and commonly understood that indigenous children face basic and extreme challenges to their well-being, participants at every Roundtable expressed deep shock and surprise that Canada's overall ranking was so low.

While it's understandable that participants of the youth Roundtables might be unaware of Canada's ranking, many participants of the expert Roundtables across the country were also surprised at this fact. If experts were surprised, it is likely that many Canadians are largely unaware of the state of our nation's children. This lack of awareness is a challenge that UNICEF Canada may choose to take on as part of this initiative.

Fortunately, participants moved quickly from feelings of surprise, disappointment, and even shame, to expressing strong support for the initiative.

Overwhelmingly, participants of the problem definition phase of this project were extraordinarily supportive of the initiative. Each saw the need to improve the well-being of Canada's children, validating over and over that UNICEF Canada is on the right track.

Throughout this phase participants expressed their passion for addressing this problem, asking for ways to continue their involvement and support the initiative. At the Champions Lab, for example, participants pressed the facilitators and UNICEF Canada leadership to name specific targets and deadlines that the group could work toward and be held accountable. A similar discussion arose at the Indigenous Perspectives Roundtable in Winnipeg, where participants challenged UNICEF Canada and the facilitators to name specific objectives and demonstrate their commitment to action that would produce results. This speaks to how passionate participants are about this issue and how invested they are in seeing this initiative succeed.

UNICEF Canada is fortunate to have encountered this level of impassioned support. Its current and ongoing challenge, however, is to keep up with a happy mob of supportive stakeholders. This happy mob has and will continue to demand that UNICEF Canada take meaningful action, delegate responsibilities and hold itself and others accountable to achieving real impact. This level of support is luxurious and motivating— UNICEF Canada must keep abreast of the happy mob, providing clear vision and direction to the enthusiastic supporters of this important initiative.

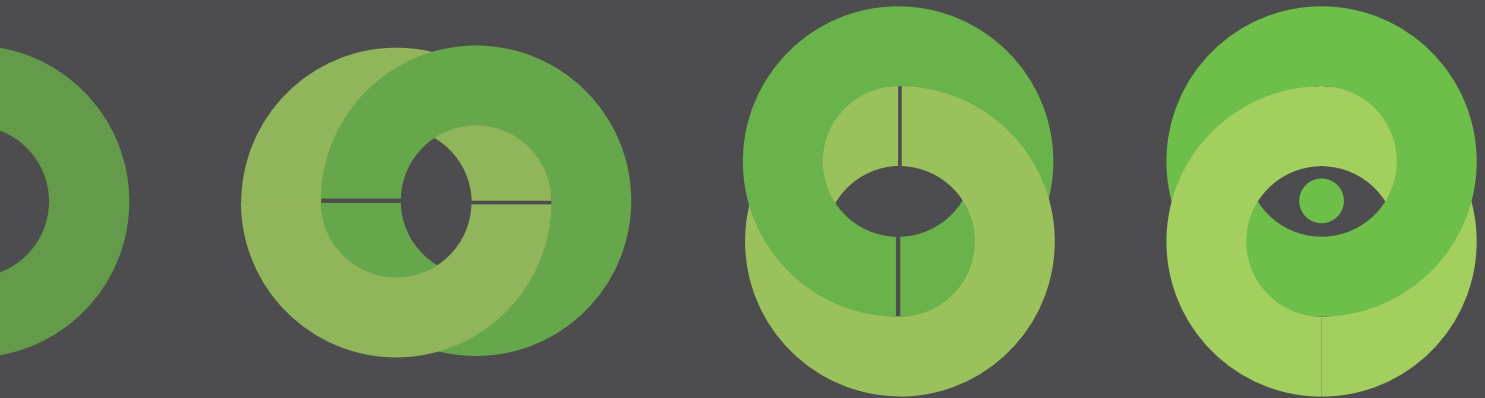# What Might an Observatory for Canada's Children be Like?
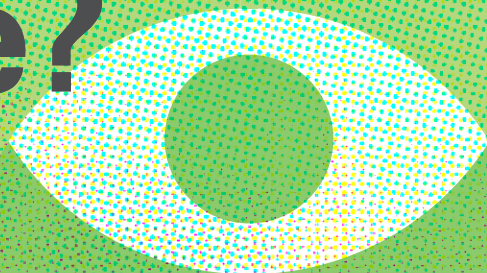
There is no one model for an observatory.

An observatory could be one man supported by hundreds of activists, or it could be a highly structured, intergovernmental organization. The only defining characteristics of an observatory are that it collects information, usually relevant to a set of standards, and disseminates this information to incite action. The kind of information it collects, how it's collected, the audience to which the information is disseminated, how it's disseminated, the change it's trying to motivate, and the resources required to do so all vary widely.

Designing the model for an observatory for Canada's children requires us to maintain steady focus on the central problem at hand, the core stakeholders affected by or working to address the problem, and the larger context in which these exist. With these elements held in focus, we've allowed the design of the model to evolve with what we've learned throughout the problem definition phase. Based on the research and insights of this past year, we've imagined four possible models for the observatory.

The four models proposed below are not, by any means, the only options that this initiative could select. Any of, or any combination of these four models, or a completely new model could be appropriate.

What's important about these models is that they should expand the way we think about this initiative, because each fulfills the definition of an observatory, while offering a significantly different solution to the problem at hand.

By examining these four possible models, UNICEF Canada may discover that there are still many exciting possibilities within this initiative, and that some significant decisions need to be made.

6.1 The Original Vision

This project began with a vision of an Observatory for Canada's Children in hand. This vision was based on the expertise and research of UNICEF Canada and offers a detailed description of three central research aims and activities, (which are described in detail in the Observatory's Technical Briefing completed at the beginning of 2014). The three main research intentions of the original vision were: to monitor and report on the state of children; to analyse spending on children; and to analyse policy related to children. A fourth focus would be on communication, and the engagement of relevant stakeholders. The observatory would undertake the above in an effort to start conversations that would elevate the well-being of children to a higher national priority.

In order to monitor and report on the state of children, the observatory would work to produce new data, as well as collect, analyse, and synthesize data that are already available from different sources. It would identify indicators that would help to evaluate the degree to which Canada is achieving the goals outlined in the UNCRC. By identifying the degree to which Canada is achieving expected child well-being outcomes and producing the conditions necessary for children to reach their full potential, it would be able to identify gaps in the data, and deficits in child well-being for specific groups or in specific areas. This work would produce data and analysis that could be used to influence policy decisions, drive debate, inform choices, and strengthen accountability.

The amount of money spent on children in Canada can indicate the level to which Canadians prioritize the needs of children and how actively those needs are supported. Budgeting for children can be a powerful indicator of child-centred governance and illustrate significant gaps and inconsistencies that can motivate debate and advocacy. The observatory could also work to understand the impacts of different spending decisions and make recommendations that would benefit child well-being in Canada.

It's critical to recognize the degree to which Canadian policies represent the best interests of children as outlined by the UNCRC. The observatory could do this by evaluating key policy proposals through Child Rights Impact Assessments, or by advocating for the use of this assessment during policy development, and training policymakers to use it. The observatory could also help to identify policies that may affect children that may not otherwise be evaluated for their impact on child well-being.

All of the above activities result in and depend on the communication of information to the Canadian public, policymakers, and other stakeholders. For instance, data may be shared via an online database; newly identified indicators may be shared with other organizations via conferences or publications; policy recommendations could be made directly to different levels of government; and all findings can be communicated clearly to the Canadian public to galvanize support and motivate change.

The strengths of this model are in its ability to produce meaningful research that will encourage policy and decision makers to prioritize the well-being of Canada's children in their work. This year, we learned that those working to support child well-being in Canada need more and more meaningful data, and this observatory could address this need. By identifying new and valuable findings and communicating them clearly to practitioners, policymakers, and funders, this observatory could inform and encourage significant change.

While this observatory would produce research and recommendations that, in theory, would be useful in many contexts across the country, it may leave a gap where these recommendations are implemented in the specific contexts of different communities. However, this observatory would generate research and recommendations that could be tested by local program providers, while focusing on provincial and federal policy change.

While this original vision is a strong foundation for the initiative, the problem definition phase of the past year has clarified the dream that this initiative will work toward. Using the dream UNICEF Canada has for Canada's children, the observatory could choose to undertake the above research aims as a means of realizing this dream.

Original Vision

Partnerships

This observatory could partner with one or more organizations for financial support.

In order to support its key activities, this observatory could partner with other observatories, organizations or institutions undertaking relevant research and analysis such as community foundations across Canada.

This observatory could physically partner with another organization or institution in order to share space and other resources.

Key Activities

This observatory would monitor and report on the state of children, analyze spending on children, analyze policies related to children, and communicate to and engage key stakeholders.

Key Resources

This observatory would require funding through either partnerships, grants, or fundraising. It would likely benefit from partnering with other organizations in order to complete its key activities.

Costs

The costs of this model are unknown. It would require research and communications staff and most likely a physical space. Depending on how it chose to communicate and engage with its stakeholders, the cost of conferences, seminars and workshops could be required.

Business Model Canvas

Value Proposition

This observatory is a collaborative forum of national and international partners in support of the best possible childhood for every child in Canada. It would work to understand children's lives and pay attention to the future of childhood.

Community Relationships

The Canadian public, influencers, and decision makers would receive information from the observatory.

Community Segments

The observatory would communicate its findings and recommendations to key influencers, decision-makers, and the Canadian public.

Channels

This observatory could interact with its stakeholders through a website, an online database, social media, printed reports, conferences, or other means.

Revenue/ The Good

This observatory would work to create good by helping its stakeholders understand the current and future state of childhood in Canada and make the wellbeing of children a higher priority in Canada.

6.2 The Evangelism Model

Women's Institutes, church, and Tupperware parties are all examples of evangelism at its best. Regardless of the message each touts, they're all examples of a powerful mechanism—the empowerment of individuals to align with a certain message and set of values, who, when taken together, become a powerful team of local champions working toward the same goal.

For clarity's sake, it's important to define what we mean by evangelism. Of course, evangelism is usually associated with the spreading of a message with the intention of converting others to adopt a certain religious belief. However, evangelism can also be defined as "zealous advocacy or support of a particular cause."[45] Evangelism is merely a mechanism wherein passionate advocates are empowered to spread a message or set of values—and this describes the core of this observatory model.

What if the observatory for Canada's children was a mechanism for locally rooted evangelism that advocated for the well-being of Canada's children?

In this model, the observatory for Canada's children would be a central hub that empowers and enables community-level work through local branches or chapters. It would provide direction, a common set of values, and resources that would drive and support local action toward UNICEF Canada's dream for Canada's children. Local chapters would be run by community leaders who felt aligned with, and motivated by, the values and goals of the initiative. UNICEF Canada would support these leaders by outlining priorities and action strategies, providing resources, and by creating a network of individuals across the country that hold similar values.

In this model, the observatory would focus on research and dissemination through the network of local chapters. The central hub could undertake research functions much like the "Original Vision" model above, but the majority of its presence is felt at the community level through its local chapters. This model also provides a powerful opportunity for localized data collection and research. With this model's hyper-local reach, UNICEF Canada could ask community members to participate in research initiatives to which their experiences are particularly relevant. Given recent restrictions on the Canadian census, having access to local, targeted groups offers an important avenue for new, relevant data and information. Local chapters could even train children or caregivers to conduct research of their own, or report their experiences and information back to their local chapter.

This model is very action-oriented. It's designed to empower locally driven action by setting clear priorities and values, providing resources, and a platform for sharing knowledge between chapters, and then allowing local community leaders to make the movement their own. This model encourages local ownership and action that's suited to its local context, but works toward UNICEF Canada's dream for Canada's children.

A powerful example of locally driven action is the success of Women's Institutes (WI) in Canada and the UK. The first WI branch was founded in Ontario in 1897 with the goal of supporting women in their homemaking and childcare duties. To this day, local branches offer classes and short courses that teach traditional and more modern skills that address the needs of individual communities and their families. WIs also advocate for change on issues they deem important such as the regulated pasteurization of milk and the adoption of life skill training into school curriculums. As community builders and preservers, Canadian and British WIs have been recording local community culture and history through Tweedsmuir History Books since 1947. Overall, WIs empower women to identify needs within their communities and address them through education, advocacy, and community building. Any woman can join a WI or start her own branch, and in Ontario today, there are 300 branches composed of 4000 members.[46]

Community leaders are a powerful resource and this power is multiplied when given clear national priorities and goals to work toward and a strong network to rely on. The Evangelism Model enables local leaders to embrace a shared national dream for Canada's children and encourages them to take action within the realities of their local context.

The strengths of this model lie in its hyper-local and nationally coordinated reach. By empowering local community leaders to embrace the values and goals of this initiative, UNICEF Canada could create a nation-wide team of advocates and leaders on behalf of its dream for Canada's children. Over the past year, we learned that while the individual dreams people have for Canada's children align extraordinarily well, what's necessary to realize this dream for every child across the country will vary widely.

Because the needs and current state of each child, family, community, and geography will vary drastically, what's required to move them from their current state to the future state of UNICEF Canada's dream will be unique in every case. Establishing an action-focused observatory that's integrated and active at an extremely local level allows each branch to tailor its approaches to the specific context of each community and even each child. In this way, a collection of local actors can make a national impact through whatever mechanisms they deem appropriate to their situation in order to achieve UNICEF Canada's dream for Canada's children.

While this model has an enormous capacity for local impact, it would also demand a high level of coordination and management by a central body, especially as local observatory branches are established. It would also demand the maintenance of some sort of communication channel in order to connect and share information across a national network of local branches. A system to ensure high quality of work and adherence to UNICEF Canada values by local branches would also need to be established. While most operational costs would be covered locally, management and coordination costs of this model are likely to be high. This model also depends on a significant level of investment and motivation at the local level, which is not guaranteed to exist within every community.

The Evangelism Model

Partnerships

The observatory could partner with local chapters of a preexisting organization that aligns with its values and goals, for example, Women's Institutes, the YWCA or YMCA.

Key Activities

The central hub would empower and enable local action by setting and communicating direction, priorities, and strategies for action. It would provide a network of local chapters, which would enable coordination and the sharing of best practices. It could also work through local chapters to undertake research and data collection.

Key Resources

Key to the success of this model is the engagement of the local observatory chapters. These chapters would likely be started by either active community members or by partnering with pre-existing organizations.

This model could be funded through grants and fundraising at the local level.

Costs

The costs of this model would depend on the way UNICEF Canada chose to organize it. This model could offer a fairly low-cost option as physical space owned by UNICEF Canada could be minimized. The central hub and local chapters could be located in pre-existing UNICEF or partner locations, and it could be the responsibility of each local chapter to cover its operational costs.

Business Model Canvas

Value Proposition

This model enables and empowers local action toward a shared national dream for Canada's children.

It could also leverage its locally rooted, national network to produce research that represents Canada from its smallest towns to its biggest cities.

Community Relationships

The central hub of the observatory would work directly with the network of, and individual local chapters in order to create value for Canada's children.

Channels

A central hub would outline the direction, priorities, values and goals of the initiative, and provide resources to local chapters. These chapters would then work toward a shared vision by engaging directly with their communities. Local chapters would form a national network, within which best practices and other information would be shared.

Community Segments

The central hub of the observatory creates value for its local chapters as individual chapters and as a national network.

The central hub of the observatory would work directly with local chapters to create value for Canada's children.

Local chapters would work directly with their communities (children, caregivers, program providers, practitioners, funders, and policy and decision makers).

Revenue/The Good

This model would develop a national network of highly-aligned and localized observatory chapters, which would work to achieve UNICEF Canada's dream for Canada's children.

6.3 Communications and Marketing Agency

Through the problem definition phase we learned that many people who work to improve well-being for children in some way aren't aware of Canada's middling ranking on child well-being. We live in a time of overwhelming access to information, but it can be extremely challenging to know how to access the right information, critically distinguish good information from bad, make sense of conflicting information, and make decisions that are best for one's particular situation. This model would address the issue of awareness and sense making by producing communications and marketing campaigns that would inform and engage important stakeholders.

While this model may feel very different from other observatories, it would gather vast amounts of information and disseminate this in order to incite action, and would therefore be an observatory. However, what makes this model different is its reason for existing—to inform and engage the most important stakeholders in child well-being—children and caregivers. Through its research, this model's main goal would be sense making—it would collect information and data from pre-existing sources, undertake its own research where it recognized gaps, and critically, make sense of and communicate this information in a way that's meaningful to the Canadian public.

This model's primary audience would be the Canadian public—parents, children, caregivers, teachers, and others who interact directly with children. By informing and engaging these primary stakeholders, the observatory would generate broad understanding and support on issues it deemed important. This would enable these primary stakeholders to take action at the micro-level, whether that's a child standing up against bullying in his grade two class, a babysitter being more sensitive to a child's rights to self-identify, or a parent choosing to listen openly to the opinion of their child.

Not only would this help primary stakeholders make informed decisions and ask useful questions, but in the age of social media, successful campaigns would likely encourage these stakeholders to advocate for change at other levels. Informing and engaging the public enables active citizens to advocate for change that's most relevant to them. Whether at their school, within their municipality, or at the provincial or federal level, an engaged and informed citizenry is capable of penetrating all levels of policy and governance.

This observatory would likely be populated with some academic researchers, but also journalists, writers, documentary filmmakers, communications and marketing specialists, and artists. It would engage frequently with children and caregivers to learn about their experiences, craft and test campaigns that are particularly relevant to them, and support their abilities to advocate and act for themselves. This observatory could choose to partner with pre-existing research organizations and work primarily to make sense of and communicate relevant information to the public. It could also choose to do the opposite, acting as a research and sense-making institution and partnering with a strong marketing and communications firm.

This model would have a very active online presence through social media, news outlets, YouTube, and other means, but could undertake any endeavour that allowed it to communicate the right information to the right people. This model could easily adopt financial partners that would benefit from national exposure to specific audiences, and the association of their brand with campaigns founded on information and empowerment. Empowering children and caregivers with information that's relevant to them would drive change at every level, and produce a more active, caring, and informed nation.

This model has an incredible capacity to motivate behavioural change at the individual level, as well as advocacy from the local to national level. This model would inform and motivate people at the individual level, in the hopes that an informed and engaged citizenry would encourage action at other levels.

Most importantly, it could inform and empower individuals so that they are able to make informed decisions given their particular context, and hold others accountable to the needs of children in Canada.

This model has the potential to drive large-scale awareness and fundraising campaigns. While the success of these campaigns can be very difficult to predict, it could produce a campaign as successful as the ALS Ice Bucket Challenge. The premise of this campaign was that a person would take a video of themselves pouring a bucket of ice water over their head, post this to social media, and challenge three friends to do the same within 24 hours, or else donate $100 to ALS research. Ideally, friends made donations and spread the word with their own ice bucket videos. Many celebrities participated in the campaign including Bill Gates, Taylor Swift, and Jimmy Fallon, reaching an extremely broad audience.[47] This became a viral campaign that raised $115M for the ALS Association.[48]

This model is highly dependent on the success of the campaigns and communications it produces. While producing high quality messaging would increase the chances that the Canadian public might interact with a campaign, it does not guarantee the adoption of that campaign as one's own. It's also likely that this model would be restricted in the number of campaigns it could undertake before it threatens to fatigue the capacity of the public to embrace its messaging.

Communications & Marketing Agency

Partnerships

This observatory could choose to partner with a research focused institution and act primarily as a sense-making and communications agency. Or it could choose to act as a research and sense-making institution and partner with a strong marketing and communications agency to communicate its findings and recommendations to the Canadian public.

This model would lend itself well to financial partnerships, wherein brands could associate themselves with messages of empowerment, the wellbeing of children, and the rights of caregivers and children to advocate and act for themselves.

Key Activities

This observatory would undertake research and analysis that helped to make sense of and clarify information for children and caregivers. It would then communicate the information it deemed most critical through clear and engaging campaigns.

Key Resources

Depending on the structure of the observatory, this model could require researchers, journalists, writers, filmmakers, artists, and other communications and marketings specialists. This model would benefit from a wide net of contributors and partners.

Costs

This model would likely cost more than the Original Vision, for example, as it would complete research and produce engaging communications products that would often be expensive endeavours. Producing even short documentary films or podcasts, for example, can be very costly. However, this model lends itself more easily to financial partnerships that could compensate for these costs.

Business Model Canvas

Value Proposition

This observatory would work to inform the Canadian public of information that's meaningful and relevant to them so that they can make decisions that are best for the wellbeing of children.

Community Relationships

Generally, the observatory would produce information for its audiences, but it would also engage with primary stakeholders in order to complete research and get feedback.

Community Segments

This observatory would produce communications directed at the Canadian public, particularly children, caregivers, teachers, and others who interact directly with children.

Channels

This observatory could communicate through social media, news outlets, video sharing platforms, print campaigns, and any other means that allows it to communicate the right information to the right people.

Revenue/ The Good

This observatory would help to produce a nation of informed, engaged and active citizens who are empowered to make decisions that improve the wellbeing of children in their lives, and advocate for change at every level of policy and governance.

6.4 Design and Problem Solving Studio

This model uses a design approach to produce new solutions by crowdsourcing creativity and knowledge from anyone who wants to improve the well-being of children in Canada. This studio could be populated by designers, academic and human factors researchers, writers, and many other roles. While the observatory would certainly house its own expertise, its focus would be to leverage the experience, expertise, and enthusiasm of the public by enabling collaborative problem solving and funding actionable solutions.

Using UNICEF Canada's dream for Canada's children as its goal, this observatory would work to research, understand and prioritize problems related to child well-being in Canada and present them to the Canadian public as design challenges. The observatory would call for solutions from anyone—from other design firms, to academic institutions, to a single mom and her two kids to take on the challenge and suggest solutions.

A design challenge is a problem framed in a way that proposes the active search of a solution. Most often a problem is stated as a simple fact such as, "12 percent of Canadian children suffer from obesity." A design challenge, on the other hand, would frame this problem productively by suggesting action, often getting closer to the root of the problem, and being more specific. For example, one design challenge could be, "How might we make cardiovascular exercise more interesting for adolescents who play video games?" It would be the job of the observatory to collect, analyse and understand the facts, and develop them into useful design challenges. It then becomes the job of the Canadian and international community to share their experiences and ideas.

Once ideas are proposed by the public, the observatory would select those that are strongest by inviting the public to vote on their favourite ideas, asking relevant experts to make selections, or choosing ideas internally. The strongest ideas would receive support, guidance, expertise, and funding from the observatory and/or any relevant partners. The observatory becomes an innovation incubator dedicated to problem solving for Canada's children.

This model has been used in various forms by organizations such as Sitra (based in Finland), the UK Design Council, and OpenIDEO (a global platform). These organizations address a variety of issues, and each has proposed multiple design challenges related to child well-being.

Recently, OpenIDEO partnered with the US Agency for International Development (USAID), the White House Office of Science and Technology Policy (OSTP), Centers for Disease Control (CDC), and the Department of Defense (DoD) to launch a design challenge to address problems faced by those fighting Ebola in West Africa.[49] OpenIDEO invited anyone with relevant lived experience, expertise and an interest to contribute to either the research or ideas phase of the project. Those with relevant lived experience, or different kinds of expertise could contribute to the research phase, while anyone could generate ideas based on the research that was proposed. Anyone visiting the online OpenIDEO platform then comments on and applauds different ideas, while a group of experts and partners select ideas to move forward. The strongest ideas or blends of ideas receive financial and expert support from partners and OpenIDEO in order to prototype, test, iterate, and eventually produce solutions.

This observatory model could also choose to run projects purely internally, leveraging internal expertise only. It would do so through the same design methodology, by identifying a design challenge, conducting thorough academic and human factors research, generating and prototyping ideas, and testing and iterating on solutions.

This observatory would conduct research equally as rigorously as would a more academically driven observatory. However, a significant portion of its research would be through interacting directly with stakeholders such as children, parents, teachers, and any others whose experience is relevant to the problem at hand. It would do so to understand their needs and challenges and identify deep-rooted constraints, motivations and opportunities. This kind of research enriches the more traditional research it would also undertake, because it tends to identify new elements of the problem and therefore help to produce new and valuable solutions.

Not only would new research and tangible solutions be produced by this observatory, but integrating the participation of the Canadian public so integrally into its work would help to highlight child well-being in the minds of Canadians. As design challenges lead to innovations and successes, the observatory would become more prominent on the political and international stage, and the well-being of children would become a greater national priority. The observatory could become a recognized problem-solving institution and develop a network of local, national and international collaborators and financial partners.

This model's strengths lie in its design approach, which balances meaningful research with tangible solutions and action. By crowdsourcing ideas and participation from the Canadian public it would engage and inform individuals while sourcing new ideas and producing new research. It has the potential to not only produce new research that complements more traditional research, but also to produce tangible solutions that have been tailored and tested in specific contexts and communities.

Again, the weaknesses of this model are in its reliance on public participation, which can be hard to predict and motivate, especially as the observatory first establishes itself. This could be mitigated by partnering with other design firms or institutions, and focusing on internal design projects as the observatory establishes a reputation for impact. This observatory would have a strong online presence and would undertake research that placed it physically within communities. While it would be challenged to do this well, this kind of physical and online presence would likely attract a range of financial and expert partners. However, the observatory would require a significant level of funding in order to provide the financial and other support necessary to research, design, test, and implement solutions. UNICEF Canada would be challenged to attract sufficient funding on an ongoing basis.

Design & Problem Solving Studio

Partnerships

This observatory would partner with organizations that offer financial, expert, or other support to design challenges.

Key Activities

This observatory would undertake research, produce design challenges, and support the success of select ideas produced by the national and international community.

It could also undertake design challenges internally, attaining funding and producing new solutions and interventions.

Key Resources

This model is likely to be supported by grants and other fundraising, but mostly through partnerships with organizations that would sponsor design challenges.

Costs

This model would require a variety of staff resources including academic and human factors researchers, designers, writers, and support staff.

Business Model Canvas

Value Proposition

This observatory works to produce new, valuable research, frame problems in productive ways, and drive the production of tangible solutions to issues related to child wellbeing in Canada.

Community Relationships

This observatory would provide financial and other support to ideas that it deemed promising. This model also requires the active participation of Canadians and other partners.

Community Segments

This observatory would produce value for Canadian children and families. It would create an online community of people who care about the wellbeing of Canadian children. It would also produce value for partners by moving their own goals forward.

Channels

This observatory would create an online platform through which design challenges would be communicated, research and ideas would be collected, and successes would be shared (such as IDEO's OI Engine). It would also engage directly with stakeholders in order to support its research aims.

Revenue/ The Good

This observatory would drive new tangible solutions and interventions that support the wellbeing of children in Canada.

What Happens Next
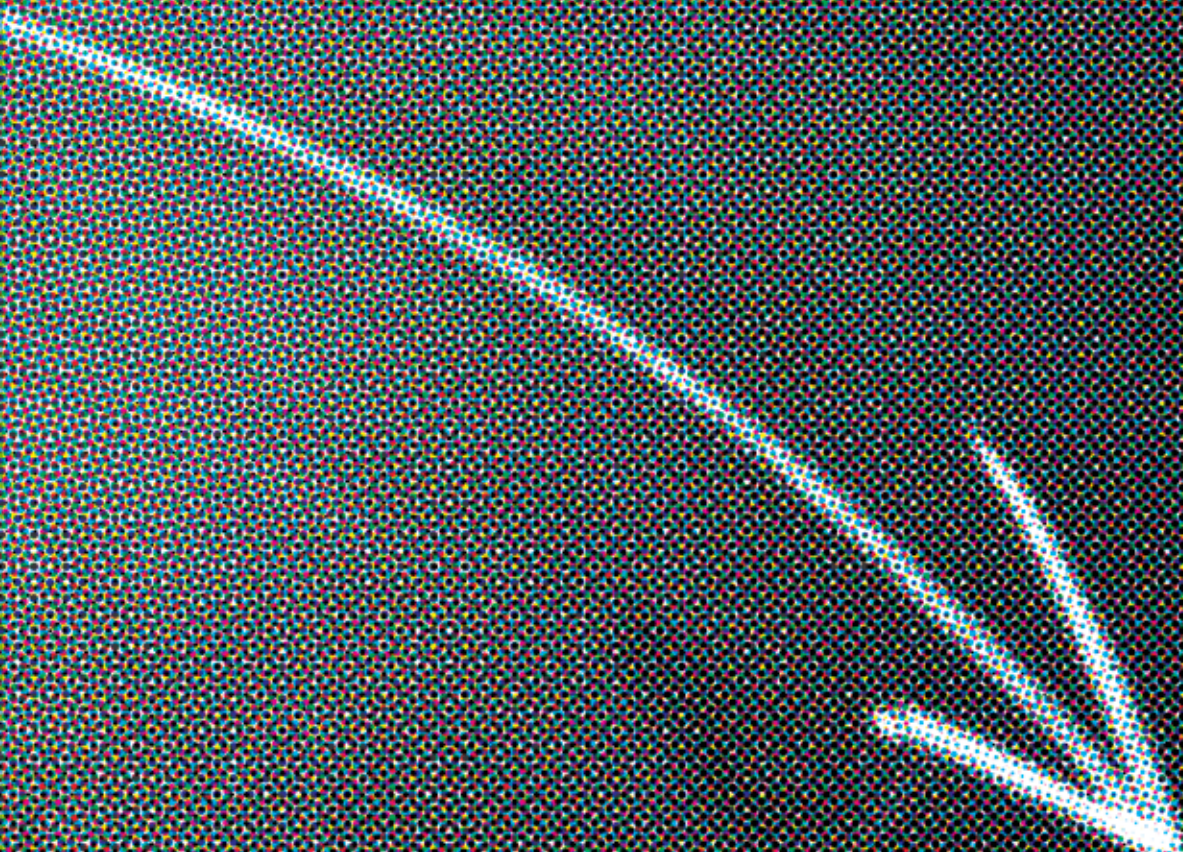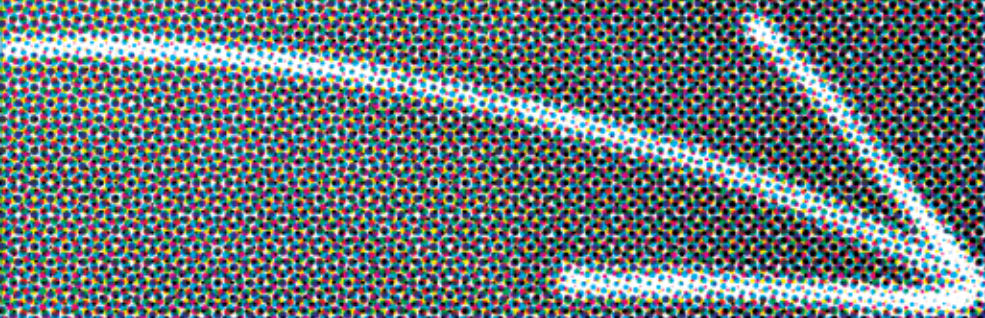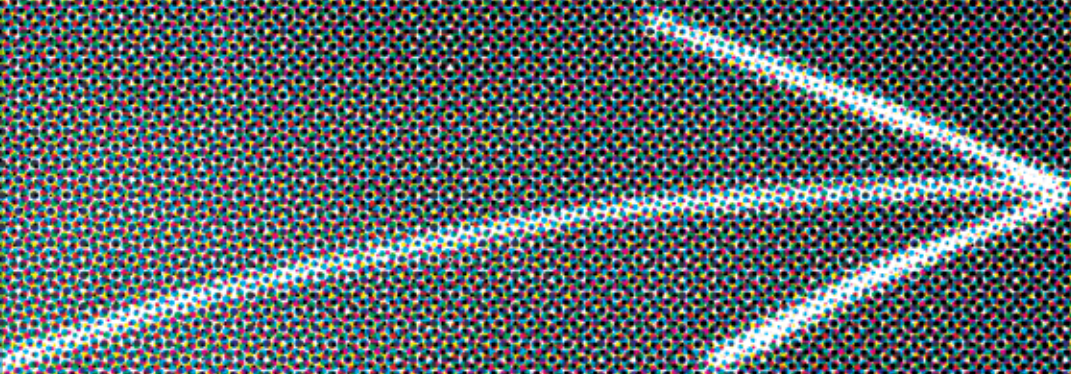
7.1 Where We Are in the Process

As mentioned in section 4.3, the Design Thinking process functions at various scales, and cycles forward and backward as necessary as new questions and information arise.

The work of this past year has cycled through many different phases of the Design Thinking process from problem definition to research to ideation and back again. We started with a preliminary definition of the problem from UNICEF Canada's Report Card 11—that the well-being of children in Canada is lower than should be expected. We listened to children and youth, as well as those working to improve child well-being in Canada. We've spent time in the ideation phase, re-imagining what an observatory could be and how this initiative could improve child well-being in Canada. But overall, the past year has been about problem definition. We've come to a clearer understanding of the problem and what the solution space feels like.
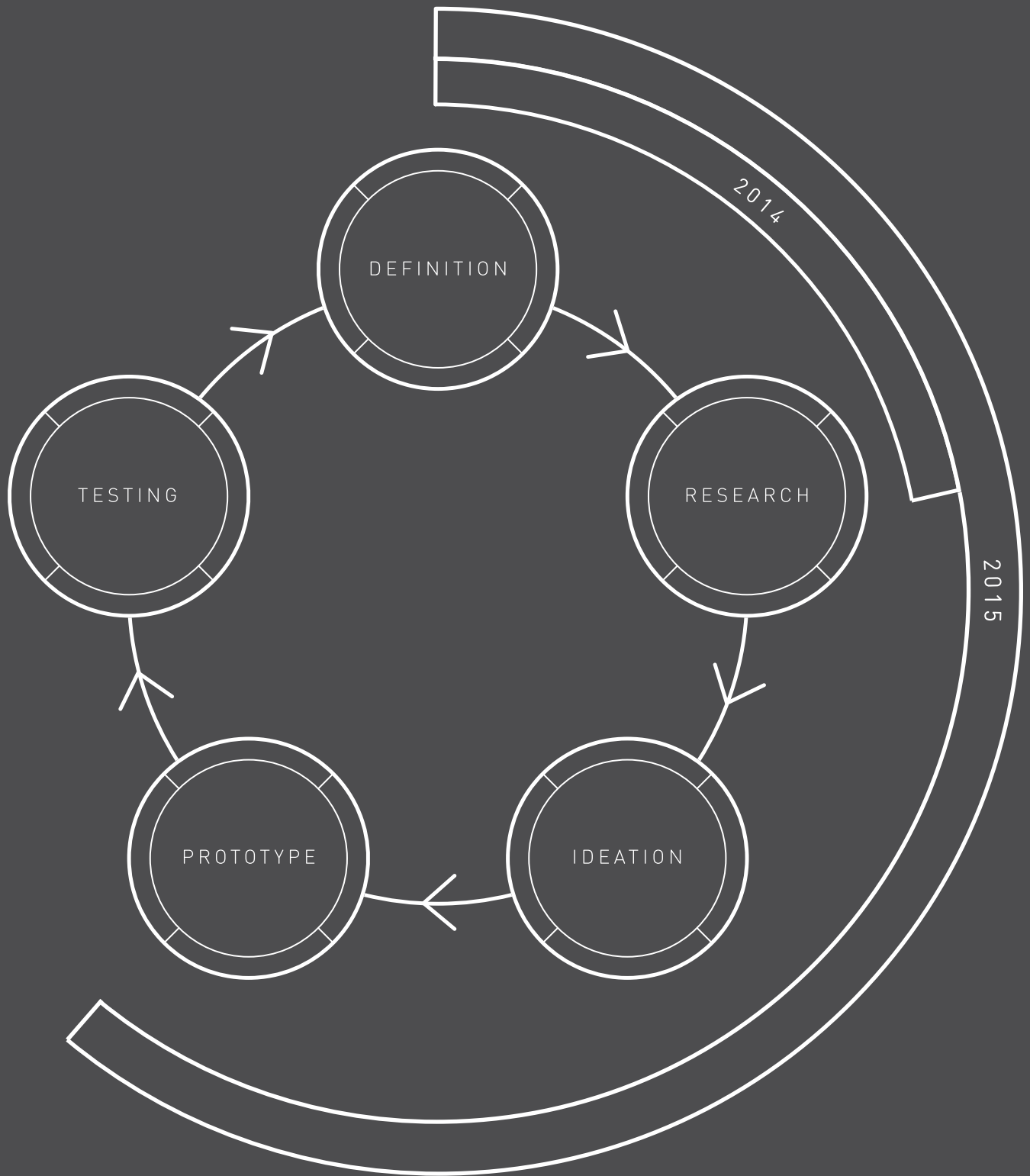
7.2 Our Proposed Next Steps

The Design Thinking process provides a natural next step for this project. As we look ahead to the next year, we will continue to cycle back and forth through the Design Thinking process, but will explore the ideation and prototyping phases more expressly. With our new understanding of the problem, we will continue the research phase by investigating the deep-rooted needs, challenges, and motivations of children and youth. The research phase will be deepened by a comparative study of Canada and countries that rank extremely well on child well-being and other indicators.

> What we learn in the research phase will support the ideation and prototyping phases, where we will design the specific activities of the observatory to address the needs of children and youth.

WE NEED TO LEARN MORE ABOUT THE NEEDS OF CHILDREN AND YOUTH.

Two youth Roundtables were completed for the problem definition phase of this project, the output of which contributed to UNICEF Canada's dream for Canada's children. Using the dream that's been produced through this phase, we can now explore the challenges children and youth face in attaining each element of this dream in more detail. This will help us to discover new needs, and deep-rooted motivations and challenges that the observatory can address. It will be particularly important to engage children under the age of 11, as they were not consulted during this phase of the project.

WE NEED TO LEARN FROM THE SUCCESSES OF OTHER COUNTRIES.

This project would benefit greatly from an investigation of the successes of countries that rank extraordinarily well on child well-being. By collaborating with international teams, we'll be able to leverage the research, analysis and data that's already available in order to compare the needs, challenges and experiences of children and youth, and policy, programming, and funding decisions in Canada to those in top-ranking countries like the Netherlands. This will illustrate specific opportunities where Canada can improve.

For example, by working with international partners, we could learn about the factors that contribute to the success of the Netherlands in child well-being by comparing the needs and challenges of Dutch children, and the country's policies, programs, and culture to those of Canada. We could also investigate the countries that rank extraordinarily well on specific indicators on which Canada is doing very poorly. We could do this by deep-diving on Italy and the factors that contribute to its success reducing bullying, or Belgium and the factors that promote its high levels of further education, or Netherlands and its success reducing obesity.

WE NEED TO DESIGN THE ACTIVITIES OF THE OBSERVATORY TO ADDRESS NEEDS.

Using the deep-rooted needs, challenges and motivations identified through empathy-driven research, and what we will have learned from the successes of other countries, we will then design the activities of the observatory. This rests mainly within the ideation and prototyping phases, and as such will involve divergent thinking, and rapid testing of ideas in order to identify activities that will make a significant impact on child well-being in Canada.

While we progress in the Design Thinking process, we will continue to include and value the perspectives of the end users and beneficiaries of the observatory's work. The design of its activities will continue to focus on the needs and challenges of children, as well as other audiences of the observatory such as the Canadian public, policymakers, practitioners, and program providers.

By identifying real needs and designing the observatory's activities to address them, the observatory will avoid duplicating existing capacities and will make a real impact on the well-being of Canada's children.

Appendix

8.0 Appendix

All Roundtable Output Re-clustered Using the Dream Framework and Colour-Coded by Roundtable

- ● **YOUTH ROUNDTABLE**
- ● **INDIGENOUS PERSPECTIVES ROUNDTABLE**
- ● **TORONTO ROUNDTABLE**
- ● **MONTREAL ROUNDTABLE**
- ● **WINNIPEG ROUNDTABLE**

THE GOAL

- Best place to be a child
- #1 in the indices
- #1 Nation in child well-being
- Own the podium (Canada in top five of well-being index)

EVERY CHILD HAS ADEQUATE FOOD, WATER, SHELTER AND OPPORTUNITY.

- Healthy food and clean water
- No children live in poverty
- Resource-secure families
- Children feel cherished, confident, safe
- Basic needs met
- Dignity and respect
- Free food and bus fare
- Basic needs met
- No children live in poverty
- Adequate income for families with children
- Good start in life

EVERY CHILD IS—AND FEELS—SAFE AND SECURE.

- Free from abuse and neglect
- Safety: physical, mental, spiritual, cultural, emotional
- Physical safety and security
- Violence-free environment
- Sense of security
- Violence-free lives
- Healthy and secure
- Safe and secure environment
- Safe environments, freedom from harm
- Healthy and sustainable physical environment
- Provide safe, fun environment
- Protection from toxic stress

EVERY CHILD IS PHYSICALLY, MENTALLY, AND SPIRITUALLY HEALTHY.

- Health as a goal (as defined by WHO)
- Be well: healthy, active, creative
- Maximum health
- Physical and emotional health
- Protection from commerical explotation
- Mental health
  - o Mental health support for children and families
  - o Healthy minds, healthy bodies
  - o Focus on mental health
  - o More guidance, emotional support

EVERY CHILD ENJOYS EQUITABLE OPPORTUNITIES.

- Children accepted for who they are (culture, gender, ability)
- Opportunity beyond basic needs
- Meaningful engagement of children with disabilities
- Inclusive environment
- Diversity leveraged and inclusion facilitated

ACCESS

- Access to services in their home community
- 100% access and equity to services and resources
- Equitable access to consistent services/policy
- Every child has the right to the services they need

EQUITY

- Reduce disparities in life chance and experience
- Equity (not sameness) of/and opportunity
- Equitable HDI [Human Development Index] outcome for indigenous and non-indigenous children
- Greater economic equality
- Equitable conditions means equitable opportunities
- Create an equal playing field for youth
- Equitable outcomes for indigenous children
- Real equity (doesn't mean the same. Give access to services from where a child is at).

RELEVANT/CUSTOMIZED SUPPORT

- Better maternal and infant support
- Gradations in support across ages, not discontinuity
- Accessible and sustainable healing opportunities

EVERY CHILD FEELS HAPPY AND INSPIRED.

- Children feel inspired
- Building children's empathy
- Confidence
- Happy childhood
- Increase children's life satisfaction
- Every childhood is a happy one
- Resiliency

EVERY CHILD HAS ACCESS TO EDUCATION THAT SUPPORTS THEIR FULL POTENTIAL.

- Individual paths for learning and development
- One-on-one mentoring/tutoring programs
- Education (social, emotional, academic, cultural)
- Full access to education through post secondary
- Education to full capacity
- Social and emotional education
- Rights respecting education
- Desire to learn
- Moral and ethical development
- Teach life skills in school
- Holistic and inclusive education opportunities
- Add civic engagement to school curriculum
- Keeping "fifth year" free!
- Mindfulness
- Less educational pressure
- Development of civic engagement and social responsibility
- Children are learners and teachers
- Social media awareness taught to youth
- Free tutoring
- Supported to achieve optimal development and school readiness
- Equitable and quality education
- Focus on young people's strengths
- For each child to reach his/her own potential
- Childhood is not a competitive sport
- Honour children's gifts and abilities
- Diverse programs
- Opportunity to fulfill individual potential
- Expanding horizons

EVERY CHILD IS FREE TO PLAY, LAUGH AND WONDER.

- Opportunity for play and laughter
- Fun
- Play, laughter, joy, happiness
- Childhood, wonder, joy, well-being
- Wildness and wonder
- Fun, play, laughter
- Right to play (#31)
- Freedom to play
- Space to make mistakes and recover
- Make it fun
- Free recreational activities

EVERY CHILD IS—AND FEELS—FREE TO DREAM.

- Future, hope, peace, opportunity, choices
- Children's freedom to dream
- Optimism
- Sense of hope
- Right to dream
- Hope and ability to dream
- Hope and optimism

EVERY CHILD HAS A STRONG SENSE OF WHO THEY ARE, WHERE THEY COME FROM, AND WHO THEY WANT TO BE.

- Self respect and identity
- Strong cultural identities
- Strong sense of who they are
- Voice, heard, actualize
- Language
- Self determination
- Getting to be who you want to be
- Sense of self-worth
- Understanding of self-worth

EVERY CHILD FEELS LIKE THEY BELONG.

- Right to connection and belong
- Sense of belonging (mastery, worth and importance)
- A sense of belonging
- Belonging and connection
- Sense of belonging/identity
- Safety and a sense of belonging
- Youth have employment opportunities
- Strong, supportive family
    - o Connection to community, culture and family
    - o A sense of family and culture
    - o Permanency for every child
    - o A strong family to grow up in
    - o Prioritizing family (supporting)
    - o Healthy family
- Love and be loved
    - o To know and express love
    - o Love/connections (family, community, school, culture)
    - o Someone who really gets me
- Practise their culture
    - o Know/practise their cultures
    - o Programs rooted in culture
    - o Create a culturally responsive space

- Positive connections and relationships
    - o Dignity, heard, respect, valued, positive relationships
    - o Positive connections
    - o Attachment to a healthy, caring adult
    - o Healthy personal relationships
    - o Connectedness—positive personal relationships
    - o Accepting, nurturing environment
    - o Celebrate and welcome differences
    - o Caring community
    - o Nurturing environments
    - o Safe space
    - o Inclusive environment

EVERY CHILD FEELS HEARD AND EMPOWERED.

- Youth voice is heard
    - o More voice and chance to be heard
    - o Engaging children in decisions that affect them
    - o Children are respected and included in decision making
    - o Create an environment where it is safe to speak out
    - o More youth voice—to be heard
    - o Respect for children's agency
    - o Enabling and respecting youth voice
    - o Meaningful involvement of children
    - o Space for children's voices
    - o More say for youth in government
    - o Allow youth to question issues
    - o Opportunities to be heard
- Expression through music and art
- Autonomy, relatedness, competence
- Empowerment to shape their environment
- Give children the vote
- Change: no vote = no say. Youth need say in their future
- Children are global citizens
- Engaged local and global citizens
- Active citizens and influencing (voice)
- Youth work with government

Mechanisms for change

ENCOURAGE THE RECOGNITION OF ALL CHILDREN'S RIGHTS.

- Children regarded as full persons with rights
- Activate the rights of children
- Promotion and protection of children's rights
- Children know they have rights and responsibilities
- Protection of indigenous children's rights
- Children's rights understood, upheld and monitored
- Seeing a proper childhood as a right

SUPPORT EVERY CHILD WITH CHILD-CENTRED POLICIES, GOVERNANCE AND SPENDING.

- Government/leadership that are accountable to the needs and rights of children
- Legislative framework equal rights to adults*
- National strategy to implement UNCRC
- Learning from other countries
- Integrated, holistic policy framework
- Enabling environment (policies/resources)
- Applying a child-centred lens
- Politicians who "get it"
- Advocating for legal reform
- Justice and accountability
- Reduce suffering caused by public systems
- Priority list for public investment
- Increased investment in children
- Public investment in children 0 – 6
- Bigger budgets for public schools
- Universal childcare
- Invest and maintain after-school programs
- Universal high-quality childcare

SHAPE A SHARED NATIONAL DREAM.

- National children's agenda
- 100% of Canadians think we should do more
- Shared national dream
- National mobilisation of children

HELP EACH CANADIAN EMBRACE CHILD-CENTRED VALUES.

- A child-centred society where children are sacred
- Child-centred ethos
- Child-centred cultures
- Societal recognition of value of children
- Shift the national narrative
- Childhood is valued
- Shared sense of responsibility for children
- Kids expect fair and healthy society for themselves and all others

HELP DEVELOP AND SUPPORT CONFIDENT, SKILLED PARENTS.

- Confident, good parenting
- Reinventing skilled parenting
- Investment in parent education
- Encourage parent involvement activities
- Supports and clarity for caregivers
- Safe and nurturing families

ANALYSE, SYNTHESISE AND COMMUNICATE USEFUL INFORMATION.

- Measurable progress on children's rights
- Determine and prioritize youth problems
- Conducting surveys on learning systems
- Canada Reports ("C-Reports")
- Weekly SMS youth poll

FACILITATE EFFICIENT COMMUNICATION, PARTNER-SHIPS AND COLLABORATION.

- Youth networks for sharing opportunities
- Hosting open discussions
- Communication between generations
- Teenagers visit elementary schools
- Peer-to-peer mentorship

RESPECT AND LEARN FROM THE PERSPECTIVES OF CHILDREN.

- Ask/welcome youth to participate
- Children have active role in their community
- Active and valued community member
- Youth action network
- Children are helping future generations
- Brainstorming sessions
- Help youth ask questions

EVERY CHILD IS FREE TO HAVE A RELIGIOUS OR SPIRITUAL CONNECTION AND PRACTISE IF THEY SO DESIRE.

- Spiritual connection
- A holistic understanding of the world

EVERY CHILD HAS FREE ACCESS AND ABILITY TO CONNECT WITH NATURE.

- Strong connection to mother nature
- Enduring, healthy natural environment
- Connection with nature

UNSORTED

- Prosperity
- Community guidelines (guidelines of how to respect one another in a group)
- Organising pep rallies and fundraisers
- Strong online presence
- Fundraising that interests youth
- A financially sustainable network for children
- Action-focused endeavours

NATIONAL FOUNDATION FOR CHILDREN

- #1 Nation in child well-being
- Increased investment in children
- Opportunity beyond basic needs
- Violence-free environment
- Building empathy
- Shared national dream
- Priority list for public investment
- Integrated, holistic policy framework
- Activate the rights of children
- Legislative framework equal rights to adults
- National strategy to implement UNCRC
- 100% access and equity to services and resources

EMPOWERED AGENTS OF CHANGE

- Confidence
- Desire to learn
- Expanding horizons
- Children are global citizens
- Children are helping future generations
- Development of civic engagement and social responsibility
- More voice and chance to be heard

NURTURING RELATIONSHIPS THROUGH SUPPORTIVE ENVIRONMENTS

- Resource-secure families
- Education (social, emotional, academic, cultural)
- Reduce suffering caused by public systems
- Confident, good parenting
- Opportunity to fulfill individual potential
- Sense of security
- Safe and nurturing families
- Universal high-quality childcare
- Investment in parent education

ALL CHILDREN FEEL THAT THEY MATTER AND HAVE INFLUENCE

- A sense of belonging
- Someone who really gets me
- Engaging children in decisions that affect them
- Celebrate and welcome differences
- Love/connections (family, community, school, culture)
- Children are learners and teachers

EVERY CHILD FEELS FULLY ALIVE

- Happy childhood
- Youth have employment opportunities
- Physical and emotional health
- Understanding of self-worth
- Sense of hope
- Right to play (#31)
- Freedom to play

CHILD-CENTRED CANADA

- National mobilisation of children
- Give children the vote
- Optimism
- Children's freedom to dream
- Child-centred cultures
- Children feel inspired
- Societal recognition of value of children

ULTIMATE CHILDHOOD

- Good start in life
- Prosperity
- Increase children's life satisfaction
- Fun
- Childhood is valued
- Maximum health
- Autonomy, relatedness, competence

I AM WHAT I AM, I'LL BE WHAT I'LL BE

- Child-centred ethos
- Individual paths for learning and development
- Children accepted for who they are (culture, gender, ability)
- Meaningful engagement of children with disabilities
- Rights respecting education

CHILDREN EMPOWERED WITH A VOICE OF IMPACT

- Active citizens and influencing (voice)
- Empowerment to shape their environment
- Children are respected and included in decision making
- Create an environment where it is safe to speak out
- Children know they have rights and responsibilities

NURTURING AND SAFE ENVIRONMENTS

- Nurturing environments
- Healthy and secure
- Children feel cherished, confident, safe
- Connectedness—positive personal relationships
- Resiliency
- Sense of self-worth
- Be well: healthy, active, creative

OPTIMIZE POTENTIAL

- Reduce disparities in life chance and experience
- Diversity leveraged and inclusion facilitated
- Supported to achieve optimal development and school readiness
- Equality (not sameness) of/and opportunity
- Equitable access to consistent services/policy

FREE TO BE A CHILD

- Right to dream
- Violence-free lives
- Play, laughter, joy, happiness
- Hope and ability to dream
- Every childhood is a happy one

MONITORING AND MEASURING TO IMPROVE OUTCOMES

- Measurable progress on children's rights
- Enabling environment (policies/resources)
- Best place to be a child
- #1 in the indices

CHILDREN THRIVE IN HEALTHY FAMILIES

- Belonging and connection
- Prioritizing family (supporting)
- Sense of belonging/identity
- Basic needs met
- A sense of family and culture

HEAR À VALUE À ACT À SUSTAIN

- A sustainable network for children
- More voice—to be heard
- 100% of Canadians think we should do more

THIS IS WHAT I NEED

- Dignity and respect
- Basic needs met
- Protection from commercial exploitation
- Fun, play, laughter
- Mental health support for children and families
- Caring community
- Physical safety and security
- Promotion and protection of children's rights

(BUILDING) HEALTHY FAMILY, CULTURAL AND COMMUNITY RELATIONSHIPS

- Know/practise their cultures
- Protection from toxic stress
- Healthy personal relationships
- Supports and clarity for caregivers
- Hope and optimism
- For each child to reach his/her own potential
- Attachment to a healthy, caring adult
- Permanency for every child
- A strong family to grow up in

IDENTITY AND ENGAGEMENT

- Respect for children's agency
- Children regarded as full persons with rights
- Enabling and respecting youth voice
- Space to make mistakes and recover
- Active and value community member
- Meaningful involvement of children
- Getting to be who you want to be
- Full access to education through post secondary

ROOM TO GROW

- Inclusive environment
- Holistic and inclusive education opportunities
- Create a culturally responsive space
- Space for children's voices
- Wildness and wonder
- Connection with nature
- Safe environments, freedom from harm

BETTER PUBLIC POLICIES, BETTER OUTCOMES

- Shift the national narrative
- Equitable HDI outcome for indigenous and non-indigenous children
    - o (HDI = Human Development Index)
- Greater economic equality
- Adequate income for families with children
- Politicians who "get it"
- Kids expect fair and healthy society for themselves and all others
- Better maternal and infant support
- No children live in poverty
- Every child has the right to the services they need
- Equitable conditions à equitable opportunities

CHILDREN FIRST!

- Seeing a proper childhood as a right
- Applying a child-centred lens
- Justice and accountability
- Own the podium (Canada in top five of well-being index)
- Shared sense of responsibility for children
- Public investment in children 0 – 6
- Gradations in support across ages, not discontinuity
- Health as a goal (as defined by WHO)
- Children's rights understood, upheld and monitored

FULL POTENTIAL

- Moral and ethical development
- Childhood is not a competitive sport
- Engaged local and global citizens
- Education to full capacity

HOLISTIC HEALTH

- Healthy minds, healthy bodies
- Social and emotional education
- Healthy and sustainable physical environment
- Safety and a sense of belonging

ALTERNATIVE LEARNING PLATFORMS

- Provide safe, fun environment
- One-on-one mentoring/tutoring programs
- Community guidelines (guidelines of how to respect one another in a group)
- Make it fun
- Diverse programs
- Organising pep rallies and fundraisers
- Free recreational activities
- Free food and bus fare

CONSTRUCTIVE MEDIA INTERACTION

- Social media awareness taught to youth
- Allow youth to question issues
- Canada Reports ("C-Reports")
- More say for youth in government
- Weekly SMS youth poll [easy]
- Strong online presence

UNIVERSAL, FLEXIBLE AND ACCOMMODATING EDUCATIONAL SYSTEM

- Focus on young people's strengths
- Teach life skills in school
- Add civic engagement to school curriculum
- Keeping "fifth year" free!
- Conducting surveys on learning systems
- Learning from other countries
- Peer-to-peer mentorship
- Less educational pressure

YOUTH ADVISORY COMMITTEE

- Advocating for legal reform
- Brainstorming sessions
- Change: no vote = no say. Youth need say in their future
- Determine and prioritize youth problems
- Opportunities to be heard
- Work with government

EQUALIZING OPPORTUNITIES AND RESOURCES

- Free tutoring
- Bigger budgets for public schools
- Create an equal playing field for youth
- Fundraising that interests youth

COMMUNITY GUIDANCE AND SUPPORT

- Safe space
- Teenagers visit elementary schools
- Communication between generations
- Mindful minute
- More guidance, emotional support
- Encourage parent involvement activities
- Focus on mental health

EMPOWERING YOUTH TO TAKE ACTION

- Ask them
- Youth networks for sharing opportunities
- Hosting open discussions
- Youth action network
- Children have active role in their community
- Ask questions

CULTURAL AND COMMUNITY CONNECTIONS

- Strong cultural identities
- Right to connection and belong
- Connection to community, culture and family
- Positive connections
- Inclusive environment
- Access to services in their home community
- Programs rooted in culture

HEALTHY CHILDREN CONNECTED TO A HEALTHY ENVIRONMENT

- Accessible and sustainable healing opportunities
- Strong connection to mother nature
- Healthy food and clean water
- Enduring, healthy natural environment

FAMILY, SECURITY, SELF (A LOVE TRIANGLE)

- To know and express love
- Dignity, heard, respect, valued, positive relationships
- Self respect and identity
- Free from abuse and neglect
- Safety: physical, mental, spiritual, cultural, emotional
- Reinventing skilled parenting
- Healthy family

REFRAMING GOVERNANCE

- National children's agenda
- Government/leadership that are accountable to the needs and rights of children
- No children live in poverty
- Invest and maintain after-school programs
- Voice, heard, actualize
- Equitable outcomes for indigenous children
- Sense of belonging (mastery, worth and importance)
- A child-centred society where children are sacred
- Action-focused endeavours
- Universal childcare
- Equitable and quality education
- Protection of indigenous children's rights
- Real equity (doesn't mean the same. Give access to services from where a child is at)

HONOURING GIFTS OF CHILDHOOD

- Safe and secure environment
- Opportunity for play and laughter
- Childhood, wonder, joy, well-being
- Honour children's gifts and abilities
- Expression through music and art
- Future, hope, peace, opportunity, choices

IDENTITY

- Strong sense of who they are
- Language
- Self determination
- Spiritual connection
- A holistic understanding of the world

WHAT DOES IT MEAN TO BE SUCCESSFUL AS A CANADIAN?

- To live a life worthy of this lands richness
  - To have a capacity to: dream, imagine, learn, explore, share, give, exchange, and HOPE
  - to link hands – in health, promise, creativity, and aspiration
- To live in a country where there are no 'Have Nots'
  - Where children look to the future with joy and anticipation
  - Where Canadians 'tread lightly' on this earth– mindful of generations to come
  - To be leaders of world issues – to be leaders of 'saving the planet'
  - To live in a country where the world is as important as the country you live in – when we know the world is indeed a village
- Contentment found in family, friends and helping to create community
  - Being part of a community which cares for its members
  - Embracing children
- To have the time and or talent and or treasure to be able to have a positive impact on Canadian society
- To contribute to the well being of our fellow citizens
  - To achieve our personal goals, in a way to make our country a better place to live for every citizen
- Gives a sense of pride where you come from
  - Opens up many other possibilities
  - The opportunity to express who we are
  - A sense of identity
  - good health care system
- Contribute to society
  - Make your community a better place to be
  - Contribute to Canada's economic prosperity
  - Make your Canadian compatriots proud
  - Contribute to 'greening' our environment
  - Help others – Support important causes for Canada

- Educated, formally and informally
  - Freedom
  - Right to make personal and individual decisions
  - Healthy, taken care of
  - Happy, great well-being
  - Surrounded by an empowering community
  - Ample opportunities for growth, self-improvement
- Decent standard of living
  - Non discrimination, peace and security
  - Freedom of expression, movement and association
  - Opportunity to reach full potential
  - Live in a diverse, harmonious society
- Healthy
  - Influential
  - Motivational
  - Decision maker / leader
  - Financially stable / growing
  - Educated
  - Empowering / bring people together
  - Where Canadians have been successful
  - Second world war
  - Vancouver 2011
  - Immigration
  - Economic management
  - Hockey
  - Health care
- Well trained in your métier, whatever it might be
  - In a position of influence and impact
  - Content in life, personally and professionally
  - Recognized by others around as 'a successful person'
- Towards fulfillment
  - Fit, mentally and physically
  - Contributing, giving
  - Caring
  - Creative
  - Curious
  - Individual > family > community > civil society
    - Vote / participate
    - Current affairs
    - Global citizen

- Able to go to school and get an education
  - Able to play without fear of discrimination of any kind
  - Able to be part of a larger community that honours and respects all members
  - Able to have access to health care – to live a healthy childhood
  - Able to dream of a better future – and reach individual goals
- Enjoy being a 'tall poppy'
  - Recognize the power of being a 'small power'
  - Build on the 'success' of a multicultural country (crow about it)
  - Begin a global citizen as Canada needs partners
  - Ignore boundaries

HOW COULD WE BUILD A NATIONAL DREAM FOR OUR KIDS?

- First ask… them
  - Give each child a dream catcher as a symbol for them and a commitment for us
  - Develop a multimedia strategy to 'dream for success'
- 2017 – 150 years – an event!
  - Sharing our history to create the past and dream of what is possible
- Ask kids, verbally, with drawings
  - Processes
    - Preschool
    - Middle school
    - Adolescent
  - What matters?
  - 'Ask parents'
  - Heart/mind
  - Education system
- Ask all Canadians – incl. and esp. young Canadians
  - Create the environment in which the national dream is acted upon every day, all the time.
  - Monitoring and Evaluation! – reality checks, periodic updates.

- Dream it
  - See it
  - Make it happen
  - Getting them to dream big
  - Having events that unite us
  - Bringing everyone – A movement
  - Owning our failures and working together towards success
  - 2017 Celebrating 150 of Canada – could bring change
  - Nothing about us, without us
  - Create a sense of urgency
  - A social movement
- Dreaming ourselves
  - Capturing dreams
  - Action run to turn dreams into reality
  - Engaging stakeholders who can help us to do this
  - Getting others to dream
  - Consolidating key elements of dreams
- Integrating these dreams into our national culture and identity
  - Promoting a sense of ownership of this dream, the ideas come from the children themselves
  - Working at the local / community level to achieve national standards / targets
  - Talk and dream together
    - Adults
    - Kids
    - Youth
    - Parents
    - Grandparents
  - Discussions like this can make it happen
  - Don't be afraid to reveal our feelings
- Increase awareness through media
  - Engagement in communities, seeking national partners to contribute
  - Spread the word
  - Towards increased awareness of issues to be solved and goals.
  - Start solving this challenge one solution at a time

- Collaboration
  - Bringing together the best minds and the best practices from across the country
  - By not giving up on our children – persevering
  - Engage the youth in building this National Dream
  - Bringing First Nations children into the dialogue
  - Sense of community
- By giving every child the opportunity to get a good education and to teach them of the problems that are occurring in our country so that they can dream and help. They are the leaders of tomorrow
  - Have more positive influences in their life
- By giving them more opportunities and reasons to dream.
  - And make sure that they can come true, can become a reality
- Engage them
  - Dream ourselves
- Insist that the children of Canada will rank as high from the poll of measurement
  - That in 5 years – we translate this to the upper realms of the top tier
  - To set this linear goal
- (DJ) Develop a culture of a smart and caring nation where keener minds and kinder hearts are a natural element in what it means to be a Canadian
  - Ensure an accessible high quality public education system for all children
  - Take steps to eliminate poverty for all children in Canada
- (SJ) Start with nature – it belongs to all of us
  - Begin rewarding the best teachers who are the best in the kids' eyes.
  - 50% of children grow up in reconstructed families – help families be strong and responsible in their parenting

WHY IS THE ABOVE QUESTION IMPORTANT?

- To harness potential!
  - To model successful community
  - To teach tolerance and excellence
  - To stimulate greatness

- Because it raises awareness
  - o Because it helps us focus on our most precious commodity – our children
- Because dreams drive us – they 'make us bigger than we can be'
  - o Mobilize us
- One has to dream to achieve big and succeed
  - o I am Canadian
  - o Canada's children quite literally represent the future.
  - o As Canada goes, so goes the rest of the world
- So that we can dream again
  - o Build a stronger country
  - o Build a solid foundation / a culture
  - o So that we can stop calling them dreams and turn into reality
  - o Learn what's lacking and build what is right
- Because unless we dream, we will not push ourselves to our full potential in order to ensure that every Canadian child enjoys their childhood
- Children are the future and the present
  - o We must invest in their potential
  - o If we do not dream, we fall into a state of complacency
  - o Ensuring all children have equal opportunities for success
- A dream can turn into a myth – and myths can shape society. So if we dream for a Canada where children can grow and strive and thrive in security and build relationships and community. Maybe that will become our myth and we will then make it happen
- We need a vision for the road ahead to help the next generation of Canadians live happy and fulfilling lives
- Because from the stats it appears that the kids have given up hope in themselves – and we cannot let them! (Give up dreaming)
- It gives us an idea of how we can better our country as a whole
  - o To help give children across Canada the same opportunities
  - o It would help to unite us as a whole

- Because as adults we can still have dreams and our dreams can contribute to their dreams becoming a reality
- By enunciating the question, it demands of me that I make the dream a reality because my grandchildren and Canada's children
- Because there could be no answers without questions, no change without humans with the will to imagine
  - o The key to this question is the singular dream – for the collective of Canada's children, it means for each of us
- Because it affects us all and the societies in which we want to live
  - o Because each child is precious and deserves equal opportunities for health, education, a reasonable standard of living and joy
  - o Because we can make that dream happen in each of our communities

WHAT IS YOUR DREAM FOR CANADA'S CHILDREN?

To believe in the power of reach
That they truly share in every essence of what Canada
     stands for and what UNICEF defines as well being
         Gender and ethnic equality
         And the world's children's health education
         Future and Identity
That they will be wanted, and know it
         That they will develop a sense of wonder
         that they will have the opportunity to dream, to
           experience and develop their full potential
         That they will have the opportunity to give back
A seat in a <u>decent</u> school for <u>every</u> child living in this coun-
     try no matter where or how remote it may be
To get a good education and pursue their <u>DREAMS!</u>
         That every child has access to good healthcare
           and has clean running water and a safe home
           to go home to
         That they have a sense of belonging and know
           their identity
That they can dream again and have a sense of community
     and belonging
Able to manage their mental health and access to care in
     the early years with the right support and treatment
That they grow up in a secure and supportive environment
     which would help them live fulfilling lives
To see every child in Canada, regardless of origin or back-
     ground, healthy, happy and safe
Happy, healthy, included, accepted, educated, safe, excited
     about the future
A place where children live their dreams, never give up,
     ambitious
         Where every child has access to excellent
           education
         Where children are aware of what's happening
           around them / have a sense of responsibility
           towards building a greater world
         They become great leaders and citizens of
           the world
That they have an even better life (education, health,
     environment) than my generation did
         That they are happy as children
'Every child loved to death by one caring adult'
To be living in a community where they aspire to add
     something to make it better – because they have
     hope and feel they can

By 2017 our 150th birthday – no child living in poverty
     By 2017 moving from 17th out of 28 on the OECD
         child welfare index to 1st
That they begin life <u>liking themselves</u> That happens
     because people around them see their importance
     – spontaneity, originality, bold ideas – even two year
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