

Défenseur des
enfants et de la jeunesse
du Nouveau-Brunswick



New Brunswick
Child & Youth
Advocate

STATE OF THE CHILD REPORT

2018



SPECIAL
FOCUS:
IDENTITY AND
MINORITY
RIGHTS

Child and Youth Advocate (Office)

The Child and Youth Advocate has a mandate to:

- Ensure that the rights and interests of children and youths are protected;
- Ensure that the views of children and youths are heard and considered in appropriate forums where those views might not otherwise be advanced;
- Ensure that children and youths have access to services and that complaints that children and youths might have about those services receive appropriate attention;
- Provide information and advice to the government, government agencies and communities about the availability, effectiveness, responsiveness, and relevance of services to children and youths; and
- Act as an advocate for the rights and interests of children and youths generally.

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FOREWORD

From the Advocate



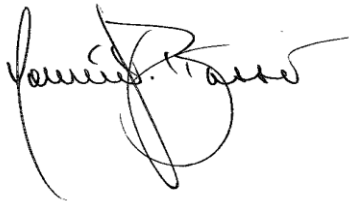
People working with children and youth do astoundingly impactful work daily. I admire their efforts. Those efforts help to create systems that provide support to young people's development. However, the systems that are designed to support young people can never be perfect. In part, every system is flawed. At times those systems are deeply flawed. My Office works to help individual children and youth, and to recommend improvements to entire systems.

It is not difficult to find reasons to be discouraged by how children and youth are left in painful situations in this Province, and how they are not supported in every way possible to develop to their fullest potential. But I remain optimistic and I truly believe that there is reason to be encouraged by the concerted efforts underway to improve the lives of children and youth.

My work is guided by the rights enshrined in the United Nations Convention on the Rights of the Child. I will continue to push for these essential

human rights to be the foundation of all of government's work for children.

Specifically, this year I am calling on government and all of society to do more to provide an equal playing field to Indigenous children in our Province and also for refugee and immigrant children who are newly among us, in both francophone and anglophone communities. There is much to celebrate in our differences. By doing so intentionally we will come closer together and provide our children with lessons in solidarity that will improve all lives for many generations.



Norman Bossé, Q.C.



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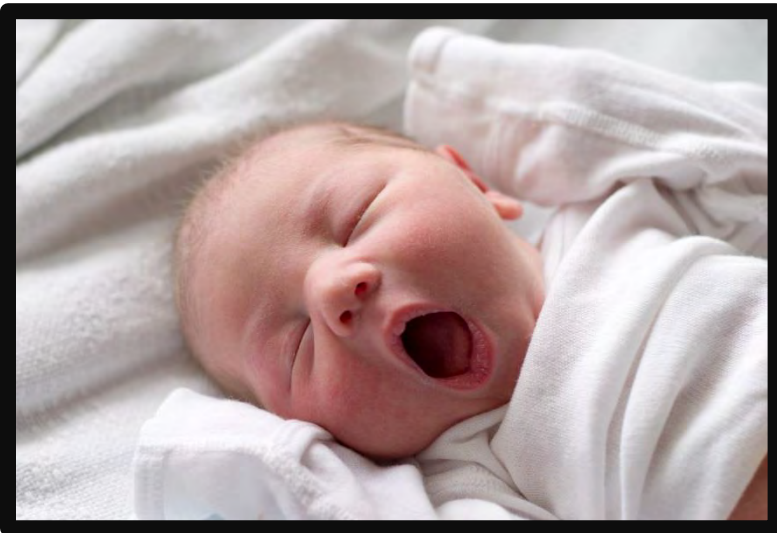


INTRODUCTION

The Purposes of the State of the Child Report and the Child Rights Indicators Framework

The State of the Child report is written for three key purposes:

1. As a resource for government decision-makers and policy developers.
2. As a tool for anyone working to improve the lives of children and youth.
3. As an educational resource and accountability mechanism to measure implementation of child rights.



The Goals of this Report

Through this report we hope to:

- monitor the Province's progress in child rights implementation;
- build awareness about the rights guaranteed to children by the UN *Convention on the Rights of the Child*;
- point out progress and successes, but also disparities and inequalities;
- prompt academic, social science and scientific inquiry into particular challenges;
- use available data to assess pressing problems facing children and youth.

When we have data to create a picture and measure it over time, it can enable decision-makers to ensure that the best interests of children are considered and prioritized.

The Structure of this Report

This version of the State of the Child report begins with a special focus on the child's right to identity and the rights of indigenous children and children of minorities.

From there it is then structured in sections that correspond to groupings of rights. These clusters or groupings of rights are used by the UN Committee on the Rights of the Child in its categorization of rights. The New Brunswick government reports to the federal government, which in turn reports to the UN Committee on the Rights of the Child. Canada's reporting to the UN Committee is structured according to the groupings of rights found in the sections of Part II of this report. We have colour-coded each section's title page to correspond with the tables of child rights indicators in the data tables. The data tables were also significantly revised last year, to follow the same grouping of rights, to add in new disaggregated data by LGBTQ+ status and by food insecurity as a marker of poverty.

Within each grouping of rights we try to present data that relates to specific groups of children. There are many important aspects of the lives of children about which we have no data or not enough vital data. We are engaging with government to address these gaps.



RECOMMENDATIONS



RECOMMENDATION ONE

Government should support publicly available comprehensive data on children and youth.

This is essential in order to understand the challenges facing NB's young people, and to make informed plans to address these challenges. Government should invest in improved child rights data monitoring. The Office of the Child and Youth Advocate, the NB Institute for Research, Data and Training and the NB Community College have partnered to plan an online version of the Child Rights Indicators Framework. The funding for this initiative should flow through government's Interdepartmental Working Group on Children and Youth.

RECOMMENDATION TWO

Government should act immediately in consultation with First Nations governments and other Indigenous stakeholders to preserve and promote Indigenous languages native to our Province.

An immediate plan should be in place within six months. A long-term plan should be in place within one year. Mi'kmaq and Maliseet should be the language of instruction in schools for First Nations students. It should also be available as optional-language instruction for non-Indigenous students. Mi'kmaq and Maliseet language status should be protected in New Brunswick legislation.

RECOMMENDATION THREE

Government should expand the opportunities for immigrant and visible minority and refugee youth to participate meaningfully in community life.

Leadership programs and opportunities, such as Imagine NB, for development should be publicly supported on an on-going basis. Language training, including peer-to-peer mentoring, in schools for newcomer students should be much more widely available.

PART I



SPECIAL FOCUS ON IDENTITY AND MINORITY RIGHTS

The four rights of minorities: to exist, to preserve one's identity, to communicate, to be loved.

Gian Giacomo Zucchi

Glooscap decided to take a walk down by the ocean. As he walked among the tall sweet smelling grass a young man stood up in front of him. And though he was young, he was big and tall and husky with white sparkling eyes. And Glooscap looked at him and said: "Who are you? Where do you come from?" "Oh my uncle, you do not recognize me? I am your sister's son. I owe my existence to the Wejosin, the whirlwind... With the help of the Giver of Life, Grandfather Sun and Mother Earth, I was given the body of a young man. I am strong. I have very strong arms and legs. I can do things for you and grandmother, but I also have vision. I bring vision to the future," he said. "I am looking at you."

In this way our elders teach us that Glooscap had to understand that young people were looking at him and that he had to live his life in such a way that he would leave a legacy of life and survival for the younger generations to come. And the young man also said "I bring the gifts of our ancestors" so in this way our elders tell us that little children are the gifts of our ancestors and they also carry all the characteristics and images of our ancestors, our grandfathers, our grandmothers and so on. And so Glooscap was happy that his nephew came into the world to share his life to offer his strength and to share his vision. Because young people look ahead of us, they see into the future and provide us with guidance in the way we live, so that we share our survival with the generations to come. And so the nephew and Glooscap came back to Grandmother with this understanding.

Mi'kmaq Creation Stories, Sixth Level of Creation

*Summers and summers have come and gone with the flight of the swallow;
 Sunshine and thunder have been, storm and winter and frost;
 Many and many a sorrow has all but died from remembrance
 Many a dream of joy fallen in the shadow of pain.
 Hands of chance or change have marred, or moulded, or broken,
 Busy with spirit or flesh all I have most adored;
 Even the bosom of Earth is strewn with heavier shadows,-
 Only in these green hills aslant to the sea, no change!*

Charles G.D. Roberts, Tantramar Revisited

*Whatever you bestow in charity must go to parents and to kinsfolk,
 to the orphans and the destitute and to the traveler in need.*

The Qur'an, Book 2:215

*The stranger who resides with you shall be to you as the native among you,
 and you shall love him as yourself.*

Leviticus, 19:34

Ta natiounalité, qu'ils te demandont. Citoyenneté, pis natiounalité. C'est malaisé à dire... Pour l'amour de Djeu, où c'est que je vivons nous autres ?... En Acadie, qu'ils nous avons dit, et je sons des Acadjens. Ça fait que j'avons entrepris de répondre à leu uestion de natiounalité comme ça : des Acadjens que je leur avons dit. Ça je son sûr d'une chouse c'est que je sons les seuls à porter ce nom-là. Ben ils avons point voulu écrire ce mot là dans leu liste, les encenseux.

Antonine Maillet, La Sagouine

Articles 8 and 30 of the UN Convention on the Rights of the Child

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

...

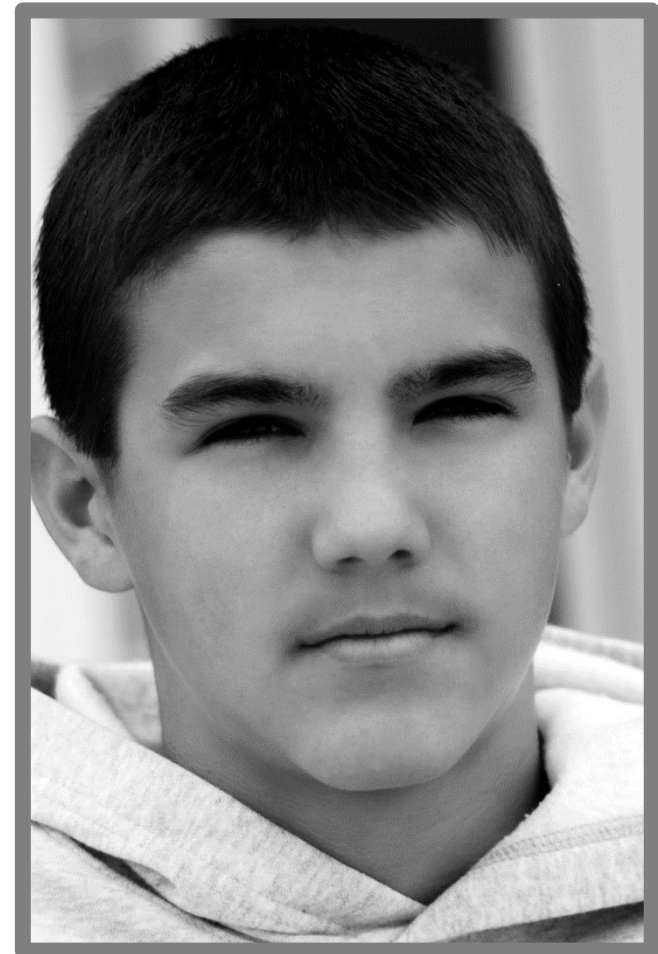
Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.



The Child's right to preserve his or her identity and to enjoy minority or indigenous culture, faith and language

In 2010 our third annual State of the Child report was the first in a series of thematic reports to canvass annually one aspect of Child rights implementation. That report entitled *The Right to Identity Culture and Language: A Child's Path to Development* also focused on the implementation of Articles 8 and 30 of the *UN Convention on the Rights of the Child* in New Brunswick. It is because of the urgent and continuing importance of this issue that we return to this theme 8 years later in our tenth annual State of the Child Report. In 2010, the Advocate's *Hand in Hand* report had just been published, there was a dearth of data monitoring with respect to Indigenous childhoods, and the Advocate's office was very much concerned about *Wolastoqiyik* language preservation. Today the Truth and Reconciliation Report has been presented, the minority religious and cultural fabric of the province has been impacted by the Syrian refugee arrivals, and language politics is as hot button an issue as ever before with the political composition of the 59th legislature and the ensuing debates around ambulance services, school transportation policies and the role of the Official Languages Commissioner. The resolution of these issues will require, in our view, not only the patience of Job but a clear-eyed commitment to human and child rights enforcement.



The UN *Convention on the Rights of the Child*, like all human rights treaties is an invitation to all of us to see the world differently. To place the interests of others above our own self-interest out of respect for our common human dignity. Human rights theory teaches us that we have more in common with those who may seem foreign to us than we like to admit. Fear of the other, of the unknown, keeps us apart and can sow seeds of hatred, but human rights practice builds bonds of solidarity and friendship among us. Regardless of our race, our colour, our ethnicity, our language, our faith, our sex, our gender, our age, our ability, our sexual orientation, our social condition, our opinions or beliefs or any other status, we are created equal and endowed with the same human dignity. The UN *Convention on the rights of the Child* (UNCRC) is perhaps the most successful treaty in this regard because it takes children as its subject matter. Since we all have some experience of childhood and are thus familiar with the vulnerability of children, we can all become invested in their welfare whether they are our children or someone else's. But standing up as adults for children, even our own, follows a very natural inclination, is the easiest way for many of us to understand the benefit in defending the rights of others. Human rights discourse is often very individualistic and self-serving. Child rights discourse is less so, and may help us in New Brunswick see the virtue in standing up for others, particularly indigenous minorities or religious, ethnic or linguistic minorities.

Beyond the guarantees of equality and non-discrimination set out in Article 2 of the UNCRC and the guarantees of freedom of conscience and religion, which are common to every major human rights instrument in the UN Bill of Rights, the Convention innovates in global human rights practice by introducing new human rights measures that better define our experience of life in community and the important contours of our difference. Article 8 of the Convention proclaims the right of every child to preserve his or her identity, including nationality, name and family relations and the right to be speedily reconnected with their identity if they have been illegally deprived of it. Article 8 builds upon the rights set out in Article 7 which gives every child from birth the right to a name, a nationality, the right to have these registered as well as "as far as possible the right to know and be cared for by his or her parents."

Article 8 is therefore situated within a cluster of rights which are entirely new in human rights theory and founded upon Article 16 of the *Universal Declaration of Human Rights* which recognizes the family as the natural and foundational element of society. In the UNCRC this core human rights value is developed into an array of rights which posit the central importance of family in human relations and especially the importance for children of the bond between parent and child. Article 9 asserts the inviolability of this bond and guarantees to every child the right to not be separated from his or her parents without due process and only if it is

necessary in the child's best interests. Articles 10 and 11 further reinforce this right in the context of international migration and of families separated across international borders. Finally, Articles 5 and 18 proclaim the child's rights to guidance and protection of his parents in the exercise of his or her rights having regard to the child's evolving capacities and proclaim also the duty of both parents as the primary caregivers of their child and their obligation to act always in the child's best interests.

These rights operate together to strongly assert the foundational importance of family within human society and in the child's welfare. Article 8 is however the most outward looking of rights within this cluster, beyond the central importance of the parent-child bond, article 8 extends this right of the child to other elements of identity including the right to a name, to family relations and a nationality. This list of elements of identity is illustrative and not exhaustive. The child's connection through family to the broader community of his or her birth is protected. An obligation is placed on governments to protect and preserve this connection and to restore it speedily, if ever it is unlawfully disrupted.

Article 8 also intersects with Article 30 in important ways, since the right to preserve one's identity is closely linked to the protection of minority and indigenous rights. Indeed, while the Convention protects every child's right to an identity and to preserve that identity and have it restored if disrupted,

it also outlines the State's responsibility to take special measures of protection for children of minorities and indigenous children. Article 30 is modelled almost word for word on the protection of minorities guarantee set out in Article 27 of the *International Covenant on Civil and Political Rights*. However, it also innovates in important ways by extending this protection to indigenous children. Article 30 is therefore the first human right guarantee for indigenous persons at international law. Almost twenty years before the adoption of the *UN Declaration on the Rights of Indigenous Peoples*, the UNCRC in 1989 broke new ground by recognizing indigenous peoples as a class and extending rights to indigenous children, "in community with other members of their group", to enjoy their culture, to profess and practice their religion and use their own language.

As we address the Truth and Reconciliation Commission's Calls to Action, we would do well to remember our commitments to children under the UNCRC. Article 30 also helps us better understand our obligations to newcomers who immigrate to Canada but also integrate minority communities of their country of origin that form part of a diaspora living in Canada. These minority groups may be different from subnational groups or ethnic groups that exist only within a given state, but policy-makers need to be attuned to their needs and collective identities as well. Again, the interplay between Article 8 and Article 30 favours a broad and purposive interpretation of the notion of minority which encompasses

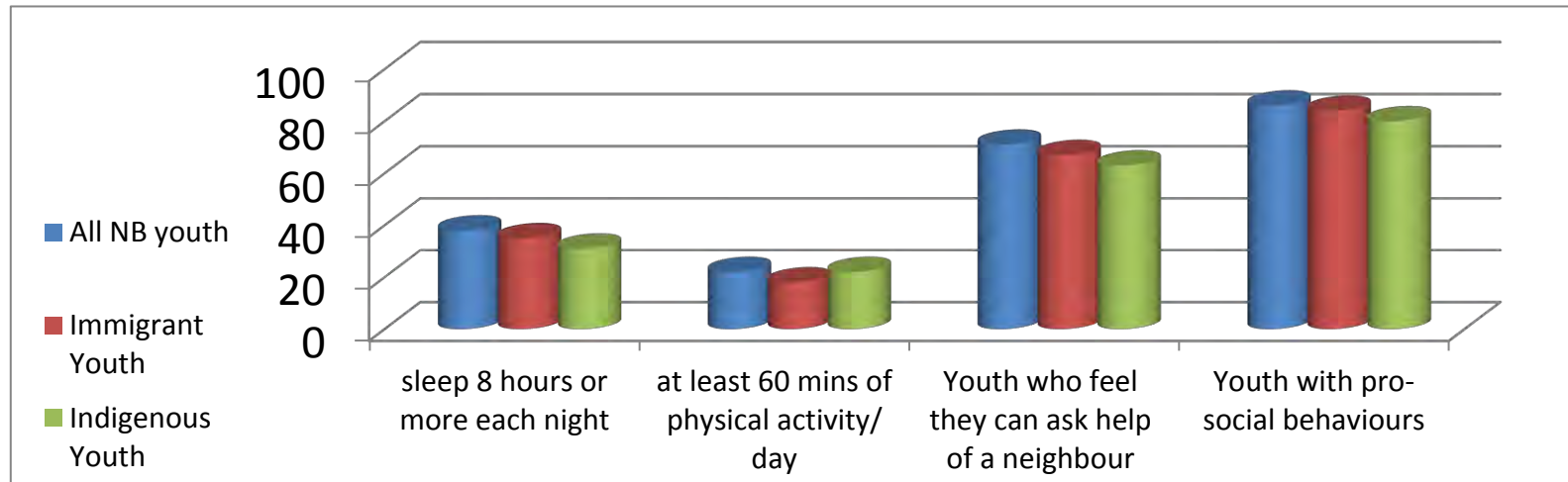
immigrant communities that have set down strong roots in Canada. But beyond its application in indigenous and multicultural contexts, Article 30 provides a foundation in international law for our official languages regime and for the substantive equality of both official language communities in New Brunswick.

At times, Canadian courts have questioned the proper approach to linguistic rights protected under *Canada's Charter of Rights and Freedoms*. Some earlier decisions took the view that these rights, were somehow less seminal in nature or less rooted in principle, but that as the fruit of some foundational political compromise, they should nonetheless be given more deference by the courts. Later decisions have inquired this view and have asserted more forcefully that there is no grading of rights within the Charter and that language rights are no less human rights than other rights guaranteed by the Charter. Article 30 of the UNCRC supports this view and helps policy-makers understand that while official language minorities may have right to a greater measure of autonomy and access to public services in their language, that other smaller minorities still have legitimate expectations of service, for instance to ensure access to health care or access to justice with the aid of an interpreter.

Finally, in a multicultural country such as Canada even the anglophone immigrants are divided among Irish, Scottish, Welsh and British, to say nothing of the Americans, loyalist or

otherwise, and these each constitute a minority within the body politic. For this reason, many take the view of Charles Caccia, Member of Parliament for Davenport, former Minister of Labour, born in Milan, Italy when he stated: "Let us not allow the word 'ethnic' to describe visible and invisible minorities while, by definition members of majorities are not so described. In Canada either everyone is ethnic or no one is." This is the teaching that we must take from Article 30 of the UNCRC, so that whenever there rises up within our community a desire to build up walls, to keep others out, to refuse them services, to claim or defend the interests of majorities over those of minorities or at a cost to them, we should stop, pause and reflect: is there a better way?

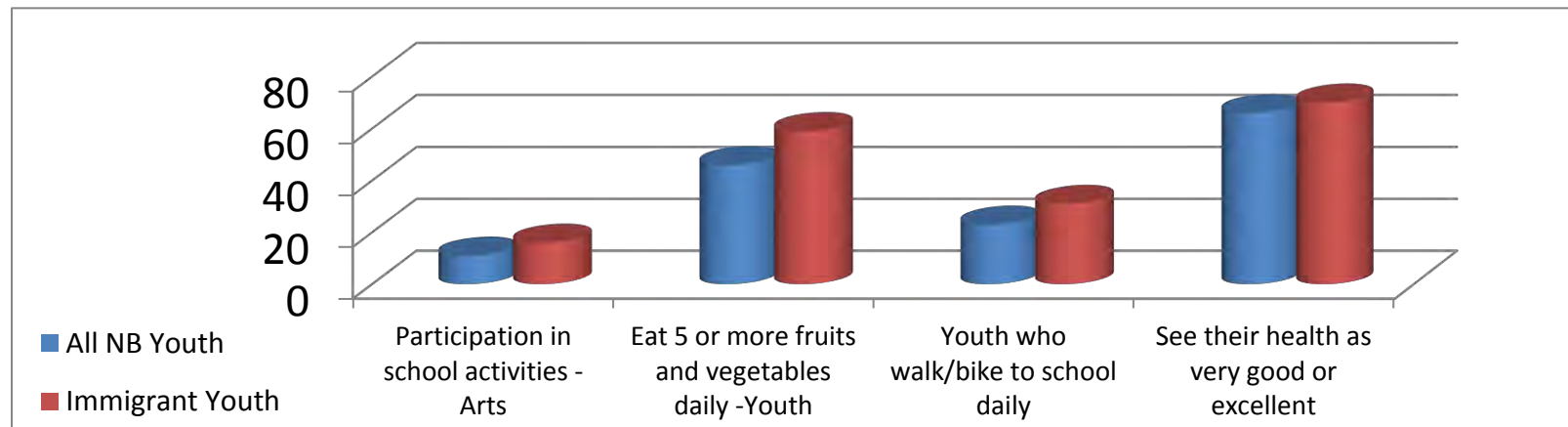
The data in this year's State of the Child report points to troubling ways in which Indigenous and immigrant children are falling behind their peers, but it also shows how they are sometimes outperforming them on various indicators of well-being. For instance, we see that immigrant youth get less sleep regularly, get less vigorous exercise and less frequently report feeling able to ask help from a neighbor or engaging in pro-social behaviours than their peers. They also report much less frequently intending to vote when they turn 18, have greater problems with underweight and are less likely to report moderate to high levels of mental fitness, or to turn to friends to help with their mental fitness needs.



Indigenous children face even greater challenges. While they report engaging in vigorous physical activity at the same rate as their age peers, they get even less sleep nightly and are less likely to feel they can ask help from a neighbor, or self-report pro-social behaviours. They also report significantly lower rates of moderate to high resiliency levels, trust of people in community, of parents who know a lot about them, or families that stand by them, are more likely to skip breakfast and almost three times as likely as their peers to report smoking daily. The positive balance for immigrant youth is more encouraging.

Both indigenous and immigrant youth report much more frequently than their peers that learning about their culture is important to them, and they both report marginally higher rates of participation in community groups. But these are among the few indicators in the Framework where indigenous youth have higher or more positive scores than their peers overall. And the disparity between reported indicators regularly shows a higher spread between indigenous youth and their peers and immigrant youth and their peers even on the indicators where both groups show some lag. The more encouraging news is that immigrant children and youth are very often outperforming their age peers across a range of indicators. In the Child Rights Indicators Framework there are currently 108 indicators disaggregated by immigrant child status and only 28 of those indicators show less positive

outcomes for immigrant children and youth than for their peers. Inversely we can say that on the available data immigrant children and youth are equal to or outperforming their peers in 74% of the data sets measured. For 26 of those indicators the spread is five percentage points or more and for six of the indicators the spread is of 10 % or more.



Unfortunately for indigenous youth of the 108 indicators for which we have disaggregated data indigenous youth were only outperforming their age peers or equal to them on 6 of the measured data sets. Conversely, they were lagging their peers in relation to 94 % of the indicators and on 61 of those indicators, or in 57% of all cases the spread was greater than five percentage points. In 24 indicators we found a lag of more than 10 % for indigenous children and youth and in three cases the gap was greater than 15 %. This should give the Province cause for great concern and an idea of where to apply effort in levelling the playing field for children. It is helpful to consider also however that the disparities are still wider for children in poverty and for LBGTQ youth.

As for comparisons between anglophone and francophone New Brunswick children, more work needs to be done to disaggregate the data that we have by language community and to analyze any discrepancies, but the data from the education sector shows some surprising gaps, while also pointing to significantly higher resiliency scores among minority francophone youth. Thus, while 111 data sets in the Framework are disaggregated by official language group, anglophone children and youth score equal or higher than their francophone peers only on 33 indicators. On 70% of the indicators francophone children report higher scores, with 44 of those indicators francophone reported scores of greater than five percentage points higher and on 14 indicators the spread was greater than ten percentage points. One may posit

that the advantages of having a shared common linguistic and cultural identity that is supported by constitutional guarantees and program supports helps explain the greater resiliency reported by official language minority youth. A look at the indicators with the widest margins suggests however that parental and family health behaviours are important protective factors as well. In a mature democracy such as ours we should celebrate the relative success of children and youth in the official language minority community and learn from each other as to how to achieve greater success together for all our children.

Indicator	Anglo	Franco	Indicator	Anglo	Franco
% of youth with moderate to high levels of autonomy	65%	78%	% of youth who consume sweetened beverages daily	61%	51%
% of youth with moderate to high levels of mental fitness	76%	86%	% of grade 12 youth who feel their school helped them develop positive attitudes toward healthy and active living	71%	81%
% of youth who think that an adult will often or always act in response to a bullying complaint	41%	56%	% of children who live with people who smoke or use tobacco	34%	24%
% of youth participating in activities at school	46%	57%	% of youth who sleep 8 hours or more per night	36%	47%
% of youth participating in activities outside of school	47%	61%	% of grade 12 youth who say they had opportunities in high school to participate in elective courses they were interested in	73%	93%
% of youth who eat breakfast every day	42%	55%	% of grade 12 students planning to go on to post-secondary education	78%	91%

The 64-million-dollar question that this data raises is if we can achieve such relative success for children and youth in immigrant and official language minority contexts, why are indigenous children so seriously disadvantaged? What success stories can we take from the policy arena in regard to other minorities and develop with Mi'kmaq and Maliseet communities, in culturally safe and culturally based ways, similar programs and policy supports to level the playing field for indigenous children in our Province?

According to UNESCO there are four levels of endangerment among indigenous languages; vulnerable languages, those

that are definitely endangered, severely endangered or critically endangered. Mi'kmaq is considered vulnerable, but is still spoken by roughly 8,000 native speakers. The Maliseet language has been considered a definitely endangered language for several years already, but despite tremendous efforts in language documentation and preservation, the language is now in a complete crisis of survival. Statistics Canada Census data depicts the rapid decline of native speakers of this rich linguistic tradition in North America over the past four census periods. Today there are only 360 Canadians who report Maliseet as their mother tongue. Less than half the number reported 15 years earlier.

The opportunity before us lies in making a concerted and sustained effort to teach this language from a young age to a new generation of Maliseet children. The time to act is now. We need Maliseet language instruction in schools, not as heritage classes, but as a living language of instruction. We have to mobilize all community resources and make the investments and policy changes now that will attract teachers and elders needed to transfer this knowledge to a new generation as the guardians of this heritage. We need to develop new ways of supporting Maliseet parents of young children with books and music and language interventions for their young children that will allow the language and culture to be passed down even in families where parents have lost the ability to speak their language. This is a difficult task of language recuperation that cannot be accomplished without sustained and concerted efforts. Daycare workers, teachers, health care workers, faith community members and family members all have to be sensitized and engaged in this process and become invested in their role as cultural and linguistic mentors.

Most importantly we need massive new investments. Every Maliseet First Nation should have a well-resourced Centre for Maliseet language preservation and promotion. These centres should be the hubs for language recuperation to teach the Maliseet language to existing generations who have been deprived of their right as children to speak their own language. These centres could serve as watchdogs to ensure

that Maliseet language signage is present to the maximum extent possible in every Maliseet Community. The Centres could also serve as the hubs of new programs and services that will develop Maliseet language radio programming, libraries, song-writer and story-teller workshops, or community news bulletins, websites and webcasts in Maliseet.

In conclusion a child rights analysis of the implementation of the child's right to preserve his or her identity and of the rights of minority and indigenous children under Articles 8 and 30 of the Convention reveals that the Province has had very mixed results. While the dominant assimilationist trend of French to English continues in New Brunswick and while the francophone population appears to be continuing to decline as a percentage of the population overall over the past several decades, francophone children and youth as a group appear to be thriving on many measures of child rights and well-being. Immigrant children also tend to fare well overall in comparison with their peers, but more analysis is required to break down the immigrant child data as between visible minority youth and other immigrant youth, and also to track these community identities over time through generations. Finally, the data points out very stark contrasts in terms of the well-being of indigenous children and youth and much more effort needs to be expended by every level of government to provide these New Brunswick children with the promise of equal opportunity.

PART II

HUMAN RIGHTS OF CHILDREN AND YOUTH



The UN Convention on the Rights of the Child reflects the basic standards that have to be met in all areas of the lives of children and youth in order for them to grow up with dignity. This is the most globally accepted human rights treaty, and one which every jurisdiction in our country has the legal obligation to implement.



These rights apply in every sphere of a child's life – in school, in hospitals, at home, at work, in custody and in community. The rights in the treaty are listed in numbered 'Articles' (such as Article 30, the right of children of Indigenous and minority communities to learn and practice their own culture, religion, language). Together these Articles form a holistic approach to ensuring children's fullest development.



GENERAL MEASURES
TO IMPLEMENT CHILD
RIGHTS

WHERE IS NEW BRUNSWICK'S CHILD AND YOUTH STRATEGY?

Last year the Child and Youth Advocate officially recommended to government that it create a comprehensive provincial strategy for children. Nothing has been done by government to move this forward.

Every day in the Office of the Child and Youth Advocate we see the rights of children ignored. The vast majority of these rights violations are the result of a lack of a comprehensive strategy for child and youth services.

Children and youth deserve a serious effort to coordinate efforts.

Everyone working with and for children, such as teachers, social workers, corrections officers and health professionals need training on child and youth rights.

WHERE ARE THE RIGHTS OF CHILDREN IN NEW BRUNSWICK'S LAWS?

Very commendably, Child Rights Impact Assessments are completed by the New Brunswick government on all new legislation and amendments brought to Cabinet.

However, it is often hard to see how our province's laws uphold child and youth rights. The UN Convention on the Rights of the Child is not mentioned in *any* legislation in this province. We look at other provinces as well as federal legislation to see how the Convention is incorporated into their laws. Human rights are not vague, abstract notions – they are meant to be protected in law.

Child rights require laws. The Family Services Act; the Education Act; the Early Childhood Services Act; the Custody and Detention of Young Persons Act – not only do these New Brunswick laws not mention the *Convention on the Rights of the Child*, in many respects they fail to uphold child and youth rights.

The province frankly needs to undertake a comprehensive review of all domestic legislation, regulations, policies and government practices to ensure full compliance with the Convention. Anything less is simply leaving children and youth continually vulnerable to violation of their rights.

WHY DO GOVERNMENT DEPARTMENTS NOT WORK BETTER TOGETHER?

Integrated Service Delivery with its school-based multidisciplinary teams is an excellent example of how government can coordinate for better collaboration.

Implementing the rights of children and youth requires coordination:

- between government departments;
- between provincial and municipal levels of government; and
- between government and civil society.

Canada is obligated to report to the UN Committee on the Rights of the Child on progress in implementing child rights.

The Convention on the Rights of the Child explicitly requires States to make their reports widely available to the public. Governments are strongly urged by the UN Committee to place such reports on their web sites. Similarly, the UN Committee's responses to Canada should be made available to the public, including to children and youth through schools.



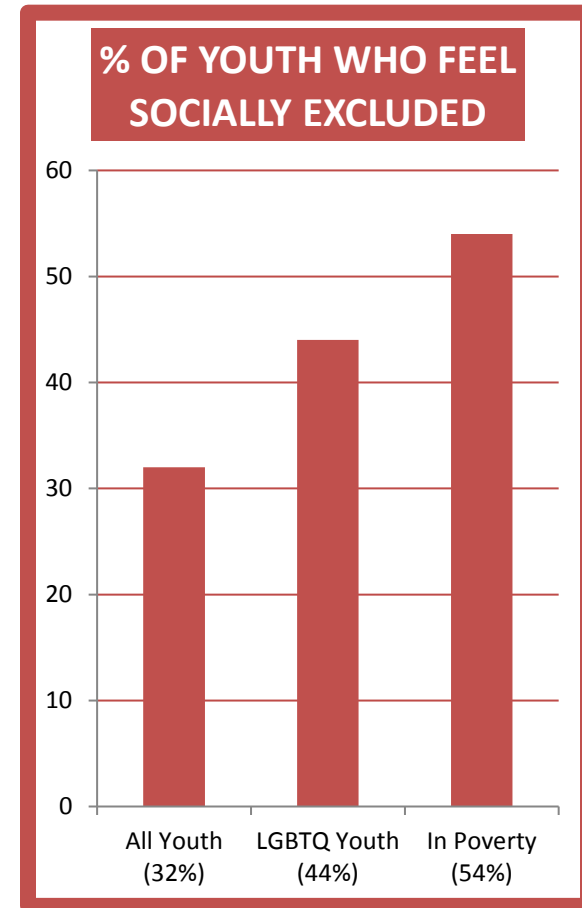
IT IS TIME FOR NEW BRUNSWICK TO DO BETTER AT UNDERSTANDING THE FACTS OF CHILDREN'S LIVES

The collection of statistics (the Child Rights Indicators Framework) attached to the end of this report is an ongoing project to create a numerical reflection of aspects of the lives of New Brunswick children and youth. It is an attempt to bring together data from different sources to create a whole picture of the lives of our young people. This should not be the work of the Child and Youth Advocate – it should be the work of government.

The Child Rights Indicators Framework is necessary for government to be able to take a child rights focus to policy, programming and legislative development. It is also important for academics and non-governmental organizations to use for their work in identifying ways to improve the lives of children.

The Child and Youth Advocate is also supporting the work of an international data framework called Global Child. This tool will be used by countries when they report to the United Nations on their duties under the Convention on the Rights of the Child.

We are also working with UNICEF to support their data tool, One Youth, a national snapshot of wellbeing for Canada's children.



WHY DOES NEW BRUNSWICK NOT EVEN KNOW HOW MUCH OF ITS BUDGET IS ALLOCATED TO CHILDREN?

Government cannot tell whether it is fulfilling children's economic, social and cultural rights to the maximum extent of available resources (as required under the Convention on the Rights of the Child) unless it can identify the proportion of overall budget allocated to children. Specific budget lines should target particular groups of vulnerable and disadvantaged children. Some governments publish annual 'children's budgets.' The Child and Youth Advocate's Office has met already with the Auditor General's Office and are informed that New Brunswick already codes its spending in such a way that almost all spending on children could easily be reported in an annual children's budget. We undertake to follow up on this matter with the Comptroller's Office and the Department of Finance to see how best New Brunswick can lead the way in Canada on this measure of child rights implementation.

WHY ARE PEOPLE WHO WORK WITH CHILDREN AND YOUTH NOT TRAINED TO UNDERSTAND THE RIGHTS OF CHILDREN?

Government has an obligation to develop training for all those with a duty to implement child rights – this includes civil servants, elected officials, members of the legal profession, police and all those working with and for children in community. For eight years now our Office has developed with l'Université de Moncton and other partners the premiere Child Rights training program in Canada. People register for this training from all around the world and across the country. The Government of New Brunswick should make it a priority to register more of its own employees for this training on an annual basis.

Furthermore, the *Convention on the Rights of the Child* should be reflected in professional education and training as well as codes of conduct.

Knowledge of human rights must also be promoted among children themselves, through the school curriculum, through social media, and through all other feasible means.

Cooperation with Civil Society

Part of government's obligation to protect the rights of children includes ensuring that non-government service providers operate in accordance with the UN Convention on the Rights of the Child.

Enabling the private sector to provide services that are regulated by government does not in any way lessen the government's obligation to ensure full realization of rights.

Government is accountable for compliance with the UN *Convention on the Rights of the Child*. However, all members of society have responsibilities regarding the realization of child rights. Government has a duty to inform, cooperate and collaborate with civil society in furtherance of child rights. We see this taking shape with the *Strategy for the Prevention of Harm to Children and Youth*, but this example should serve as a model for further cooperation.

Independent Human Rights Institutions for Children

One of the roles of an independent child rights institution is to monitor government's compliance with human rights. However, this should not lead to government delegating its monitoring obligations to the child rights institution.

Government must support such independent institutions in their work.

The Department of Social Development could do better at ensuring that children who have been taken into protective care, custody or guardianship know that there is an independent Advocate for them. These are the most vulnerable of the vulnerable – children who have suffered terrible abuse and neglect. They need to know they have an Advocate.

The Department of Education and Early Childhood Development could do better at ensuring that children and youth in schools know that there is an independent Advocate for them.





1

GUIDING
PRINCIPLES OF
CHILD RIGHTS

The essential values upon which all children's rights are based are found in four guiding principles:

1. **Children's human rights must be respected without discrimination between different groups of children.**
2. **Every action taken concerning children must be undertaken with their best interests as a primary consideration.**
3. **Government must ensure the survival and development of each child to the maximum extent possible.**
4. **In any matter affecting a child their views must be given due weight.**

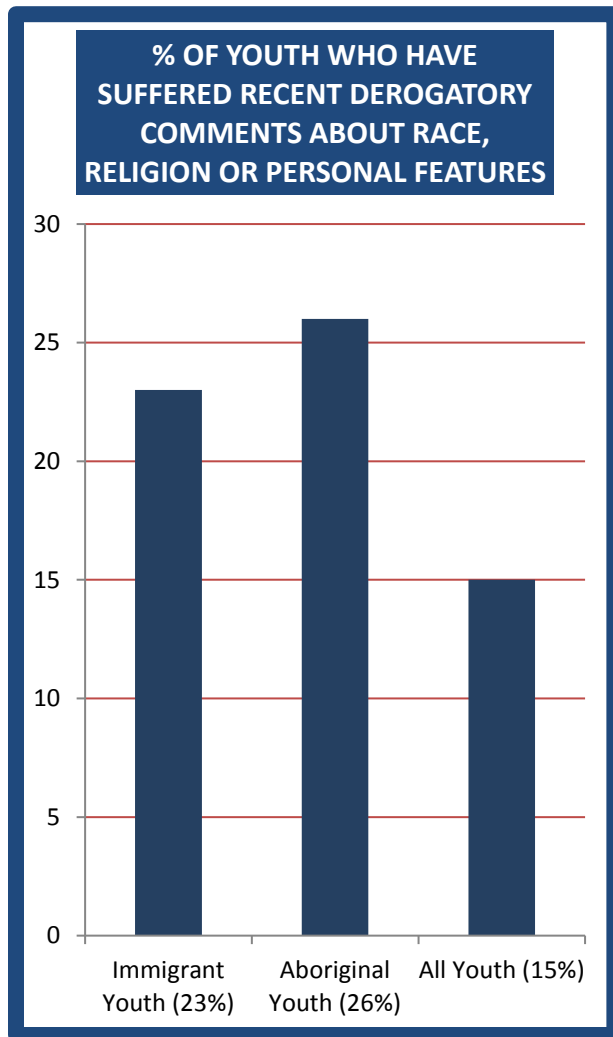
Guiding Principle: *The child's right to provision, protection and participation without discrimination*

Some groups of children and youth are vulnerable in particular ways and require accommodation and extra support to realize true equality.

Government must ensure equality for every child and youth. Therefore, data collection should be disaggregated to enable discrimination or potential discrimination to be identified.

81%

of youth in low economic status feel they are not treated fairly in their communities



Guiding Principle: *The right to have the best interests of the child be a primary consideration in decisions that affect them*

Article 3 of the United Nations *Convention on the Rights of the Child* obligates government to make the best interests of the child a primary consideration in all decisions that affect children.

Every legislative, administrative, and judicial body or institution is required to apply the best interests principle by systematically considering how children's rights and interests are or will be affected by their decisions and actions. This duty should be made clear in all guiding documents for professionals.

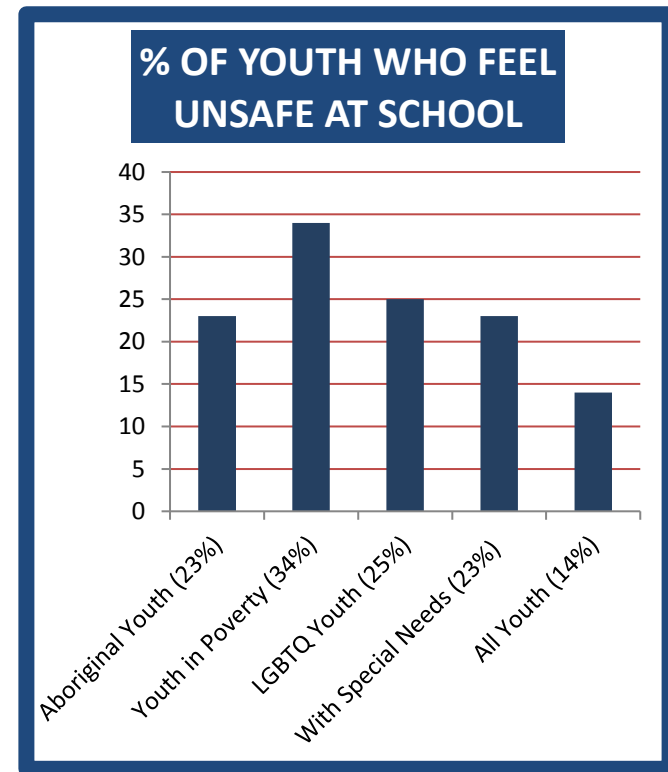
Guiding Principle: *The right to maximum survival and development*

Children need strong attachments, security, self-esteem and a feeling of personal control over their lives. These are necessary for resiliency when facing the challenges. Children need supports to develop with empowerment, autonomy and resiliency. The United Nations *Convention on the Rights of the*

Child obligates government to ensure the maximum development of children physically and psychologically.

External factors such as positive relationships with adults, feeling connected to school, having support in the community, and participation in recreational activities promote resiliency. Some children thrive in spite of the adversity they face, and they do so due to their resilience.

School-based Integrated Service Delivery teams use strength-based, resilience-building approaches to aid children and youth facing complex challenges. These processes should be emulated across other child and youth-related professions.



Guiding Principle: Article 12 – *The right of the child to have his or her opinion voiced and taken into account in all matters that affect him or her*

Under the United Nations *Convention on the Rights of the Child*, government must listen, and give due weight, to the opinions of children.

This particularly means that children and youth must be heard from in judicial processes such as family court and youth court.

It also means that children and youth must be heard from in administrative processes such as appeals from school-based decisions. New Brunswick has failed in this regard. As just one example, it is not possible for a student to appeal a decision about suspension. A parent or legal guardian must appeal for them (unless the student happens to be 19 years old). This is in direct contravention of the rights of students, and it is difficult to imagine a justifiable rationale for this law.

Beyond changes to laws and procedures, the Province should ensure that those making decisions about children in administrative and judicial matters have training in how best to hear from children and youth.

Percentages of youth who think expressing their opinion in class is important

LGBTQ youth	Aboriginal youth	Youth in low economic status
64%	61%	55%

A close-up, low-angle shot of a person's feet on a skateboard. The person is wearing blue sneakers and orange pants. The skateboard is positioned on a wooden ledge or ramp. The background is a bright, hazy sunset or sunrise, with a blurred skate park environment. A yellow square with the number '2' is overlaid on the left side of the image.

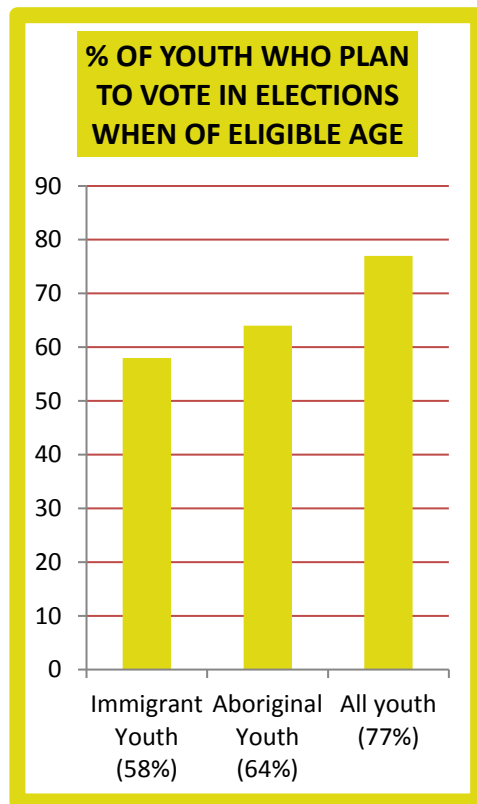
2

CIVIL RIGHTS AND FREEDOMS

The Right to Freedom of Expression

Children and youth have the right to receive and communicate information and ideas. It is only through this right that children and youth will understand all of their rights and the rights of others.

A quarter of New Brunswick's graduating high school students report that they have no intention voting in any elections when they reach voting age.



The Right to Freedom of Thought, Conscience and Religion

The influx of Syrian refugee children and youth in the last few years has reaffirmed in New Brunswick the importance of our foundational commitment to freedom of thought, conscience and religion.

Respect for the diversity of faith traditions requires more than just allowing people to be themselves. It requires a collective recognition that our various faith traditions will impact the way we dress, the place we make for prayer in our daily lives, the work schedules we keep in order to remain grounded in our spiritual lives and even the food we eat and how we procure it.

All of these markers of our difference should be celebrated and not denigrated. It is especially important for children and youth to feel and have a lived experience of the embrace of religious tolerance and diversity in schools and in their communities, both from adults and their peers.

The Right to Freedom of Association and Peaceful Assembly

The benefits of engagement in society by children and youth are manifold. Volunteering can increase self-esteem and combat depression. It also boosts positive characteristics in children and youth such as empathy and helpfulness.

Children need places and leagues of their own. Marginalized children are often the least likely to engage in organized sports and other leisure activities. Special measures are needed to support youth in care, youth with disabilities, immigrant youth to allow them to associate with their peers and create networks of peer support.

1 in 4

Youth living in low income and LGBTQ youth do not feel that making friends is important

The Right to Privacy and Protection of Reputation

Most of us do not bother reading the fine print of privacy policies before accepting website or social media terms. Children and young people are no exception. How can we protect their online privacy?

Government has a responsibility to ensure that children are not harmed by advertising and marketing efforts. In the United States there is dedicated federal law, *The Children's Online Privacy Protection Act*, and various state laws also give specific legal protections to children. No such child-specific law exists in Canada. The government of New Brunswick also has responsibilities in this regard, to legislate privacy protections for children.

In Quebec the *Consumer Protection Act* has long-standing provisions aimed at curbing direct marketing to children which have been held to extend to on-line marketing.

New Brunswick needs more stringent legal standards to protect the privacy of children and young people.

The Right of Access to Information

Access to information for young people is nearly limitless in the Internet age. While there are important safety concerns to bear in mind, children and youth need information to develop to their fullest abilities, and to be able to participate and make informed decisions about matters affecting their lives.

Literacy is not simply reading and writing, but a means by which a person can interpret the world around them and interact with it.

Nearly **1/4** of NB children in grade 2 did not achieve an appropriate performance in reading comprehension (for Anglophone sector) or in oral reading (for Francophone sector)

The Right not to be Subjected to Torture or Cruel, Inhuman or Degrading Treatment or Punishment

Our Office has gone on record publicly with recommendations to end solitary confinement of youth at the secure custody facility. We have also publicly recommended that Sheriff Services end its blanket policy of using handcuffs and leg shackles on all youth being transported by Sheriff Services.



A young girl with dark hair in two braids and bangs, wearing a pink shirt, is smiling. She is being embraced from behind by a person wearing a light blue shirt. The background is a blurred green outdoor setting.

3

FAMILY
ENVIRONMENT AND
ALTERNATIVE CARE

The right to special protection and care for children deprived of a family environment

The Office of the Child and Youth Advocate is presently undertaking a comprehensive review of the child welfare system in New Brunswick. We will be looking at how children are treated when they have been abused or neglected, and how they are cared for if brought under the custody of the government. We will be looking to ensure that a fully child-centred and trauma-informed approach exists in all aspects of this system.

This review will be informed by the opinions of children and youth in the system, as well as those of professionals and others, but we will also be looking at data.

Victims of abuse and neglect are more prone to psychological problems such as anxiety, fear, stress, insecurity, low self-esteem, feelings of rejection, attachment issues, trauma, alienation, depression, suicidal tendencies, and heightened vulnerability to cognitive, social and psychological impairments. Substance abuse, aggressive behavior, and various forms of self-harm can become means of coping with the resulting trauma. These children and youth require extra social, educational and health supports.

For children and youth who have suffered abuse and neglect at home, school can provide a structured environment and positive role models that help to counteract the negative effects. If a child or youth feels connected to his or her school, it is a protective factor against many potential harms including alcohol and drug abuse, delinquency, and self-harm, all of which can be used as 'coping mechanisms' by traumatized children and youth.

2444

children were under
child protection or
family enhancement
services in 2018

The right to protection from all forms of physical or mental violence, abuse, neglect and exploitation

The government of New Brunswick has collaborated with civil society to develop an ongoing strategy to prevent all forms of harm to children and youth. The Office of the Child and Youth Advocate is concerned that this strategy does not have adequate monitoring and analysis of data that points to childhood harm. There has been a commitment from government, and a Working Group on Children and Youth has been created that brings representatives from various government Departments together. This is commendable. Presently, however, this group appears to be in a limbo state. It requires a detailed strategic plan and fulsome commitment from all areas of government.

Abuse, neglect, injury, mental violence and other forms of harm come in a wide variety of forms. The severity of physical and sexual abuse, as well as chronic neglect, cannot be overstated. There are a multitude of efforts underway to address these issues.

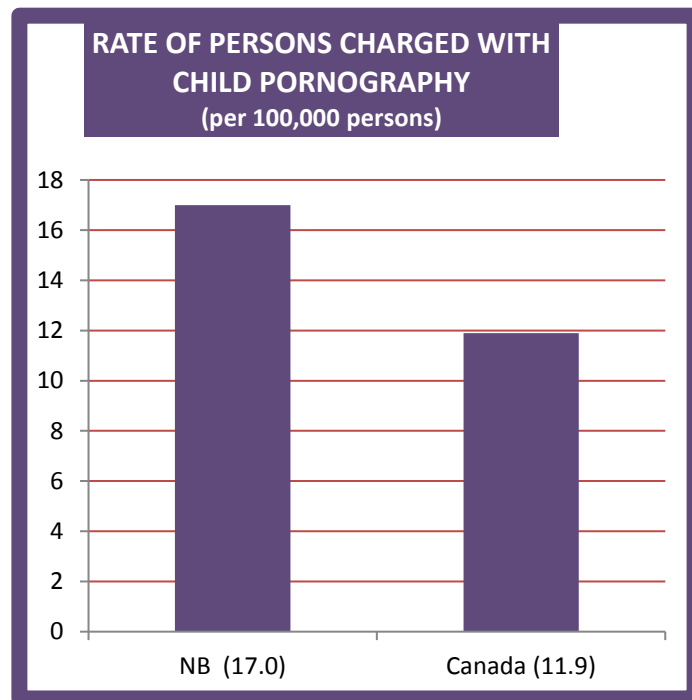
The Child and Youth Advocate's review and upcoming public reports child protection will address a great many of the issues.

The issues are far too numerous to comprehensively address in the present State of the Child report. However, it is worthwhile perhaps raising one aspect of harm that the Advocate feels has to date been given inadequate attention in law. Our office has consistently advocated for action on corporal punishment. There are no beneficial aspects of corporal punishment of children. There can, on the other hand, be severe psychological harm to children as a result of corporal punishment. The United Nations Committee on the Rights of the Child has stated that international human rights law requires the banning of corporal punishment on children.

The federal Criminal Code exception to assault for the physical disciplinary punishment of children is a matter on which the New Brunswick could lobby, but of course has no legal power to change. However, the provincial government can provide other means of protection against corporal punishment. The Department of Education and Early Childhood Development has refused to sign on to the national Joint Statement on Physical Punishment of Children.

Prevention of Child Pornography

Educating children about the potential dangers of the Internet, along with parental and public awareness, are essential in prevention and protection. The most recent national statistics showed the rate of child pornography incidents in New Brunswick to be higher than the national average.



Youth Homelessness

Homeless youth face a multitude of challenges, but access to social welfare supports, mental health supports and educational supports should be readily available. The comprehensive Child and Youth Strategy recommended previously by the Advocate could focus coordinated efforts on this population of young people who are at risk of serious health detriments, sexual exploitation, drug addiction, and violence.

Government assistance to parents in child-rearing responsibilities

The recent improvements to child care services to license accredited early childhood learning centres, to professionalize the practice in this field while providing supports to parents to facilitate access to these services is long overdue. The Advocate would like to see more efforts in this area so that more children can benefit from early childhood education experiences. A labour management table between employers and an organized professional body of licensed daycare workers would be the proper vehicle for progress in this field.

Family and community connectedness

When children and youth grow up in families with low levels of conflict, in which they are supported and understood, they generally have higher self-esteem, physical and mental well-being, and resilience.

Being able to voice their opinions is essential to developing with self-esteem. Supports within communities are essential in order for children to grow up healthy.

A supportive mentor relationship with an adult outside of the family decreases the likelihood that a child will suffer from depression or exhibit bullying behaviours.

Having even just one supportive adult in their life can significantly increase the likelihood that a child will develop with fewer negative attributes.

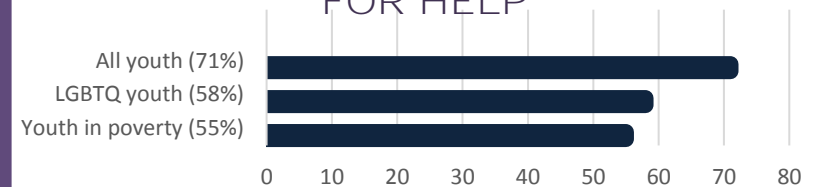
Half

of all youth have no one they look up to

Only
28%

of youth in a low economic situation say their family stands by them in difficult times

YOUTH WHO FEEL THEY COULD ASK A NEIGHBOUR FOR HELP



Child care

The government of New Brunswick's Early Learning and Child Care Action Plan has provided for subsidized child care. It is a positive step. The Provincial Child Care Review Task Force, however, recommended a move toward a publicly funded and managed child care system delivered by a not-for-profit early learning and childcare system. This would be a monumental shift in early childhood development for this province, but one that would be immensely welcome. The Child and Youth Advocate has been on record recommending a universally accessible, educational, affordable and rights-respecting child care system for the pre-school years.

The Advocate sees a worrisome gap in Integrated Service Delivery for the pre-school years. A coordinated provincial early years child care system would be an essential aspect of allowing various service providers (such as social services, health and early childhood education) to work together for those children in need of coordinated efforts. Certainly, the growing movement in social pediatrics can play an important role in this system.

Families Facing Poverty

One of the most startling aspects of the data found in the Child Rights Indicators Framework is the consistently negative outcomes for children and youth in poverty.

This is yet another reason as to why the Child and Youth Advocate is recommending a children's budget, for government and the public to be able to see what resources are currently being allocated to vulnerable child populations.

81%

of youth in low economic status feel they are not treated fairly in their communities



4

HEALTH AND WELFARE

The right to the highest attainable standard of health

The social determinants of health, being the conditions in which people live, are recognized universally as primary drivers of child wellbeing. These determinants of health include access to: early childhood education; social services, health services; adequate housing; adequate standard of living; food security; and other aspects of social equity.

People who are at the low end of the social and economic spectrum are twice as likely to contract a serious illness than those near the high end.

Early Childhood Health and Social Pediatrics

Pediatricians have been leading the development of Social Pediatrics pilot sites, bringing together professionals from various areas, in health and allied health fields, in social work, education and law to address the risk factors affecting childhood development. Social Pediatrics, providing services from birth to age five, can help to fill the current gap in the Province's Integrated Service Delivery (ISD) model.

Healthy childbirth is adversely affected by maternal smoking during pregnancy. Maternal smoking is linked to low birth

weight, which can lead to lifelong health problems for children. The smoking cessation programs for pregnant women are voluntary. Consuming alcohol during pregnancy is a risk for Fetal Alcohol Spectrum Disorder (FASD).

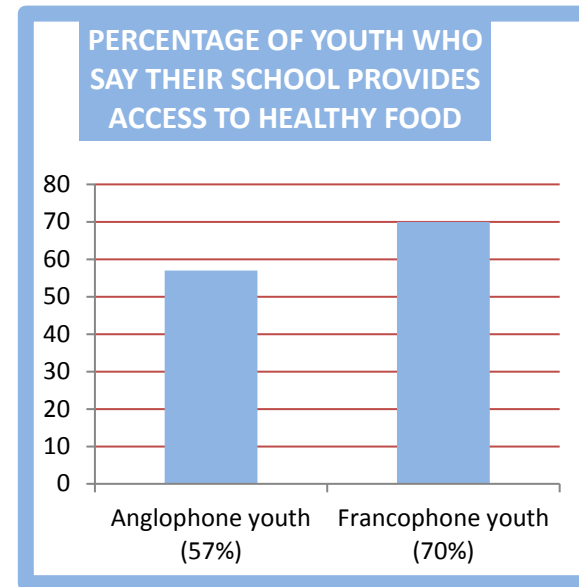
The infant mortality rate in New Brunswick remains lower than the national average. The infant mortality rate is the most universally recognized indicator of the health systems of nations. This rate is reflective of female health generally, socio-economic status, and access to health care.

The % of Kindergarten NB children meeting immunization requirements varies by Provincial Health Zones:
from
68.6% to 94.3%

Healthy eating

More than a third of New Brunswick children in Kindergarten to grade five are overweight or obese. This presents many dangers, including higher risks of diabetes and cardiovascular disease.

The education system has an important role to play in the promotion of healthy eating. In 2018, the Department of Education and Early Childhood Development revised its Healthier School Food Environment Policy. This was met with considerable public alarm. The Child and Youth Advocate finds the negative reaction to this policy to be deeply unfortunate, given the state of health of many of this Province's children. This policy is to be commended. It is a bold, forward-thinking move. Patterns of healthy living are set early on in life, and the adverse health effects of poor nutrition and lack of physical activity lead to health consequences throughout a lifetime.



Physical activity and healthy behaviours

The school system should intensify its efforts to ensure that national guidelines for physical activity, sleep and sedentary behaviour are met by children and youth.

Only 35% of children in grades four and five in New Brunswick meet the recommended standard of a minimum of 60 minutes of moderate to vigorous physical activity each day.

Regular physical activity lowers risks of: obesity; diabetes; heart disease; and depression.

77%

of *children* **don't meet**
minimum daily physical
activity standards

78%

of *youth* **don't meet**
minimum daily physical
activity standards

Risky sexual practices

In New Brunswick, we have numbers for the youth Chlamydia rate, but we need to track more indicators. This should be part of the Child and Youth Strategy recommended earlier in this report. Sexually Transmitted Infections (STIs) increase the risks of serious and life-threatening health problems.

TEEN BIRTH RATE
(per 1000 teenagers)

New Brunswick

Canada

12.9

7.9

A right to a standard of living adequate for physical, mental, and social development

We know that child poverty rates in our Province are higher than the Canadian average.

Children living in poverty are more likely to suffer from low self-esteem, inadequate nutrition, chronic health problems, and injuries. They are at heightened risk of poor physical and mental health. They are also at heightened risk of lower emotional well-being and educational outcomes.

Students in New Brunswick schools are surveyed to assess the general welfare of our child and youth population. Lack of regular access to food at home is viewed as a marker for child and youth poverty. The New Brunswick Student Wellness Survey includes the following question: “Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?” Students who answer “often” or “always” are categorized as ‘food insecure.’

For most child rights indicators we would expect a relatively small deviation between children generally. Cultural, and to some extent geographical, differences can cause deviation in statistics. However, those deviations are most often relatively

minimal. It is unsettling to see the often large deviations between ‘Food Insecure’ youth and other groups of youth.

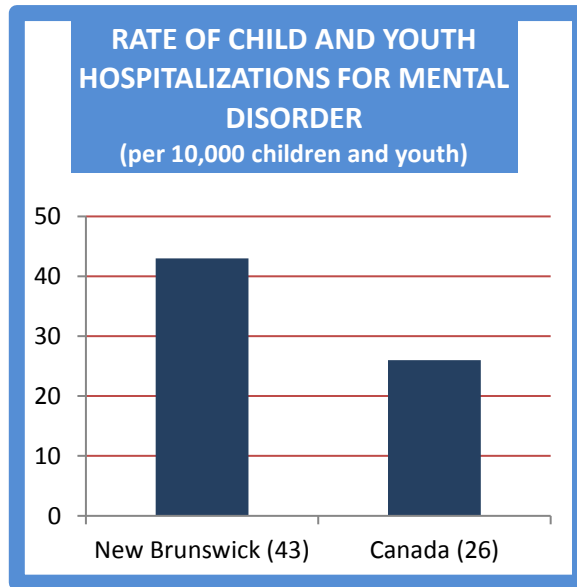
Mental Health

New Brunswick children and youth have higher than national rates of hospitalization for depressive episodes, stress reaction and anxiety disorder.

Barely more than half (53.7%) of children and youth in the province who look for mental health service receive it within 30 days.

The rate of child and youth hospitalization for mental disease and disorders in New Brunswick is far higher than the national rate. In 2016-2017, the New Brunswick rate of child and youth hospitalization for mental disease and disorders was 43.1 cases admitted to hospital per 10,000. The national rate was 25.9.

The UN Committee on the Rights of the Child has stated that: “Every adolescent with a mental disorder has the right to be treated and cared for, as far as possible, in the community in which he or she lives.”



1/3 of NB youth have symptoms of anxiety or depression

in most recent reporting –
2015/2016

Admission to hospital for depressive episodes

Males: 2

Females: 12.7

(per 10,000 children/youth)

Only **53%**

of children and youth receive professional attention within 30 days of referral for mental illness; virtually no change in the past 3 years

Both government and civil society in New Brunswick are developing impactful programs and interventions to support children and youth with Mental Health needs. For example, Integrated Service Delivery (ISD) connects public service providers in education, mental health, child protection and more, as part of a team that develops early intervention plans for complex children and youth. The Child and Youth Advocate's Office has produced a child rights e-book training module for ISD.

Another example is the ACCESS Open Minds NB program. This is an initiative to develop a provincial network of youth safe spaces, connecting youth to informal and formal systems of mental health care. The first three Safe Spaces have been launched in Saint John, Elsipogtog and the Acadian Peninsula. These safe spaces will serve as service hubs for youth drop in, with peer supports and clinical supports

The Province's new Family Plan has a Mental Health and Addictions pillar that includes a network of excellence for treatment of youth with complex mental health needs.

The virtual Navigation Centre for Children with Complex Health Conditions (NaviCare) has been developed to provide online and telephone based support service for children and youth, and their families, to help them navigate various care systems.

A Research Chair in Adolescent Mental Health has been funded at l'Université de Moncton, who will monitor and evaluate the success of these and other initiatives.

The Province has also been taking significant steps in terms of promoting mental fitness (encouraging psychological well-being, cementing a positive sense of how one feels) through the Wellness Strategy.

It is also encouraging to see how the views of youth are being used to inform wellness initiatives in schools, through information in the Student Wellness Survey results. We urge schools to take further initiatives to hear directly from their students to inform school strategies.

The right of children with mental or physical disabilities to special care and assistance to promote their dignity, self-reliance, individual development and fullest possible social integration

Under the UN Convention on the Rights of the Child, governments assume obligations to ensure assistance to children with disabilities to afford them the opportunity to develop to their fullest potential, in dignity.

Just over one third (34%) of grade twelve students with disabilities in the Province do not feel respected in their schools. These students are less likely than their peers to participate in extracurricular activities in school or outside of school.

One in
four

youth with special needs in grades six to twelve do not feel that they belong at their school.

5

EDUCATION, LEISURE AND
CULTURAL ACTIVITIES



The Right to Education

Schools can be the environment wherein children and youth facing risks to their security can learn skills to ensure their personal safety. In the same vein, learning about human rights should be incorporated into the school curriculum at all stages.

Early Childhood Education and School Readiness

Children who have the social, emotional and mental preparedness to succeed in an intellectually stimulating, structured and safe school environment from the very start have higher likelihoods of completing school and being successful in employment.

School readiness and long-term academic achievement are disproportionately negatively affected by low-income family situations. The poorest children in society particularly benefit from well-structured early learning initiatives, yet have the least access to them. Stimulating child care environments have been shown to lead to better psychosocial and cognitive function.

Children who are not ready for Kindergarten tend to remain educationally behind their peers throughout elementary school. Even with additional supports they may never catch up to their peers.

Engaging Children and Youth in Education (School Connectedness)

When children have strong connections with their schools they are more likely to have success academically.

Children who are bullied (and in fact perpetrators of bullying also) are more likely to miss school, show little interest in their studies and suffer poor grades. They are also at greater risk of suicide. Schools have an obligation to protect children from bullying. This obligation can be in the form of a duty not to allow discrimination, under human rights legislation.

Children who do not learn to interact well with their peers are at higher long-term risk of not only poor academic achievement but also poor mental health.

12%

of children don't
feel connected to
their school

8%

of youth don't feel
connected to their
school

Half

of all youth in school
say they have
recently been bullied

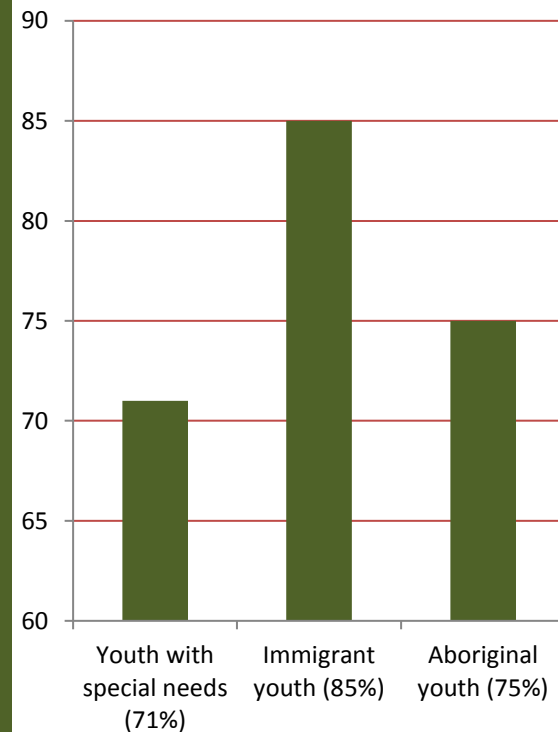
1 in 4

children are not
comfortable talking to
an adult about
bullying

2 in 4

youth don't think an
adult will do anything
about bullying

% OF GRADE 12 YOUTH WHO FEEL RESPECTED AT SCHOOL

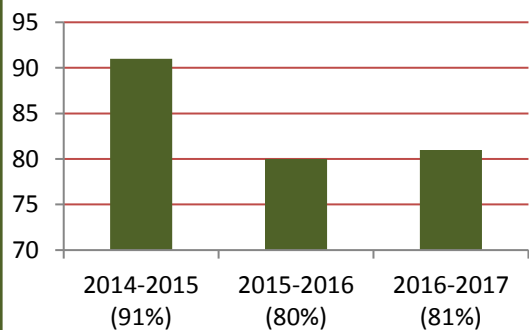


Academic Performance

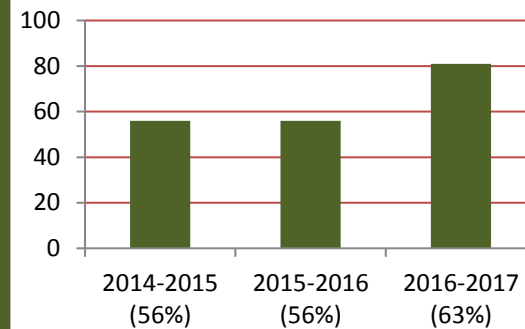
62%

of Anglophone NB children in grade six did not achieve an appropriate performance in math

**% OF GRADE 9 STUDENTS
ACHIEVING AT LEAST
APPROPRIATE PERFORMANCE IN
ENGLISH WRITING
(ANGLOPHONE SECTOR)**



**% OF GRADE 4 STUDENTS
ACHIEVING AT LEAST
APPROPRIATE PERFORMANCE IN
READING COMPREHENSION
(FRANCOPHONE SECTOR)**



44%

of Francophone NB children in grade 11 did not achieve an appropriate performance in French

The rights of children to be provided opportunity for unstructured play, organized recreation, and participation in cultural life and the arts, as well as adequate sleep and leisure time

Play has an imperative role in early childhood development, stimulating children's ability to learn. Depriving children of play can stunt neurological development.

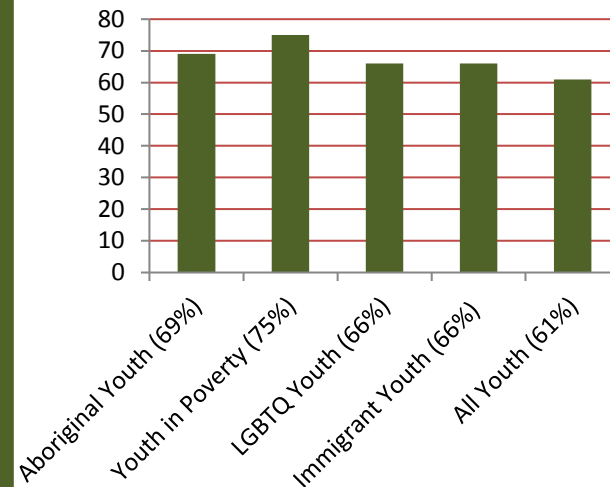
Involvement in recreational activities positively effects social inclusion, self-confidence, mental health, logical thinking ability, academic achievement. Children who are regularly physically active have been shown to have better educational outcomes. However, recreational options are not always accessible.

Engagement in arts programs fosters creativity, expression, self-confidence, social inclusion, and empathy.

The percentages of graduating high school students who felt they had opportunities to participate in cultural activities remains low.

Sleep deprivation can seriously harm children's psychological and cognitive development. Over-use of screen time is emerging as a significant problem in this respect.

% OF YOUTH WHO DO NOT GET THE MINIMUM RECOMMENDED AMOUNT OF SLEEP



The percentage of NB youth who spend more than the maximum recommended hours in front of screens each day (2 hours):

63%

A close-up portrait of a young man with dark hair and brown eyes. He has visible acne on his face, including red spots and pustules on his forehead, nose, and cheeks. He is wearing a red hooded sweatshirt over a blue turtleneck sweater. The background is a plain, light-colored wall.

6

SPECIAL
PROTECTION
MEASURES

The right to be free from degrading treatment and punishment.

The right to be free from deprivation of liberty, detention and imprisonment unless as a last resort

The youth criminal justice system in New Brunswick has seen a remarkable transformation in the past three years. The Department of Justice and Public Safety's Youth Diversion Model undoubtedly has played a vital role in this transformation. We believe that a concerted effort by all actors in the youth criminal justice system have made increased efforts to uphold the principles of the Youth Criminal Justice Act and human rights for young persons.

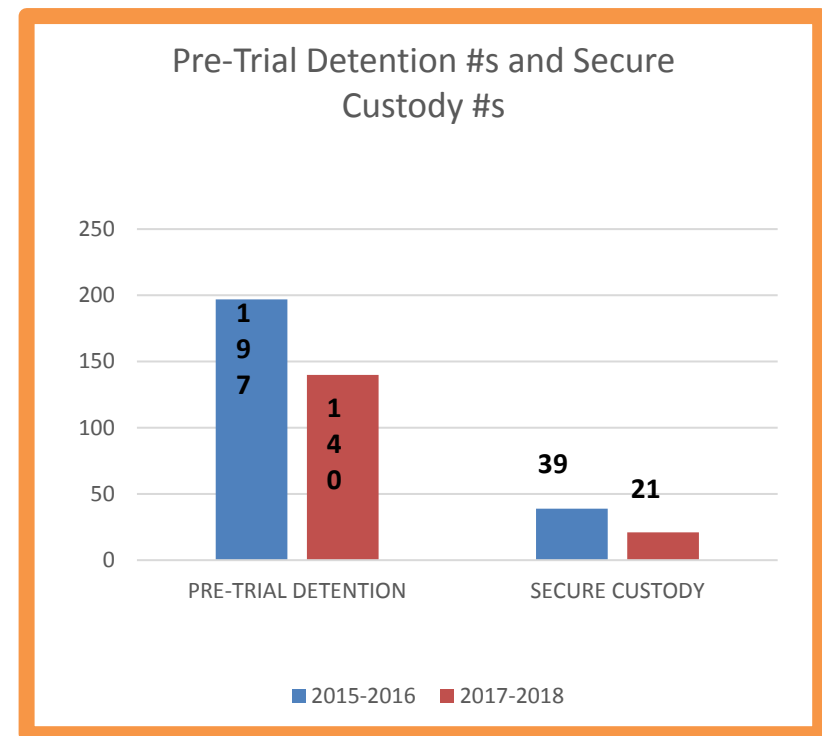
The evidence is abundantly clear that the most crime-prevention focus is to divert youth away from court when they commit offences, and facilitate community-based supports to prevent recidivism. The steep decline in incarceration rates reflects adherence to what truly works in reducing recidivism.

That said, of course there is always improvement that remains.

For example, the blanket policy of shackling and handcuffing all youths found guilty or even simply accused of a crime when transported by Sherriff Services remains.

Similarly, the practice of transporting youths deprived of liberty in vehicles with adult inmates remains.

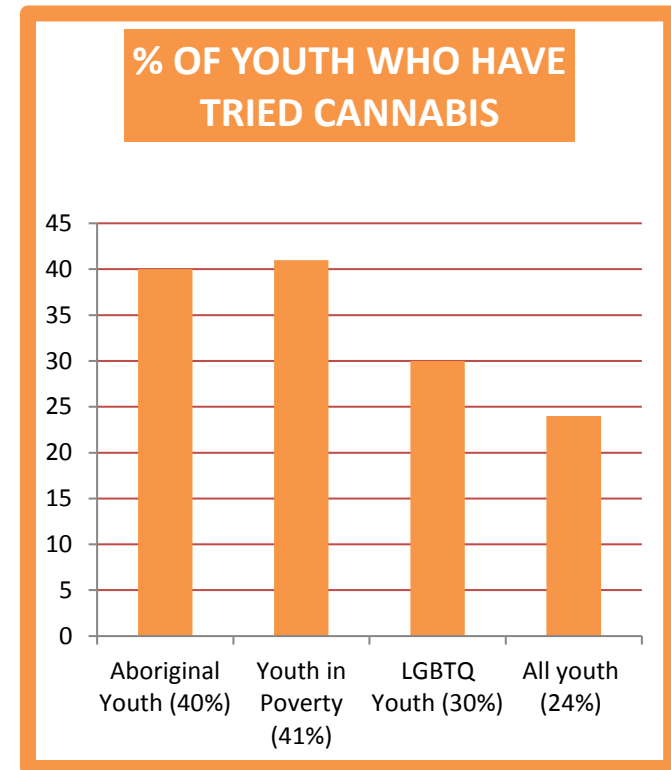
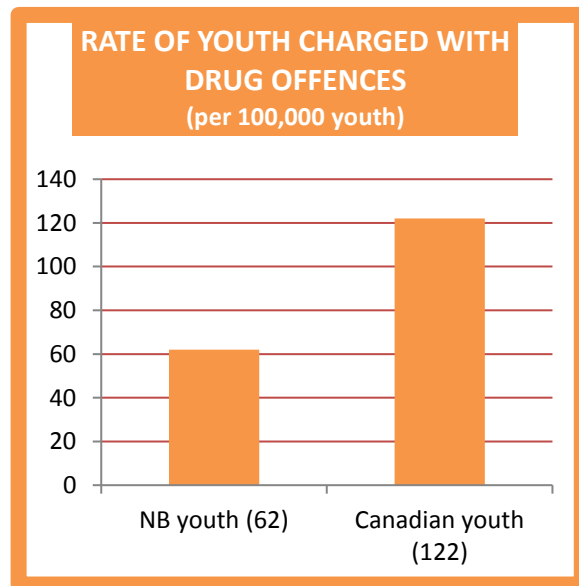
The practice of housing accused and convicted youth together continues. And solitary confinement remains a recourse to the administration of the youth detention and secure custody facility.



The right to protection from the illicit use, production and trafficking of narcotic drugs

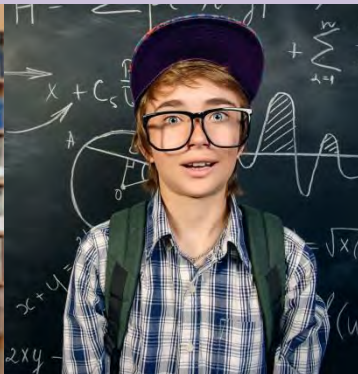
We know from self-reported survey data that many young people drink alcohol and/or use drugs. Whether as youthful experimentation or as a means of coping with difficulties, depression, anxiety, or trauma in their lives, use of these substances is a fact.

Of course, it is vitally important to protect children and youth from drug and alcohol consumption as much as possible. Yet we must be careful not to unnecessarily criminalize these youths. The legalization of cannabis presents several new risks for young people.





THE CHILD RIGHTS INDICATORS FRAMEWORK – 2018



The Child Rights Indicators Framework Explained

Terminology

Superscript numeral on indicator (e.g.¹) = numeral corresponding to source on data source page

Age, Grade or Group = Age range or grade range of child/youth, or group of people

S.N. = Child or youth with special needs

IMM = Immigrant child or youth

AB = Aboriginal child or youth

F.I. = Food Insecure (lacking access to food)

LGBTQ = Lesbian, Gay, Bisexual, Transgender and Queer youth

MALE = Male

FEM = Female

ANG = Anglophone

FRAN = Francophone

N.B. = Most current data available

N.B. Past = Most recent previous data

Canada = Most current data available

(Year) = Year data reported

Child Rights



1. GUIDING PRINCIPLES OF CHILD RIGHTS / UNCRC Articles 2, 3, 6, 12

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of youth with high level of competence ¹	Grades 6 to 12	65	77	67	46	60	78	78	75	83	77 (2015-2016)	76 (2012-2013)	
2	% of children with moderate to high level of competence ¹³	Grades 4-5						83.9	88.1	85.5	86.9	85.9 (2016-2017)	85 (2013-2014)	
3	% of youth with moderate to high levels of autonomy ¹	Grades 6 to 12	57	70	61	40	52	67	70	65	78	69 (2015-2016)	70 (2012-2013)	
4	% of children with high level of autonomy ¹³	Grades 4-5						52	56	54.1	53.4	53.9 (2016-2017)	53 (2013-2014)	
5	% of youth with pro-social behaviours ¹	Grades 6 to 12	80	84	80	77	82	82	91	84	90	86 (2015-2016)	81 (2012-2013)	
6	% of children with pro-social behaviours ¹³	Grades 4-5						74	86	79	82	80 (2016-2017)	79 (2013-2014)	
7	% of youth with moderate to high resilience levels ¹	Grades 6 to 12	58	73	62	40	51	71	76	71	78	73 (2015-2016)		
8	% of youth with moderate to high levels of mental fitness ¹	Grades 6 to 12	67	80	69	48	61	78	80	76	86	79 (2015-2016)	78 (2012-2013)	
9	% of children with moderate to high levels of mental fitness ¹³	Grades 4-5						83.9	89.9	85.3	90.2	86.8 (2016-2017)	84 (2013-2014)	
10	% of youth who have people they look up to ¹	Grades 6 to 12	40	48	43	31	36	46	50	48	47	48 (2015-2016)	47 (2012-2013)	
11	% of youth who feel that they are treated fairly in community ¹	Grades 6 to 12	30	42	31	19	23	39	40	38	42	39 (2015-2016)	37 (2012-2013)	
12	% of youth who feel they could ask for help from a neighbour ¹	Grades 6 to 12	65	67	63	55	58	72	71	70	74	71 (2015-2016)		
13	% of youth who know where to get help in community ¹	Grades 6 to 12	25	28	26	18	20	29	28	28	30	28 (2015-2016)	26 (2012-2013)	

1. GUIDING PRINCIPLES OF CHILD RIGHTS / UNCRC Articles 2, 3, 6, 12

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
14	% of youth who say people in community can be trusted ¹	Grades 6 to 12	60	68	54	51	56	70	67	67	70	68 (2015-2016)		
15	% of youth who feel making friends is important ¹	Grades 6 to 12	82	88	78	76	76	87	88	86	90	87 (2015-2016)	85 (2012-2013)	
16	% of youth who have friends who support them in difficult times ¹	Grades 6 to 12	39	41	41	31	36	41	51	46	47	46 (2015-2016)	46 (2012-2013)	
17	% of youth who are satisfied with mental fitness needs relating to their friends ¹	Grades 6 to 12	74	78	77	60	70	82	84	81	87	82 (2015-2016)	82 (2012-2013)	
18	% of children who feel safe at school ¹³	Grades 4-5						90	94	92	93	92 (2016-2017)	93 (2013-2014)	
19	% of youth who feel safe at school ¹	Grades 6 to 12	77	87	77	66	75	85	87	83	92	86 (2015-2016)	81 (2012-2013)	
20	% of children who feel comfortable talking to an adult about bullying ¹³	Grades 4-5						83.5	84.9	83.6	85.6	84.2 (2016-2017)	83.0 (2013-2014)	
21	% of youth who think an adult will often or always act in response to bullying complaint ¹	Grades 6 to 12	39	45	35	30	34	48	42	41	56	45 (2015-2016)	40 (2012-2013)	
22	% of children who feel connected to their school ¹³	Grades 4-5						85	91	87	90	88 (2016-2017)	88 (2013-2014)	
23	% of youth who feel connected to their school ¹	Grades 6 to 12	86	93	87	78	84	93	92	91	96	92 (2015-2016)	89 (2012-2013)	
24	% of youth who have been bullied in past 2 months ¹	Grades 6 to 12	62	47	60	70	64	45	58	52	52	52 (2015-2016)	58 (2012-2013)	

1. GUIDING PRINCIPLES OF CHILD RIGHTS / UNCRC Articles 2, 3, 6, 12

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
25	% of youth who say they have been <i>physically</i> bullied in past 2 months ¹	Grades 6 to 12	21	12	18	30	18	16	8	12	12	12 (2015-2016)	15 (2012-2013)	
26	% of youth who say they have been <i>verbally</i> bullied in past 2 months ¹	Grades 6 to 12	49	31	45	57	49	33	41	38	37	38 (2015-2016)		
27	% of youth who have been victims of <i>cyberbullying</i> in past 2 months ¹	Grades 6 to 12	25	14	24	37	29	12	21	18	15	17 (2015-2016)		
28	% of youth who have been socially excluded in past 2 months ¹	Grades 6 to 12	41	28	38	54	44	24	39	32	31	32 (2015-2016)	30 (2012-2013)	
29	% of youth who have been victims of comments about race, religion or personal features in past 2 months ¹	Grades 6 to 12	25	23	26	35	27	14	15	16	11	15 (2015-2016)	20 (2012-2013)	
30	% of youth who have been victims of sexual comments in past 2 months ¹	Grades 6 to 12	28	17	25	39	32	16	20	20	15	18 (2015-2016)	21 (2012-2013)	
31	% of youth diagnosed with ADHD ¹	Grades 6 to 12	37	4	11	12	11	9	5	7	8	7 (2015-2016)		
32	% of youth diagnosed with Autism ¹	Grades 6 to 12	8	1	3	4	4	2	1	2	1	2 (2015-2016)		
33	% of vision-impaired youth (blind/low vision) ¹	Grades 6 to 12	5	2	2	3	2	1	1	1	1	1 (2015-2016)		

1. GUIDING PRINCIPLES OF CHILD RIGHTS / UNCRC Articles 2, 3, 6, 12

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
34	% of hearing impaired youth ¹	Grades 6 to 12	4	1	2	3	2	1	1	1	1	1 (2015-2016)		
35	% of youth diagnosed with a language/speech impairment ¹	Grades 6 to 12	6	6	2	3	3	1	1	1	1	1 (2015-2016)		
36	% of youth diagnosed with an intellectual disability ¹	Grades 6 to 12	2	1	1	1	1	0	0	0	0	0 (2015-2016)		
37	% of youth diagnosed with a learning disability ¹	Grades 6 to 12	23	3	6	9	7	5	4	3	8	5 (2015-2016)		
38	% of youth diagnosed with a mental health disability ¹	Grades 6 to 12	12	2	5	6	8	1	3	3	1	2 (2015-2016)		
39	% of youth diagnosed with a physical disability ¹	Grades 6 to 12	2	1	1	2	2	1	0	1	0	1 (2015-2016)		
40	% of youth diagnosed as gifted ¹	Grades 6 to 12	8	3	3	5	3	2	1	2	1	2 (2015-2016)		
41	% of children with high levels of oppositional behaviours ¹³	Grades 4-5						28.1	19.4	20.8	30.6	23.8 (2016-2017)	24.0 (2013-2014)	
42	% of youth with high levels of oppositional behaviours ¹	Grades 6 to 12	25	14	23	34	24	18	11	15	14	15 (2015-2016)	22 (2012-2013)	

2. Civil Rights and Freedoms/ UNCRC Articles 7, 8, 13, 14, 15, 16, 17

#	Indicator	Age/ Grade/ Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of youth who think expressing their opinion in class is important ¹	Grades 6 to 12	64	72	61	55	60	68	65	66	69	67 (2015-2016)	57 (2012-2013)	
2	% of grade 12 youth who plan to vote in public elections when eligible ³	Grade 12	70	58	64					75	83	77 (2017)	75 (2016)	
3	% of youth who think getting involved in student council or similar groups is important ¹	Grades 6 to 12	35	47	33	34	34	34	40	39	32	37 (2015-2016)	26 (2012-2013)	
4	% of youths participating in activities at school ¹	Grades 6 to 12	48	57	46	49	51	45	53	46	57	49 (2015-2016)		
5	% of youth who participate in community groups ¹	Grades 6 to 12	6	7	6	5	7	5	5	5	4	5 (2015-2016)		
6	% of youths participating in activities <i>outside of</i> school ¹	Grades 6 to 12	50	57	47	51	48	49	54	47	61	51 (2015-2016)		
7	Youth sense of community (on a scale from 5 to 25) ¹	Grades 6 to 12	18	19	18	17	18	20	19	19	19	19 (2015-2016)		
8	% of youth who say there are good places to spend free time in community ¹	Grades 6 to 12	60	68	59	54	55	67	61	65	62	64 (2015-2016)		

3. Family Environment and Alternative Care / UNCRC Articles 5, 18, 9, 10, 11, 27, 20, 21, 25, 19, 39

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of children and youths living in a low-income family situation ²⁶	Under age 18										21 (2011)		17 (2011)
2	% of children under 6 years old in low-income family situation ²⁶	Under age 6										23 (2011)		18 (2011)
3	% of homes with food insecurity in which children under age 18 live ¹⁰	Under age 18										12 (2011-2012)	7.3 (2007-2008)	10.3 (2011-2012)
4	% of homes with food insecurity in which children under age 6 live ¹⁰	Under age 6										12.1 (2011-2012)		11
5	% of homes with food insecurity in which children aged 6-17 live ¹⁰	Ages 6-17										11.9 (2011-2012)	8.7 (2007-2008)	9.7 (2011-2012)
6	% of total household spending used for food ²¹	All population										11.0 (2016)	11.9 (2015)	10.4 (2016)
7	% of total household spending used for shelter ²¹	All population										18.7 (2016)	18.1 (2015)	21.3 (2016)
8	% of children living in a single parent family ²⁶	Under age 18										16.2 (2016)	16 (2011)	16.4 (2016)
9	% of youth working (labour participation) ²⁷	Aged 15 to 19								45.7	47.8	46.8 (2016)	45.7 (2015)	40.1 (2016)
10	% of expectant mothers receiving pre-natal benefits ²	Expectant mothers										12.5 (2016-2017)	12.8 (2015-2016)	
11	% of families (with children) which are receiving social assistance ⁹	Families with children										5.0 (2018)	5.2 (2017)	
12	# of approved child care spaces ²	Spaces										26,851 (2015-2016)	24,556	

3. Family Environment and Alternative Care / UNCRC Articles 5, 18, 9, 10, 11, 27, 20, 21, 25, 19, 39

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
13	# of infants placed for adoption [public adoptions] ⁹	Under 18 years old										<10 (2018)	<10 (2017)	
14	# of infants placed for adoption [private adoptions] ⁹	Under 18 years old										10 (2018)	12 (2017)	
15	# of international adoptions ⁹	Under 18 years old										10 (2018)	14 (2017)	
16	# of children receiving child protection services ⁹	Under 16 years old										1270 (2018)	1234 (2017)	
17	Rate of children receiving child protection services - per 1000 children in province ⁹	Under 16 years old										10.4 (2018)	10.1 (2017)	
18	# of children receiving family enhancement services ⁹	Under 16 years old										1174 (2018)	1297 (2017)	
19	Rate of children receiving family enhancement services – per 1000 children in province ⁹	Under 16 years old										9.6 (2018)	10.6 (2017)	
20	Rate of child and youth victims of family violence – per 100,000 population ²⁸	0 to 17 years old										269 (2016)	324 (2013)	333 (2016)
21	# of children involved in Child Witness of Family Violence program ⁹	0 to 19 years old										260 (2018)	323 (2017)	
22	# of children seeking refuge in transition housing ⁹	0 to 19 years old										144 (2018)	207 (2017)	

3. Family Environment and Alternative Care / UNCRC Articles 5, 18, 9, 10, 11, 27, 20, 21, 25, 19, 39

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
23	% of youth who say their parents or caregivers know a lot about them ¹	Grades 6-12	47	55	45	33	35	56	56	54	61	56 (2015-2016)		
24	% of youth who say their family stands by them in difficult times ¹	Grades 6-12	46	55	44	28	35	54	57	54	56	55 (2015-2016)	50 (2012-2013)	
25	% of youth who are satisfied with mental fitness needs relating to their families ¹	Grades 6 to 12	70	79	71	49	61	81	80	77	86	80 (2015-2016)	77 (2012-2013)	
26	% of youth who enjoy their cultural and family traditions ¹	Grades 6-12	41	58	47	31	34	46	54	50	50	50 (2015-2016)	42 (2012-2013)	
27	% of parents surveyed who reported eating breakfast with their children the previous day ¹³	Parents of K-5										57 (2013-2014)		
28	% of children surveyed who reported eating dinner with a parent the previous day ¹³	Grades 4-5						71.9	75.8	75.2	70.8	73.8 (2016-2017)	74 (2013-2014)	
29	% of parents who say they ate dinner with children yesterday ¹³	Grades K-5								55.7	55.9	55.7 (2016-2017)	57 (2013-2014)	

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	Infant mortality rate - per 1000 infants (<1-year-old) ²³	Infants						3.0	7.4			5.1 (2016)	4.1 (2015)	4.5 (2016)
2	% of children born with low birth weight ⁶	Newborn										5.8 (2014-2015)	5.7 (2013-2014)	6.3 (2014-2015)
3	% of newborns and infants screened for hearing ¹⁴	Newborn / infant										92.0 (2016-2017)	91.5 (2015-2016)	
4	% of mothers who tried to breastfeed most recent child (breastfeeding initiation) ⁷	Mothers										76.1 (2015-2016)	75 (2014)	89.9 (2015-2016)
5	% of Kindergarten children meeting immunization requirements ¹⁵	K										78.4 (2015-2016)	69.1 (2014-2015)	
6	% of youth who have a regular medical doctor ⁵	Ages 12 to 19						98.8	96.4			97.6 (2014)	97.0 (2013)	85.6 (2014)
7	% of youth who consulted a family doctor or general practitioner within the past year ⁵	Ages 12 to 19						70.8	59.7			65.4 (2015-2016)	68 (2013)	59.3 (2015-2016)
8	% of youth who visited a dental professional within the past year ⁵	Ages 12 to 19						100	99			99 (2013)	77 (2012)	80 (2012)
9	% of youth who visited or talked to an eye professional within the last year ⁵	Ages 12 to 19						39	49			44 (2013)	38 (2012)	48 (2013)
10	% of youth who saw or talked to a health professional about emotional or mental health within past year ⁵	Ages 12 to 19						13	13			13 (2012)	15	11 (2012)

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
11	% of youth with good or functional health ⁵	Ages 12 to 19						83.2	86.8			84.9 (2014)	82.7 (2013)	79.6 (2014)
12	% of youth with injuries in past year causing limitation of normal activities ⁵	Ages 12 to 19						27.0	23.1			25.1 (2014)	32.9 (2013)	25.6 (2014)
13	Rate of child and youth hospitalization for injuries – per 10,000 children and youth ⁶	0 to 19 years old						36.3	23.9			30.3 (2016-2017)	30.0 (2015-2016)	19.5 (2016-2017)
14	% of youth with asthma ⁵	Ages 12 to 19						13	9			11 (2013)		10 (2013)
15	Rate of youth with Chlamydia – per 100,000 youth ¹⁵	15 to 19 years old						481	1712			1067 (2015)	1024 (2014)	
16	% of children overweight/obese ¹³	Grades K to 5	39.4	36.5	45			37	34	37	32	36 (2013-2014)	36 (2010-2011)	
17	% of overweight and obese youth ¹	Grades 6 to 12	32	20	38	32	34	32	23			28 (2015-2016)	28 (2012-2013)	
18	% of underweight children ¹³	Grades K to 5	8.2	8.4	9.7			8	7	8	7	7 (2013-2014)	11 (2010-2011)	
19	% of youth underweight ¹	Grades 6 to 12	8	9	7	9	7	5	9			7 (2015-2016)	8 (2012-2013)	
20	% of children who spend at least 60 minutes doing moderate to hard physical activity every day ¹³	Grades 4-5						27.2	19.1	25.2	18.7	23.2 (2016-2017)	35.0 (2013-2014)	
21	% of youth who spend at least 60 minutes doing moderate to hard physical activity every day ¹	Grades 6 to 12	22	18	22	23	15	28	16	22	21	22 (2015-2016)		
22	% of children who participate in physical activity right after school ¹³	Grades 4-5						50.0	48.8	51.7	44.0	49.4 (2016-2017)	57 (2013-2014)	

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
23	% of youth who commute actively to school (walk/bike/etc.) ¹	Grades 6 to 12	25	31	21	27	26	25	20	25	18	23 (2015-2016)	24 (2012-2013)	
24	% of children who eat breakfast every day ¹³	Grades 4-5						69.0	70.8	67.2	75.8	69.8 (2016-2017)	70.0 (2013-2014)	
25	% of youth who eat breakfast every day ¹	Grades 6 to 12	41	52	32	25	35	51	42	42	55	46 (2015-2016)	42 (2012-2013)	
26	% of children who eat 5 or more fruits / vegetables daily ¹³	Grades 4-5						51.1	54.3	51.3	55.7	52.7 (2016-2017)	51.0 (2013-2014)	
27	% of youth who eat 5 or more fruits / vegetables every day ¹	Grades 6 to 12	44	59	43	41	44	45	47	44	51	46 (2015-2016)	43 (2012-2013)	
28	% of children who report drinking sweetened beverage day before surveyed ¹³	Grades 4-5						50.9	40.9	47.8	42.1	46.0 (2016-2017)	52 (2013-2014)	
29	% of youth who consume sweetened beverages daily ¹	Grades 6 to 12	65	53	69	69	59	67	50	61	51	58 (2015-2016)	64 (2012-2013)	
30	Rate of teens who gave birth per 1000 females aged 15 to 19 ²⁶	Ages 15 to 19										12.9 (2017)	12.4 (2016)	7.9 (2017)
31	% of grade 12 youth who feel their school helped them develop positive attitudes toward physical activity ³	Grade 12	71	74	67					67	74	69 (2017)	68 (2015-2016)	
32	% of grade 12 youth who feel their school helped them develop positive attitudes toward healthy and active living ³	Grade 12	69	76	70					71	81	74 (2017)	73 (2016-2017)	

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
33	% of youth who smoke daily ¹	Grades 6 to 12	8	3	11	13	7	6	3	5	3	4 (2015-2016)		
34	% of youth who smoke occasionally or daily ¹	Grades 6 to 12	19	9	21	25	18	13	9	12	9	11 (2015-2016)	12 (2012-2013)	
35	% of youth who have tried smoking ¹	Grades 6 to 12	33	19	36	40	31	24	21	24	18	23 (2015-2016)	27 (2012-2013)	
36	% of youth in contact with second-hand smoke in a vehicle during past week ¹	Grades 6 to 12	29	13	34	40	27	21	20	22	19	21 (2015-2016)	27 (2012-2013)	
37	% of youth who live with someone who smokes at home ¹	Grades 6 to 12	23	14	28	33	23	16	16	18	12	16 (2015-2016)	19 (2012-2013)	
38	% of children who live in a home where people are allowed to smoke inside ¹³	Grades K to 5	3.2	2.0	3.1			1.7	1.9	1.8	1.8	1.8 (2016-2017)	3.0 (2013-2014)	
39	% of children who live with people who smoke or use tobacco ¹³	Grades 4-5						31.9	30.9	34.5	24.6	31.4 (2016-2017)	35 (2013-2014)	
40	% of youth who see their health as being very good or excellent ¹	Grades 6 to 12	54	70	53	48	48	67	66	64	71	66 (2015-2016)		
41	% of service delivery done within 30 days (from referral to first visit) for child and youth mental illness ¹⁴	Under 18 years old										53.3 (2016-2017)	51.4 (2015-2016)	
42	Rate of hospitalized cases for mental diseases and disorders – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						31.7	55.1			43.1 (2016-2017)	45.6 (2015-2016)	25.9 (2016-2017)
43	Rate of childhood/adolescent behavioural and learning disorders – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						13.2	6.6			10.0 (2016-2017)	10.8 (2015-2016)	4.0 (2016-2017)

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
44	Rate of child and youth depressive episodes – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						5.2	12.7			8.9 (2016-2017)	10.5 (2015-2016)	7.2 (2016-2017)
45	Rate of child & youth stress reaction / adjustment disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						3.9	13.9			8.8 (2016-2017)	8.5 (2015-2016)	5.5 (2016-2017)
46	Rate of child & youth schizotypal/delusional disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						0.9	1.2			1.0 (2016-2017)	0.9 (2015-2016)	0.9 (2016-2017)
47	Rate of child & youth mood (affective) disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						1.0	2.6			1.8 (2016-2017)	2.1 (2015-2016)	0.5 (2016-2017)
48	Rate of child & youth anxiety disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						1.6	6.3			3.6 (2016-2017)	3.9 (2015-2016)	2.3 (2016-2017)
49	Rate of child & youth eating disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						0.3	2.0			1.1 (2016-2017)	1.5 (2015-2016)	1.2 (2016-2017)
50	% of youth who see their mental health as being very good or excellent ⁵	Ages 12 to 19						67.9	65.0			66.3 (2015-2016)	77 (2014)	71.6 (2015-2016)
51	% of youth who always wear a helmet when bicycling ¹	Grades 6 to 12	27	31	18	19	30	27	33	32	25	30 (2015-2016)		
52	% of Youth with injury in past 12 months requiring nurse / doctor treatment ¹	Grades 6 to 12	35	25	38	39	29	32	28			30 (2015-2016)		

4. Basic Health and Welfare / UNCRC Articles 6, 18, 23, 24, 26, 27

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
53	% of youth who sleep 8 hours or more per night ¹	Grades 6 to 12	34	35	31	25	34	40	38	36	47	39 (2015-2016)	38 (2012-2013)	
54	% of youth who spend 2 hours or less of screen time per day ¹	Grades 6 to 12	35	40	31	30	33	39	35	35	41	37 (2015-2016)	23 (2012-2013)	
55	Rate of injury hospitalization/10,000	0 to 17 years old						36.3	23.9			30.3 (2016-2017)	30.0 (2015-2016)	19.5 (2016-2017)
56	% of youth reporting symptoms of anxiety in past 12 months ²	Grades 6 to 12	45	28	42	56	55	23	42	34	29	33 (2015-2016)		
57	% of youth reporting symptoms of depression in past 12 months ²	Grades 6 to 12	45	30	46	59	55	23	38	35	23	31 (2015-2016)		
58	Rate of substance use disorders admitted to hospital per 10,000 youth ⁶	0 to 18 years old						0.7	2.0			1.3 (2016-2017)		1.5 (2016-2017)
59	Rate of child and youth premature deaths from cancer - per 10,000 ²⁵	0 to 19 years old						10.97	13.28			12.09 (2010-2014)	21.28 (2008-2012)	
60	Rate of child and youth premature deaths from injuries - per 10,000 ²⁵	0 to 19 years old						70.61	30.69			51.29 (2010-2014)	63.33 (2008-2012)	
61	Rate of child and youth premature deaths from suicide - per 10,000 ²⁵	0 to 19 years old						19.85	10.81			15.47 (2010 – 2014)	17.19 (2008-2012)	
62	% of youth satisfied with life ⁵	Ages 12 to 17										96.2 (2015-2016)	98.9 (2014)	97.6 (2015-2016)

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	# of children and youth enrolled in school ²	Grades K to 12										97,755 (2017-2018)	97,842 (2016-2017)	
2	# of Kindergarten to grade five students ²	Grades K to 5										44,092 (2017-2018)	43,981 (2016-2017)	
3	# of grade six to eight students ²	Grades 6 to 8										21,790 (2017-2018)	21,644 (2016-2017)	
4	# of grade nine to twelve students ²	Grades 9 to 12										32,757 (2017-2018)	32,121 (2016-2017)	
5	# of students in English language of instruction ²	Grades K to 12										46,048 (2017-2018)	48,903 (2016-2017)	
6	# of students in French language of instruction ²	Grades K to 12										28,958 (2017-2018)	28,920 (2016-2017)	
7	# of students in French Immersion language of instruction ²	Grades K to 12										22,749 (2017-2018)	20,019 (2016-2017)	
8	% of grade 12 youth who feel respected at school ³	Grade 12	71	85	75					78	85	80 (2017)	80 (2015-2016)	
9	% of youth who feel learning new things is important ¹	Grades 6 to 12	84	92	86	76	83	89	90	89	90	89 (2015-2016)	84 (2012-2013)	
10	% of youth diagnosed with a learning exceptionality or special education need ¹	Grades 6 to 12	100	19	26	36	32	22	15	18	20	19 (2015-2016)		
11	% of youth who feel that getting good grades is important ¹	Grades 6 to 12	89	95	90	84	89	92	96	93	96	94 (2015-2016)	94 (2012-2013)	
12	% of youth who feel getting to class on time is important ¹	Grades 6 to 12	79	87	77	72	79	83	89	84	89	86 (2015-2016)	80 (2012-2013)	

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
13	% of youth who had opportunities in high school to participate in elective courses they were interested in ³	Grade 12 (Anglophone)	64	71	63					73	93	73 (2017)	77 (2016)	
14	% of youth who had opportunities in high school to take courses in the skilled trades ³	Grade 12	70	57	67					68	72	69 (2017)	64 (2016)	
15	% of youth who had opportunities in high school to take courses in the fine arts ³	Grade 12	74	76	78					82	63	77 (2017)	75 (2016)	
16	% of youth who had opportunities in high school to participate in career related learning experiences ³	Grade 12	57	57	59					65	61	64 (2017)	64 (2016)	
17	% of youth who feel their school provided them with opportunities to participate in exercise or physical activity other than in phys. ed. class ³	Grade 12	71	81	76					79	80	80 (2017)	78 (2016)	
18	% of youth who feel they had opportunities in high school to participate in cultural activities organized through school ³	Grade 12	55	55	51					52	68	57 (2017)	51 (2016)	

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
19	% of youth who feel they had opportunities in high school to participate in cultural activities separate from school ³	Grade 12	39	49	46					46	44	45 (2017)	43 (2016)	
20	% of youth for whom learning about their culture is important ¹	Grades 6 to 12	58	71	74	53	54	56	59	57	59	58 (2015-2016)	48 (2012-2013)	
21	% of children who usually take part in physical activities not organized by school ¹³	Grades 4-5						35	55			45 (2013-2014)	39 (2010-2011)	
22	% of Gr. 12 youth who participate in activities organized by school ³	Grade 12	33	48	30			36	45	44	33	41 (2016)	39 (2015)	
23	% of Gr. 12 youth who participate in activities <i>not</i> organized by school ³	Grade 12	33	48	34			39	37	43	25	38 (2016)	30 (2015)	
24	% of youth who participate in science or technology activities at school ¹	Grades 6 to 12	6	7	6	5	5	6	5	5	7	6 (2015-2016)		
25	% of youth who feel they belong at their school ¹	Grades 6-12	25	33	24	18	19	33	31	32	30	31 (2015-2016)	31 (2012-2013)	
26	% of youth who say getting an education is important to them ¹	Grades 6-12	52	69	58	42	53	57	72	63	68	65 (2015-2016)	59 (2012-2013)	
27	% of grade 12 students planning to go on to post-secondary education ³	Grade 12	64	81	73					78	91	82 (2017)	79 (2016)	

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
28	% of youth who are able to solve their problems without causing harm (e.g. use of drugs/violence) ¹	Grades 6-12	40	58	45	31	40	51	59	56	50	55 (2015-2016)	44 (2012-2013)	
29	% of youth satisfied with their mental fitness needs related to school ¹	Grades 6-12	47	65	46	33	45	57	62	55	69	59 (2015-2016)	59 (2012-2013)	
30	% of youth who feel they got opportunities in school to develop skills that will be useful to them in later life ¹	Grades 6 to 12	37	46	38	26	30	44	46	43	49	45 (2015-2016)	44 (2012-2013)	
31	% of youth who participate in arts activities at school ¹	Grades 6 to 12	10	16	10	9	16	6	15	11	11	11 (2015-2016)		
32	% of youth who participate in arts groups outside of school ¹	Grades 6 to 12	8	13	8	8	11	4	14	8	12	9 (2015-2016)		
33	% of youth who participate in other activities at school ¹	Grades 6 to 12	11	16	11	11	11	10	9	9	12	10 (2015-2016)		
34	% of youth who participate in clubs at school ¹	Grades 6 to 12	10	13	9	9	17	6	15	11	10	11 (2015-2016)		
35	% of youth who participate in a school team sport ¹	Grades 6 to 12	21	23	21	21	17	26	25	25	27	25 (2015-2016)		
36	% of youth who participate in a school individual sport ¹	Grades 6 to 12	7	8		6	5	8	7	7	8	7 (2015-2016)		

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
37	% of youth who participate in team sports outside of school ¹	Grades 6 to 12	22	21	21	23	16	30	23	23	32	26 (2015-2016)		
38	% of youth who participate in individual sports outside of school ¹	Grades 6 to 12	13	15	14	11	11	14	15	13	19	15 (2015-2016)		
39	% of students who developed a positive attitude toward healthy living in school ³	Grade 12	69	76	70					71	81	74 (2017)	73 (2016)	
40	% of students who say school promotes healthy eating by providing easy access to healthy food/snacks ³	Grade 12 Anglophone	56	53	61							57 (2017)	60 (2016)	
41	% of Francophone grade 12 students who say school promoted easy access to healthy food/snacks ³	Grade 12 (Francophone)	72	75	69							70 (2017)	72 (2016)	

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age, Grade Or Group	MALE		FEMALE		NB (year)		NB Past	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
42	% of children assessed as ready for Kindergarten ²	Pre-K to K	85	79	91	85	88 (2016-2017)	82 (2016-2017)	89 (2015-2016)	83 (2015-2016)
43	% of grade 2 children achieving an appropriate or strong performance in reading comprehension ²	Grade 2	72		80		76 (2016-2017)		74 (2015-2016)	77 (2015-2016)
44	% of grade 2 children achieving an appropriate or strong performance in oral reading (Francophone) ²	Grade 2		72		82		77 (2016-2017)		79 (2015-2016)
45	% of grade 3 children achieving an appropriate or strong performance in math (Francophone) ²	Grade 3		83		80		82 (2016-2017)		81 (2015-2016)
46	% of grade 4 children achieving an appropriate or strong performance in reading comprehension (Francophone) ²	Grade 4		59		67		63 (2016-2017)		56 (2015-2016)
47	% grade 6 with appropriate or strong performance: math (Anglophone) ²	Grade 6	39		38		38 (2016-2017)		20 (2015-2016)	
48	% grade 6 with appropriate or strong performance: reading (Anglophone) ²	Grade 6	60		66		62 (2016-2017)		54 (2015-2016)	
49	% grade 6 with appropriate or strong performance: science (Anglophone) ²	Grade 6	31		33		32 (2016-2017)		26 (2015-2016)	

5. Education, Leisure and Cultural Activities / UNCRC Articles 28, 29, 31

#	Indicator	Age, Grade Or Group	MALE		FEMALE		NB (year)		NB Past (year)	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
50	% achieving an appropriate or strong performance in science and technologies (Francophone) ²	Grade 8		76		78		77 (2016-2017)		74 (2015-2016)
51	% achieving an appropriate or strong performance in math ²	Grade 8		73		78		76 (2016-2017)		75 (2015-2016)
52	% achieving an appropriate or strong performance in French (Francophone) ²	Grade 8		63		80		71 (2016-2017)		71 (2015-2016)
53	% achieving an appropriate or strong performance in reading comprehension (Anglophone) ²	Grade 9	77		84		81 (2016-2017)		80 (2015-2016)	
54	% achieving an appropriate or strong performance in English writing (Anglophone) ²	Grade 9					91 (2014-2015)			
55	% of grade 10 French as a 2 nd language students with oral proficiency intermediate or higher ²	Grade 10					45 (2015-2016)		37 (2014-2015)	
56	% achieving an appropriate or strong performance in French (Francophone) ²	Grade 11		43		66		56 (2016-2017)		60 (2015-2016)
57	% of youth who drop out of school ²	Grades 7 to 12	1.7	1.3	1.4	0.7	1.5 (2016-2017)	1.0 (2016-2017)	1.4 (2015-2016)	0.8 (2015-2016)

6. Special Protection Measures / UNCRC Articles 22, 38, 39, 40, 37, 32, 33, 34, 35, 36, 30

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	Youth crime rate, charges laid - per 100,000 criminal code violations ¹⁷	Ages 12 to 17										1904 (2017)	1939 (2016)	1930 (2017)
2	Youth crime rate – no charges laid – per 100,000 youth ¹⁷	Ages 12 to 17										2471 (2017)	2756 (2016)	2577 (2017)
3	Youth charged with impaired driving – per 100,000 youth ¹⁸	Ages 12 to 17										17 (2017)	6 (2016)	13 (2017)
4	Youth charged with drug offences – per 100,000 youth ¹⁸	Ages 12 to 17										62.0 (2017)	70.2 (2016)	121.5 (2017)
5	Property crimes committed by youth – per 100,000 youth ¹⁷	Ages 12 to 17										453.1 (2017)	581.0 (2016)	474.5 (2017)
6	Rate of youth being charged with violent crime – per 100,000 youth ¹⁷	Ages 12 to 17										617.6 (2017)	600.2 (2016)	686.3 (2017)
7	# of multidisciplinary conferences for youth in correctional services ⁴	12 to 17 years old										91 (2016-2017)	178 (2015-2016)	
8	# of reintegration leaves for youth in secure custody ⁴	12 to 17 years old										4 (2016-2017)	22 (2015-2016)	
9	# of escorted leaves for youth in secure custody ⁴	12 to 17 years old										62 (2016-2017)	123 (2015-2016)	
10	# of youth probation orders ²⁷	12 to 17 years old										218 (2015-2016)	222 (2014-2015)	8859 (2015-2016)
11	# of youth in Extra-Judicial Sanctions (Alternative Measures) program ⁴	Ages 12-17						228	83			311 (2017-2018)	364 (2016-2017)	
12	# of youth in pre-trial detention ⁴	Ages 12-17						113	27			140 (2017-2018)	141 (2016-2017)	
13	# of youth sentenced to open custody ⁴	Ages 12-17						12	7			19 (2017-2018)	11 (2016-2017)	

6. Special Protection Measures / UNCRC Articles 22, 38, 39, 40, 37, 32, 33, 34, 35, 36, 30

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
14	# of youth sentenced to secure custody ⁴	Ages 12-17						20	1			21 (2017-2018)	17 (2016-2017)	
15	% of family support payments due actually received ²²	Payments										71 (2016-2017)	73 (2015-2016)	58 (2016-2017)
16	# of families receiving subsidies for adopted children with special needs ⁹	Families										366 (2018)	368 (2017)	
17	# of families receiving government supports for children with disabilities ⁹	Families										1439 (2016-2017)	1368 (2015-2016)	
18	Rate of <i>adults</i> charged with sexual violations against children – per 100,000 adults ¹⁷	18+										11.8 (2017)	15.9 (2016)	10.9 (2017)
19	Rate of <i>youth</i> charged with sexual violations against children – per 100,000 youth ¹⁷	12 to 17 years old										27.8 (2017)	25.6 (2016)	32.6 (2017)
20	Rate of persons charged with child pornography offences – per 100,000 persons ¹⁷	12 years old and over										17.0 (2017)	7.0 (2016)	11.9 (2017)

6. Special Protection Measures / UNCRC Articles 22, 38, 39, 40, 37, 32, 33, 34, 35, 36, 30

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
21	# of youths who suffered a workplace accident ¹²	15 to 19 years old										327 (2015)	298 (2014)	
22	Rate of youths who suffered a workplace accident – per 1,000 employed youth ¹²	15 to 19 years old										1.97 (2015)	1.82 (2014)	
23	% of youth as passengers of a driver under the influence of alcohol/drugs in past year ¹	Grades 7 to 12	21	10	25	30	18	18	16	16	20	17 (2015-2016)		
24	% of youth who have tried cannabis ¹	Grades 7 to 12	33	14	40	41	30	25	22	26	18	24 (2015-2016)	31 (2012-2013)	
25	% of youth who drink alcohol once a month or more often ¹	Grades 6 to 12	28	15	31	35	22	25	23	24	25	25 (2015-2016)	30 (2012-2013)	
26	% of youth who drink 5 or more drinks at one time at least once a month ¹	Grades 6 to 12	21	10	23	27	15	19	15	17	17	17 (2015-2016)		

Data Sources



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17. Statistics Canada, CANSIM Table 252-0051, Incident-based Crime Statistics
18. Statistics Canada, CANSIM Table 251-0012, Youth Custody and Community Services
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