

A Feathers of Hope Graphic Novel



WAY OF THE GENTLE HEART



FEATHERS OF HOPE

Amplify Youth Voice
Dettec cni-mi awi-gand
Oimach das madih
cni-mi awi-gand
Amplify Youth Voice
Dettec cni-mi awi-gand
Oimach das madih
cni-mi awi-gand

**Ontario
Child
Advocate**

Way of the Gentle Heart
A Feathers of Hope Graphic Novel
Ontario Child Advocate ©2019

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FEATHERS OF HOPE

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#FeathersOfHope

WAY OF THE GENTLE HEART



A Feathers of Hope
Graphic Novel

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LETTER FROM THE ADVOCATE



IRWIN ELMAN
ONTARIO CHILD ADVOCATE

I am proud to share our latest work from the Feathers of Hope initiative. Over the past seven years my Office has worked to create a space where Indigenous young people could come together in conversation about issues of importance in their lives. That space is Feathers of Hope (FOH). Feathers of Hope has deep roots in northern Ontario, but its message from young people has taken on national significance thanks to the work of the Truth and Reconciliation Commission of Canada. A message of hope, and the importance of Indigenous young people mobilizing their energies to create change, fuels the passion and commitment that is Feathers of Hope.

As I reflect on the journey our Office has taken alongside Indigenous young people, I think of the youth engagement and mentorship model that was imagined and then realized through five Feathers of Hope forums, numerous mini-FOH forums and outreach to youth our office has hosted or organized. Over the past seven years, Indigenous young people have come together to talk about their issues of concern and to share their dreams about the kind of safe and healthy communities they want for themselves and for those youth coming up behind them. They spoke out about big issues such as Ontario's justice system, child welfare, culture, identity and belonging, and most recently on health and wellbeing at the latest FOH forum in Thunder Bay on October 29–November 1, 2018.

Feathers of Hope has become a celebrated part of the work undertaken during my term as Ontario Child Advocate previously known as Ontario's Provincial Advocate for Children and Youth. I am proud and humbled by the work and commitment demonstrated by Indigenous young people during the seven years they have welcomed us into their lives.

I am excited to share an executive summary that includes recommendations made by Indigenous young people to address issues they heard at the Feathers of Hope Culture, Identity and Belonging youth forum. I am of course pleased to share three graphic novels young people created to tell a story about some of the key topics discussed at the forum.

A handwritten signature in black ink, appearing to read 'I. Elman'.

Irwin Elman
Ontario Child Advocate

LETTER FROM THE AMPLIFIERS



SAVANNA BOUCHER
AMPLIFIER



KARLA KAKEGAMIC
AMPLIFIER



SAMANTHA CROWE
AMPLIFIER



TALON BIRD
AMPLIFIER



RYAN GILES
AMPLIFIER

Feathers of Hope (FOH) invited Indigenous young people from northern Ontario to register to attend a five-day forum in Thunder Bay, Ontario, July 11-15, 2016. The purpose of the forum was to gather and share our thoughts, feelings and experiences about our languages, ceremonies and cultural traditions.

We were overwhelmed with the response. Just over 265 young people responded to the invitation. In the end, more than 100 Indigenous youth from over 59 communities joined us in workshops, conversations, fun activities, and practical demonstrations regarding the topics of culture, identity and belonging.

Discussion was heartfelt and it was evident that everyone wanted to reclaim and learn more about their culture, history and traditions. We heard young people say



EDWARD NARCISSE
AMPLIFIER



DESIREE TOWEDO
AMPLIFIER



ELTON BEARDY
AMPLIFIER



TRIVENA ANDY
AMPLIFIER



MELINDA HENDERSON
AMPLIFIER

they wanted leadership, Elders, Knowledge Keepers and youth to work with one another to revitalize our cultures and keep them alive for future generations.

We heard young people talk about faith, about being traditional, about living on the land, about land-based learning, about being medicine carriers, jiggers, dancers, drum carriers and singers and wanting to be fluent in their language.

We also heard young people speak about the parts of our histories that cause family and community members pain, pain that gets in the way of us knowing who we are, being proud of who we are, embracing our culture and identity and feeling an unbreakable sense of belonging. We heard others speak about the consequences of not dealing with that pain, the racism we experience, and the

conditions in our communities that make it hard to be healthy, hard to be proud and hard to walk in two-worlds—the traditional and the dominant society that surrounds us.

We know there is a lot of pain in our communities and that there are things members of our families and communities avoid discussing. We want to understand. We know those conversations may be hard, but they will be easier if we deepen our connections with one another. To make those connections we need healing, we need our Elders and our communities to teach us about our roots.

We are strong peoples and despite any hardship we have faced, we are still here, our stories and teachings have survived. We need to know those stories and traditions and for the adults around us to live by them and to protect and care for us. Young people who attended the forum feel the pain of not having these things. They were also excited to meet with Elders and to talk with each other about their hopes moving forward. Most importantly, the young people saw a role for everyone at the table.

They want governments to fund language programs. They want systems to see that the costs are high when communities, families and young people do not have access to cultural programs; they do not have a sense of who they are within the context of their community and nation. Most importantly, they feel they do not belong. If the pain and the intergenerational trauma are to stop, then all levels of government must invest in what they historically worked so hard to stop—our cultures, our languages, and traditions. The work must start with us, the children who refuse to be left behind.

In this time of healing and reconciliation, forum participants were clear; they want all levels of government and Indigenous leadership to come together and realize nothing can change until there is common understanding and a shared interest in working together to help our communities heal from the pain and trauma we carry. We need investment from government to create safer, healthier living conditions in our communities, to provide the accessible supports and services, and to help us obtain our education.

In the past, the stories, experiences and recommendations for change provided by young people at the forums were summarized in a report. This time, the Feathers of Hope Amplifiers, working with a youth advisory group, felt that graphic novels would provide a better way to present issues and themes shared by young people at the forum listening table. Each novel presents a specific issue. The copy you are holding in your hand is one of the three we produced so far. We worked with an Indigenous writer and artists to create the images and words.

We hope you will share the graphic novels with others and more importantly, we hope you will use information in the Executive Summary and the novels to shape and inform change for Indigenous young people in this province.

Miigwetch,

Current and past Feathers of Hope Amplifiers



Savanna Boucher



Karla Kakegamic



Talon Bird



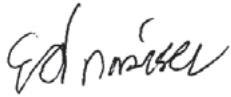
Samantha Crowe



Ryan Giles



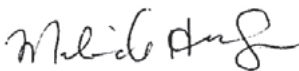
Elton Beardy



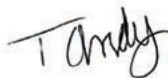
Edward Narcisse



Desiree Towedo



Melinda Henderson



Trivena Andy



FEATHERS OF HOPE
Christyn Kowalski

WAY OF THE GENTLE HEART



ABOUT THIS STORY

Growing up hasn't been easy for Hunter. She feels worlds away from the early, easygoing days of her childhood. Other kids on the rez tease her for being different. She enjoys going to school, learning, and writing. Stories, especially in the form of poetry, come to her easily.

However, the bullying becomes too much for her. As she grows up, she makes the hard choice to drop out. She begins to go to parties with other youth, but does not have any fun. She struggles with her loneliness as she dreams of a better life, one full of love, joy, and community.

Follow Hunter over the course of a lifetime as she discovers who she was meant to be, through the power of Culture, Identity, and Belonging.

Script

Elton Beardy

Poem

Trivena Andy

Illustration

Chief Lady Bird

This is one of three graphic novels based on issues raised at the Feathers of Hope Culture, Identity and Belonging Youth Forum held in Thunder Bay, July 11–15, 2016. There are three graphic novels in the series. Each novel deals with one of the three central themes of the forum—Culture, Identity and Belonging.



Do you remember as a kid, going down that slide?
Feeling free?
Like nothing can hurt you?







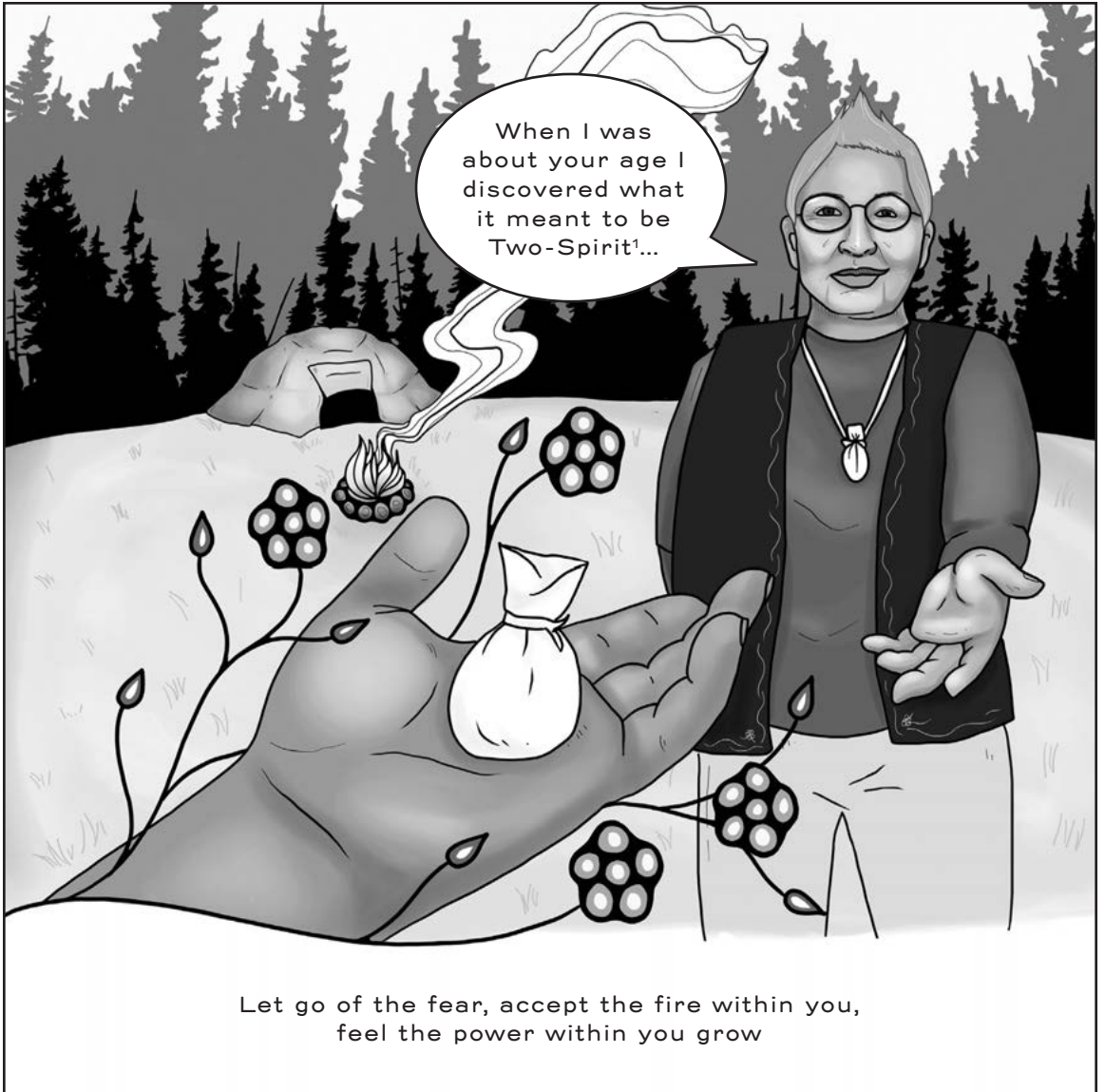


But do not dwell on them



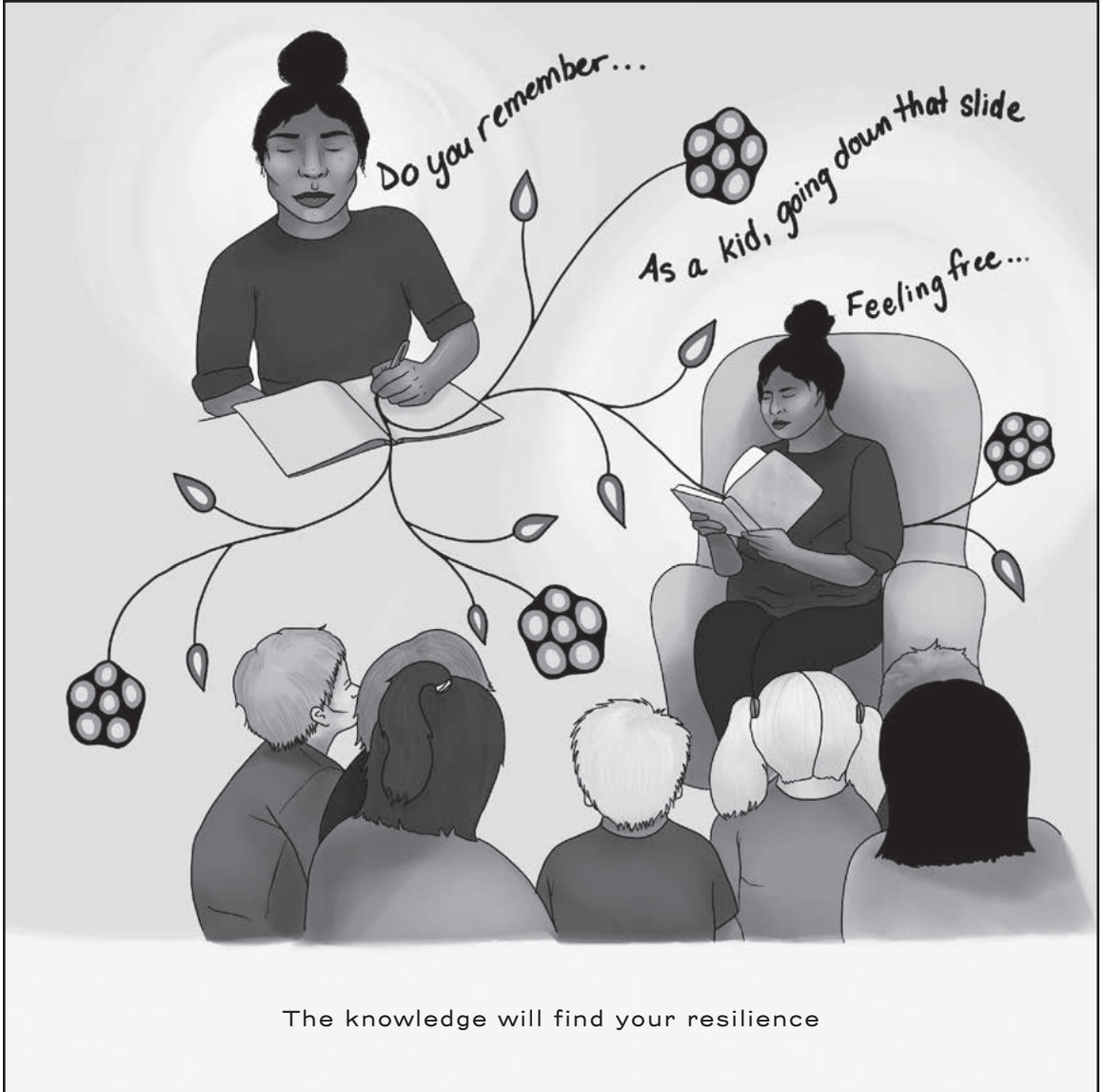
Feel the hope in your heart, let it flow through your veins







The journey will give you strength



The knowledge will find your resilience



ENDNOTES

WAY OF THE GENTLE HEART

1. **Two-Spirit or LGBTQ2S+.** The terms “Two-Spirit” or “2S” refer to a person who identifies as having both a masculine and a feminine spirit. It is used by some Indigenous people to describe their sexual, gender or spiritual identity.

BACKGROUND TO THIS STORY



EXECUTIVE SUMMARY

In July 2016, the Ontario Child Advocate (known formally as the Office for the Provincial Advocate for Children and Youth) hosted the Feathers of Hope Culture, Identity and Belonging Youth Forum in Thunder Bay, Ontario. The purpose of the forum was to provide a safe space for First Nations and Métis young people to gather and discuss their life experiences and ideas to help connect them to the traditions and customs of their communities. The forum was also a celebration of First Nations and Métis cultures.

Youth Amplifiers, staff of the office whose job is to raise the voices of young people, worked with an Elders advisory circle to develop forum workshops to stimulate dialogue on the topics of culture, identity and belonging. They also worked together to create social, recreational and cultural events for the purposes of both entertainment and learning.

During the forum, participants had access to Elders deeply anchored in the customs and traditions of their communities, including an Elder who identified as part of the Two-Spirited or LGBTQ2S+ community. Young people had opportunities to do beadwork, build drums, participate in a sweat lodge, hear longhouse stories and attend a sunrise ceremony each day. The forum concluded with a powwow where young people drummed, danced and taught each other the history of their dances and ceremonies associated with the pow-wow.

The forum created a space for First Nations and Métis young people to gather and discuss their life experiences and ideas to help connect them to the traditions and customs of their communities.

Forum activities tied to culture, traditional practices, ceremony and medicines were optional as not all forum participants embraced or practised traditional culture. Some young people anchored their feelings of hope in religious faith.

A primary objective of the forum was to create a safe space and help participants give voice to the things that provided them with a sense of hope, a stronger connection to their communities, and a connection to resources they could turn to when they needed to reach out for support. Young people were encouraged to find their own paths and to consider how they might hold faith and traditional life within themselves without feeling they had to choose one over the other.

Three days of conversations and cultural and learning-based workshops culminated



in an afternoon of presentations made to a listening table composed of Indigenous leadership, government representatives, service organizations, police services and other stakeholders. Participants, many of whom felt overwhelmed and at times afraid to speak in front of a large crowd, found their voices and shared their thoughts and ideas about change with admirable courage.

Many youth shared their concerns about the living conditions in their communities. Others spoke with sadness about the impact on family and community members of decisions made by family court judges and child welfare staff.

There was great concern expressed about the environment, the impact of polluted waterways and the debt future generations will have to pay for decisions made now about their lands by non-Indigenous people. Some spoke about the devastating impact of gender-based violence against Indigenous youth who identify as Two-Spirited or LGBTQ2S+. There was also mention of feelings of emptiness about not

knowing the teachings of their communities, not being able to speak their language, and not having access to Elders and Knowledge Carriers to provide them with information to help them build their future lives.

Many participants believed there were too many barriers blocking access to the supports and services they needed and too few resources available from government to help families and communities provide everything necessary for children to thrive.

There was consensus that racism and discrimination play a central role in their life experiences on- and off-reserve. It was common to hear requests for more access to culturally relevant and accessible educational materials to help young people understand the impact of legacy issues associated with intergenerational trauma, the Indian Residential School system and colonialization and how each affected their ability to embrace and celebrate their First Nations and Métis identities.

Responding to participants' requests for accessible learning materials, the Feathers of Hope team, in partnership with the Feathers of Hope Culture, Identity and Belonging Youth Advisory Group, accepted the challenge and reached out to Elders, youth Amplifiers, an Indigenous writer and artists and Knowledge Carriers to create three graphic novels. Each novel presents an issue raised by young people during the listening table at the Culture, Identity and Belonging forum.

The young men who were part of the advisory group built a grandfather drum and the young women built hand drums under the careful guidance of Elders and Knowledge Keepers.



The Elders and Knowledge Carriers worked closely with the youth advisors to ensure the stories in the graphic novels remained anchored in the history and cultural traditions of First Nations and Métis peoples.

Feathers of Hope is proud to present these graphic novels. We hope the stories in this series lead you to wisdom and inspire you to walk with a good heart.

Responding to participants' requests for accessible learning materials, the Feathers of Hope Culture, Identity and Belonging Youth Advisory worked to create three graphic novels.



SUMMARY OF RECOMMENDATIONS

INTRODUCTION

Feathers of Hope invited Indigenous young people from communities across northern Ontario to register for a five-day forum in Thunder Bay, Ontario, July 11-15, 2016. In the end, over 100 youth from over 59 communities participated in the event. At the forum, young people participated in workshops, conversations, fun activities, and practical demonstrations regarding the topics of culture, identity and belonging. On the final day, the young people worked in groups to prepare and give presentations to Indigenous leadership, government representatives, service organizations, police services and decision makers. The presentations focused on what they believed was necessary to increase young people's knowledge and understanding about their local culture and traditions and create a stronger sense of identity and belonging to their communities. Below is a summary of the themes and recommendations discussed at the forum to meet their needs.

RECOMMENDATIONS

Above all, participants at the forum want to see defined multi-year strategies that include a staffing model, activities and deliverables where required so that the recommendations, when implemented, do not just disappear due to funding cuts or changes in government or Indigenous leadership.

AS FIRST NATIONS AND MÉTIS YOUTH, WE NEED:

CULTURE

Investment in school programs to teach us our languages and for language instruction to begin in the early years and continue across all grades.

Opportunities to learn and practice the grandfather or grandmother teachings.

Land-based cultural programming included in all subjects and at all grade levels.

Access to 'customary care' or families, relatives or other responsible adult members from our own nations if it becomes necessary for us to be in child welfare care.

Easy access to cultural and language supports and resources if it is necessary for us to be in child welfare care.

All 'Calls to Action' contained in the final report of the Truth and Reconciliation Commission¹ to be implemented.

Access to sport and recreation programs in schools and the community that reflect our cultural teachings and heritage.

Access to music, arts, dance and other ways of expressing our culture through our schools and community programs and for Elders and Knowledge Keepers to lead them.

IDENTITY

Our cultures and history taught, respected, and celebrated through the curriculum of all schools across Ontario and Canada to increase awareness and eliminate stereotypes about Indigenous peoples.

Knowledge about our treaties incorporated into our education and the curriculum of all schools in Ontario and Canada.

Two-Spirited or LGBTQ2S+ young people need access to Elders, resources and services that focus on our inclusion and acceptance in all parts of community life.

Our communities to acknowledge our accomplishments and provide opportunities for us to build positive self-esteem and a strong sense of self.

Our communities to support youth-led and youth-designed activities to promote positive connections among our peers.

Our healing traditions respected and included in services designed to promote and protect our mental and physical health on or off reserve.

Educators, social service staff and police who work in our communities, or provide us with supports and service off reserve, to be more aware of our cultures and traditions.

¹ The Truth and Reconciliation Commission was established to document the history and lasting impact of the Indian Residential School system on Indigenous students and their families. In June 2015, the Commission released a summary report of its findings about the history and impact of that school system along with 94 "Calls to Action" to address the harmful legacy of the schools and promote reconciliation between Canadians and Indigenous peoples.

BELONGING

Stronger connections between youth, Elders and Knowledge Keepers so we may learn about our clan systems, family trees and the teachings, customs, ceremonies and traditions of our communities.

More opportunities to participate in the ceremonies of our communities.

Youth centres and safe spaces where we can gather, be ourselves and speak about our concerns without judgment from adult members of our communities.

More youth councils or opportunities to form closer working relationships with our Chiefs and Band Councils to ensure leadership understands the concerns of local youth.

Our leadership and other adults in our communities to let us lead or be part of conversations about the things that concern us as we have the lived experience.

Opportunities to learn about our gifts and to get involved and contribute to community life.

Our communities to hold more public cultural events and celebrations of our history, culture and traditions to build connections among one another and create a stronger sense of community.

The supports and services parents, families and communities need to help children and youth thrive, communicate with one another and feel strong bonds of connection to everyone.

Access to supports and resources to help us understand and heal from the impact of intergenerational trauma caused by racism, the Indian Residential Schools, colonization and the displacement from our traditional lands.

Positive, healthy peer and adult role models to instil hope, reconnect us to our culture if that is our wish, and show us that it is possible to break the chain of intergenerational trauma.

Access to supports and services to address addictions and mental health needs and to reduce the risk of suicide.

Investment in our communities to create culturally appropriate prevention strategies to promote positive physical and mental health and improve the health and wellness of all community members.

Programs to reach out to families and provide positive parenting skills.

Investment to create programs to help those of us who need support transitioning from our homes to care and from care back to our communities.

Access to cultural supports and services while we are away from our communities attending school.

ARTIST'S STATEMENT

CHIEF LADY BIRD

Culture and identity help me survive. I use my art to illustrate stories, dreams, archetypes, personal experiences, sexuality, and ceremony. It helps me feel real when the weight of colonialism/intergenerational trauma feels too crushing.

In *Way of the Gentle Heart*, I personally connect to Hunter's coping mechanisms (alcohol, drugs) which she used to escape depression and finding hope in ceremony and art (writing), which helped her heal her trauma and step away from substance abuse.

Working on this story presented an opportunity to learn how to draw trauma-related stories in a good way, without using triggering imagery or erasing dark truths, and achieve balance.

I hope that this story helps young people recognize that there is always a place for them at community events (ceremony, round dances, feasts, pow wows) and that they don't have to feel shame about being disconnected from these things. I also hope that Hunter helps youth feel secure in their 2S/fluid/non-binary identities.

@chief ladybird (Instagram)

WRITER'S STATEMENT

ELTON BEARDY

This story was inspired by a poem* read by a youth at the Feathers of Hope (FOH) Culture, Identity and Belonging forum. The original poem described themes surrounding emotional resilience and the ability to adapt in the face of adversity. A storyline was developed to compliment the poem and was centred on the protagonist named “Hunter”. The storyline shows Hunter struggling with her identity as a mixed-race, Two-Spirited person living on the rez. This struggle is worsened by the bullying she encounters in her childhood. As she grows into a teenager, she deals with the stress by partying, and eventually dropping out of school.

Hunter realizes that she enjoys learning. Eventually, with a bit of help, she comes around to the idea of going back to school. In doing so, she finds a path that eventually helps her throughout her life: the path of ceremony & healing. It is at this point that the story also pays tribute to a Two-Spirited Elder who has done so much for her people, and for Feathers of Hope: Ma-Nee Chacaby. This story would not be possible without her teachings, which inspire in us the virtues of openness, respect, and compassion. To her we say: Gitchi-Miigwetch. Thank you.

Through discovering a community she identifies with, Hunter comes to accept and love herself for who she is. Her gift is also revealed: to dream, and to bring these dreams to life through her writing. Hunter’s journey leads her to become an educator, and culminates in her becoming an Elder herself.

The FOH Youth Advisors wanted to highlight these struggles and successes and interweave elements of their own personal experiences into the project. Their stories of finding hope and their life experiences become the story of Hunter’s journey. We hope that these themes of resilience, belonging, love, and hope resonate with whoever connects with this story. This is for you.

Miigwetch.

* The story that forms the basis of this graphic novel is the work of Trivena Andy, a Feathers of Hope Amplifier. Inspiration for Trivena’s writing, and the graphic novel built around it, is based on the poem *Enjoy* by Just Patty. A youth inspired by the words in Just Patty’s poem, read it at the FOH forum.

DESIGNSTATEMENT

AND ALSO TOO

The stories that make up Feathers of Hope graphic novels were crafted by Indigenous youth through a collaborative design (co-design) process. Over the course of 6 meetings, the Feathers of Hope (FOH) youth advisors and Amplifiers combed through transcripts from the Feathers of Hope Culture, Identity, and Belonging youth forum, drawing out narratives that echoed the lived experiences of over 100 young people representing 59 communities in Northern Ontario. An Indigenous writer and artists then built on this foundation to bring the stories to life.

Co-design, like advocacy, is about centering the voices and needs of those who are directly affected by the issues in question. It is about sharing creative leadership and honouring the knowledge that each person brings to the process. And, like any collaborative undertaking, co-design is not without its challenges. As facilitators of this project, we truthfully did not know at the outset whether it would be possible to co-design a series of graphic novels: Could the stories be written collaboratively? Would it be feasible to develop a shared artistic vision of what the stories might look like?

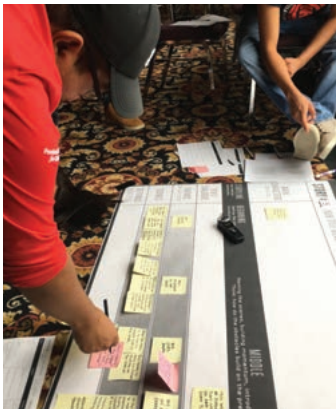
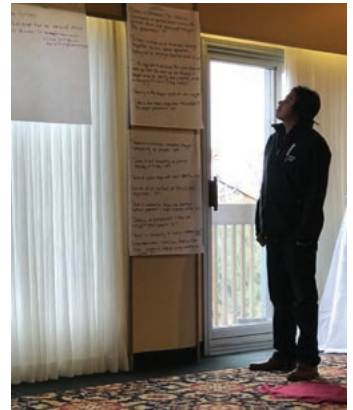
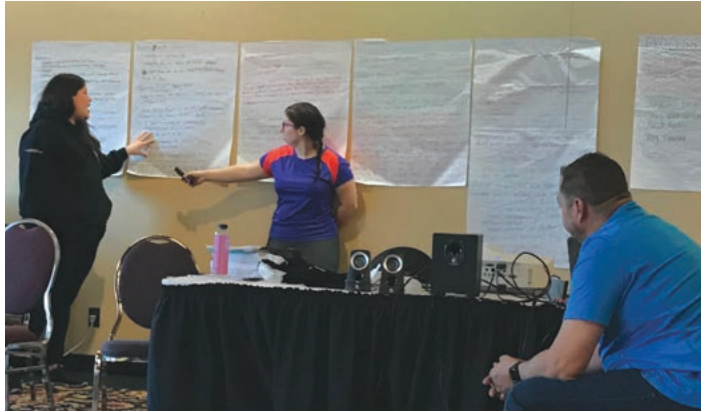
The FOH youth Advisors and Amplifiers did not appear to pause to ask these questions. Instead, they plunged headfirst into the work of speaking these stories into being. They shared with openness their teachings and questions about their cultures. They committed to seeing and lifting up each other's identities and in doing so, they created a deep sense of belonging for everyone involved—us included.

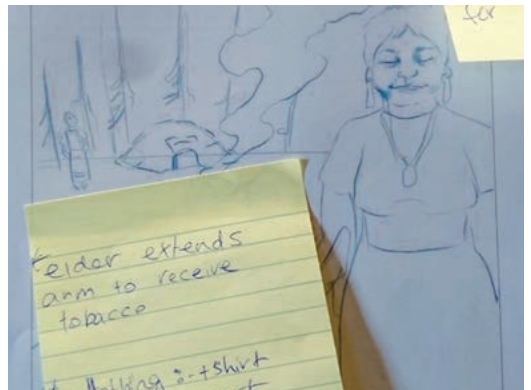
What you hold in your hands or see on your screen is the product of hundreds of hours of collaborative creativity and a remarkable amount of trust in each other through this process. Their commitment to co-creating these stories is a beautiful gift to Indigenous youth, and to young people everywhere.

andalsotoo.net

THE CO-DESIGN PROCESS

Elders/teachings (lacks of culture where do we are at)
 - Stigma for practicing culture - listen
 - No language (who we are) 14/100 @
 - A set place to learn culture, language
 Community to take care of their y
 Need to have old roles + responsibilities
 How do we move forward? steps to b
 to change
 2 spirit teachings
 Mental health (loss of identity, cul
 do not belong)
 Grandparents had these same conversati
 keep repeating ourselves (just another re
 - Need actions, not just listen





RESOURCES

If you need personal support, want to learn more about your culture, or have questions about your identity, you might find the following resources helpful. You can also speak to a member of your family or community, an Elder, your Provincial Territorial Organization, or one of the off-reserve organizations below.

HOW TO CONTACT AN ELDER

The best way to contact an Elder in your area is to ask your Chief, a member of your Band Council or your Provincial Territorial Organization (PTO). There are four PTOs in Ontario: Nishnawbe Aski Nation, the Union of Ontario Indians, the Association of Iroquois and Allied Indians and Grand Council Treaty #3.

PROVINCIAL TERRITORIAL ORGANIZATIONS

Grand Council Treaty #3

Kenora, ON

CALL 1-800-665-3384

WEB www.gct3.ca

Union of Ontario Indians

North Bay, ON

CALL 1-877-702-5200

Muncey, ON

CALL 1-800-441-5904

Curve Lake, ON

CALL (705) 657-9383

Fort William First Nation, ON

CALL 1-877-409-6850

EMAIL info@anishinabek.ca

WEB www.anishinabek.ca

Nishnawbe Aski Nation

Thunder Bay

CALL 1-800-465-9952

Timmins, ON

CALL 1-866-737-0737

WEB www.nan.on.ca

Association of Iroquois and Allied Indians

London, ON

CALL (519) 434-2761

WEB www.ai.ai.on.ca

OFF-RESERVE ORGANIZATIONS

Ontario Native Women's Association (ONWA)

Thunder Bay, ON

CALL 1-800-667-0816

WEB www.onwa.ca

Métis Nation of Ontario

Ottawa, ON

CALL 1-800-263-4889

WEB www.metisnation.org

Ontario Federation of Indigenous Friendship Centres

Toronto, ON

CALL 1-800-772-9291

EMAIL ofifc@ofifc.org

WEB www.ofifc.org

OTHER ORGANIZATIONS

Regional Multicultural Youth Council (RMYC)

Thunder Bay, ON

CALL 1-800-692-7692

WEB www.manwoyc.weebly.com

Talk for Healing

Confidential helpline for Indigenous women,
available 24 hours a day/seven days a week in
14 languages

CALL 1-855-554-HEAL

CHAT www.talk4healing.com/live-chat

WEB www.talk4healing.com

First Nations and Inuit Hope for Wellness

Help Line

Both phone and online options open 24 hours
a day, 7 days a week

CALL 1-855-242-3310

WEB www.hopeforwellness.ca

Kids Help Phone

If you need help, whether big or small,
contact Kids Help Phone

CALL 1-800-668-6868

CHAT During Live Chat Hours:
www.kidshelpphone.ca/crisis

TEXT Text CONNECT to 686868

Enjoy

by Just Patty

Enjoy every moment of your day.
Take your time to go out and play.

Enjoy the time when all goes well,
and when its bad do not dwell.

Enjoy every heartbeat your heart is willing to give.
Make it count for as long you live.

Enjoy the things you like, endure the things you not.
count you blessings there are lot!

Enjoy the love of the people around you.
Pick yourself up, when you are feeling blue.

Enjoy each smile, each splinter of fun.
Enjoy your life—you only get one.

Thanks to Just Patty, whose published work,
Enjoy, was a source of inspiration to youth
at the Feathers of Hope forum.

Copyright 2014, used with permission of the author.



Feathers of Hope and the Ontario Child
Advocate would like to acknowledge
Right To Play for making play an essential
part of the Feathers of Hope Forum

WAY OF THE GENTLE HEART

A black and white illustration of a woman with dark hair, wearing a headband and a dark top, sitting in a library. She is holding an open book and looking at it with a thoughtful expression. Behind her are tall bookshelves filled with books. In the foreground and around her, there are stylized, dark, vine-like structures with small, round, light-colored flowers. The overall style is graphic and artistic.



إعلام صوت الشباب
Amplify Youth Voice
தரண கரண அரணாசு தருண
Dharan Karan Aranasa Tharun
Amplify Youth Voice
Donner une voix aux jeunes
Osnožiti glas mladim
दरणाकराण अरणासु थरुण
丁+ 音+ 音+ 音

Project formerly housed by the **Ontario Child Advocate**
provincialadvocate.on.ca