



STATE OF THE CHILD REPORT

**SPECIAL
FOCUS:
YOUTH
CRIMINAL
JUSTICE**



2017

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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How to cite this document:

Office of the Child and Youth Advocate, State of the Child Report 2017, November 2017.

ISBN: 978-1-4605-1915-8



FOREWORD



The Work of the Office of the Child and Youth Advocate

The Office of the Child and Youth Advocate works to promote and protect the rights of children and youth in the Province.

We advocate for children and youth when they or their families seek help. We have a mandate to give advice to government and to inform New Brunswickers about the rights of children and youth.

Beyond our individual case advocacy, systemic advocacy and advice to government, we are striving to help create a child rights-respecting culture in New Brunswick by promoting initiatives such as:

- Child Rights Education Week
- The International Summer Course on the Rights of the Child
- Child Rights Impact Assessments
- The Strategy for the Prevention of Harm to Children and Youth
- NB Champions for Child Rights, Inc., an umbrella network of all child and youth serving agencies in the Province.
- The Interdepartmental Working Group on Children and Youth

Each of these initiatives and others are supported by the data monitoring tool, the Child Rights Indicators Framework, found in this report.

This is the ninth State of the Child report, and we are moving to a new way of reporting data, aligned with the groupings of rights preferred by the UN Committee on the Rights of the Child, the body responsible for providing authoritative guidance on the UN Convention on the Rights of the Child.

The Committee on the Rights of the Child has called the development of state of children’s rights reports “one of the satisfying results of the adoption and almost universal ratification of the Convention.” My office is happy to contribute to this effort.

It is invigorating to see the work being done within government and civil society. It can be tempting in my position to become disheartened by the profound difficulties and tragedies faced by children. I remind myself not to lose sight of how much has improved for our most vulnerable. As always, I offer my thanks to all of those who strive to improve the lives of all children and youth in our province.



A handwritten signature in black ink, which appears to read "Norman J. Bossé". The signature is stylized and cursive.

Norman J. Bossé, Q.C.
Child and Youth Advocate



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INTRODUCTION

Purpose and Goals of the Report

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.

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.



An Adjustment to our Approach

This version of the State of the Child report begins with a special focus on youth criminal justice administration.

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 this 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. They have also been revised for readability and user friendliness. A new partnership with the NB Institute for Research, Data and Training at UNB will also allow us to build in more functionality in upcoming editions of the report.

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.

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.

Understanding and adhering to our obligations under the UN *Convention on the Rights of the Child* is a continual task. It is the obligation of all of us to understand and adhere to these rights. The full text of the Convention can be found on the website for the UN Office of the High Commissioner for Human Rights.





RECOMMENDATIONS

RECOMMENDATION ONE

Government should coordinate a comprehensive Child and Youth Strategy to fully implement the UN *Convention on the Rights of the Child*. The Strategy should set measureable targets for a sustainable process of rights protection and promotion. Through this Strategy the UN *Convention* should be made widely known and understood. The Strategy should provide children and youth with information on all organizations that help to promote and protect rights, including the Office of the Child and Youth Advocate. The Strategy should also be driven by disaggregated data collection. We recommend that Government task the Interdepartmental Working Group on Children and Youth to steer the development of this Strategy.

RECOMMENDATION TWO

Government should develop a comprehensive provincial process to engage children and young people and to hear and consider their opinions on matters which affect them. New Brunswick needs to engage in processes such as public forums that capture and amplify child and youth voice.

RECOMMENDATION THREE

Government should create an annual 'children's budget' to identify the proportion of overall budget allocated to children. Specific budget lines should target particular groups of vulnerable and disadvantaged children.

RECOMMENDATION FOUR

Government should definitively end the practice of solitary confinement of youth, and cease the practice of housing youth accused of crimes with those convicted of crimes.

RECOMMENDATION FIVE

Government should formally respond to all recommendations made in the Child and Youth Advocate's *More Care Less Court* report.

PART I

SPECIAL FOCUS ON THE ADMINISTRATION OF YOUTH CRIMINAL JUSTICE



For many years now the Child and Youth Advocate's Office has been raising concerns about the administration of youth criminal justice in New Brunswick. In our 2008 *Connecting the Dots Report*¹ we were concerned that prosecutions and criminalization had become the default system for addressing the behavioural challenges of too many youth suffering from mental health and addictions issues. The Advocate's *Ashley Smith Report*² forced New Brunswick to significantly rethink our approach to young persons as detainees and to focus more squarely on their mental health needs as an aspect of rehabilitation.

Following the release of these early systemic reports, our Office was approached by the Director of the Federal Youth Justice Branch and encouraged to work with them on a systemic report in the area of youth criminal justice. We took a collaborative approach to this task and with the assistance of a federal youth justice fund grant hired staff to develop a new model for implementation of the *Youth Criminal Justice Act (YCJA)* in New Brunswick. Based upon national best practices, the Department of Justice Canada encouraged us to focus on YCJA section 18 youth justice committees, section 19 judicial conferences and section 23 pre-charge screening practices. With the help of child and youth serving government Departments and the Attorney General's Office we developed a proposed model for youth diversion under the YCJA in New Brunswick. But after two years of collaborative effort the Department of Public Safety and the

Attorney General's Office withdrew from the proposed model, before it could be funded or established.

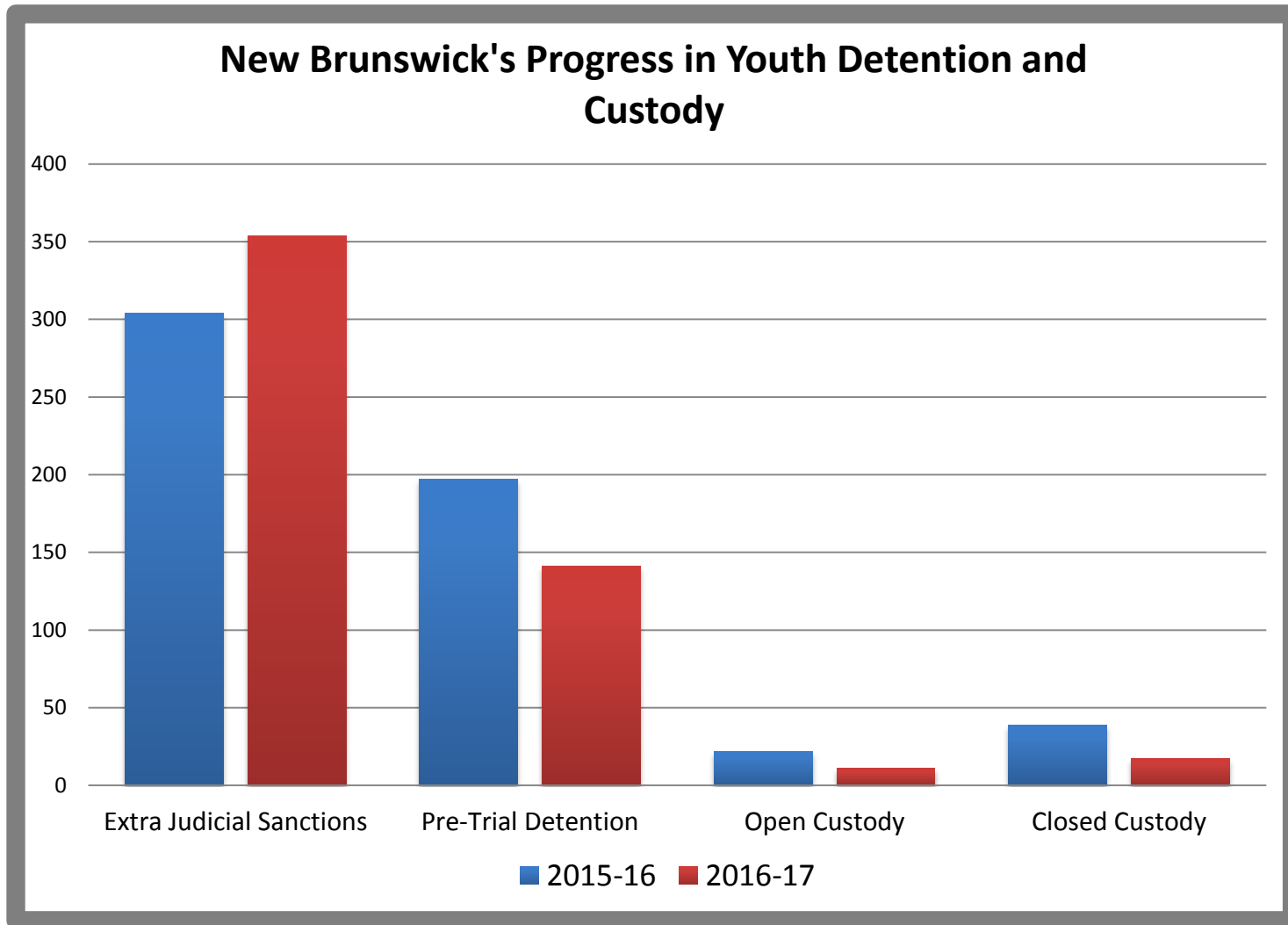
Two developments followed. One was the establishment of a provincial round-table on crime prevention, which had a heavy focus on youth criminal justice. A second was that The Advocate's Office gave formal notice of a systemic review into the application of the YCJA in New Brunswick. The Crime Prevention Round-Table developed a provincial strategy. The Advocate's review led to a report released in July 2015, entitled *More Care, Less Court*. This report outlined ten recommendations to better implement the YCJA in New Brunswick. In the months following the report's publication we have presented our findings in meetings of the Provincial Court Judges Association, meetings of Crown Prosecutors and meetings of the Criminal Law section of the Legal Aid Commission, as well as to many other organizations and stakeholders. The report is having the intended impact, and systems have responded by diverting youth from prosecutions, relying even more on alternatives to prosecution and reducing our reliance on closed custody and open custody as sentencing options. Unfortunately, despite repeated attempts to press the Province for a formal response to the report's ten recommendations, we have received none. Nearly two years after the report's release there have been only assurances from government that the recommendations are under review.

And yet, despite the Government's reluctance to formally respond, the recommendations are having impact. Of course our recommendations are only part of a collection of efforts stemming from the work of the Crime Prevention Roundtable, the establishment of Youth Justice Committees, and the sustained leadership on this file provided by the RCMP's J Division and the Department of Justice and Public Safety. At the same time I welcome the leadership provided by the former Chief Justice of the Provincial Court in requesting and distributing hard copies of our report to every member of the provincial court, and the collaboration of Her Honour Geri Mahoney for organizing the training session for provincial court judges in relation to this report in the fall of 2015.

Following our report's release we were pleased to hear it referenced by a number of judges in their decisions that summer and fall. We want to thank Judge Paul Duffie and Judge Anne Dugas Horsman for their participation in our Child Rights Summer Course in the last two years. Members of the judiciary have shown leadership in using the YCJA purposefully and creatively to reduce reliance on pre-trial detention and closed custody sentencing. The government's new Youth Diversion Model, led by the Department of Justice and Public Safety, is showing results with increased case conference

decision-making. Our Office has noted the steep decline in the rate of youth incarceration in closed and open custody, between July 2015 and January 2017, as reflected in the State of the Child report's annual data monitoring.





Graph Data Source: Child Rights Indicators Framework 2017, Table 7, Indicators 12, 13, 14, 15.

The year-over-year declines in youth incarceration and in youth crime since we started monitoring this situation are very impressive. The most dramatic declines however have been in the last 24 months, as shown in the table below. We started in 2007 with one of the highest rates of youth incarceration in the country and we are now amongst the lowest, even though neighbouring provinces have continued to make progress in this area as well.

When the Advocate’s Office was created in 2006, the average daily count of youth at the youth detention and secure custody facility was 36, and some days it was as high as 42. Currently in our experience visiting youths at this institution the daily count is often below 10. From 2011-2012 to 2016-2017 the number of total admissions to secure custody in New Brunswick has dropped from 75 to 17, for an overall decrease of 77%.

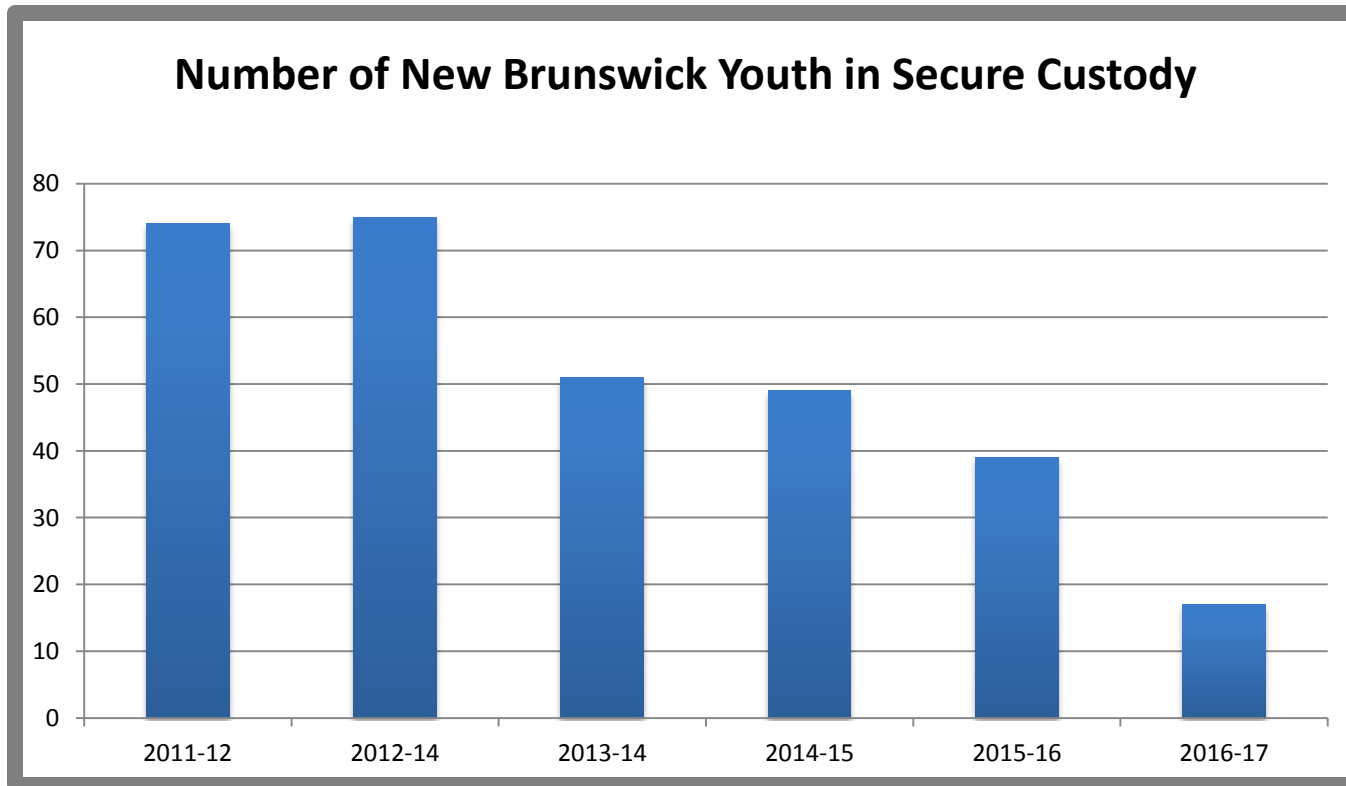


Table Data Source: Child Rights Indicators Framework, State of the Child reports 2011 to 2017.

In our view this is a compelling example of the benefits of investing in accurate and consistent data monitoring. As the adage goes, you cannot improve on anything that is not measured. But if you do measure, monitor and report regularly you can set goals and make steady progress in improving many things. The Department of Justice and Public Safety has been improving its data monitoring and analysis. On a broader scale, data monitoring is the great benefit of the data monitoring in the Child Rights Indicator Framework (found at the end of the State of the Child Report).

By developing this thematic focus on youth criminal justice administration in this year's State of the Child Report, we

want to draw attention to a recent success story in child rights implementation and monitoring. However, our office also wants to see New Brunswick strengthen and improve its adherence to universal norms and standards in the area of youth criminal justice. Our focal points are the twin rights proclaimed in articles 37 and 40 of the UN *Convention on the Rights of the Child*. These were the focus of the International Summer Course on the Rights of the Child held at l'Université de Moncton in 2016. Article 37 proclaims the right of every child to be protected from cruel and unusual punishment and their right not be deprived of liberty without due process of law.

UN Convention on the Rights of the Child, Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 40 proclaims the child's right to a separate system of criminal justice administration, and it sets out the minimal criteria for such systems.

UN Convention on the Rights of the Child Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy fully respected at all stages of the proceedings.

These provisions of the *Convention* summarize much more detailed international legal materials that should guide Canadian courts and youth crime and corrections officials in the application of our laws in this area, such as: the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules), the UN Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines) and the UN Rules for the Protection of Juveniles Deprived of their Liberty (the Havana Rules).

The Child and Youth Advocate's Office will collaborate with Prosecutions Branch, the Provincial Court and the Criminal Defence Bar to make child rights and all of these international legal materials better known and better implemented throughout New Brunswick. One of the ways in which the Advocate's Office has done this is in collaboration with the Canadian Bar Association (CBA) by initiating and supporting the development of the online Child Rights Toolkit for Canadian lawyers, judges and justice and corrections officials. The CBA toolkit provides a handy online reference tool where all the youth criminal justice materials in relation to Articles 37 and 40 and their application in Canada can be easily found.

Additionally, we have undertaken to adapt the European Practical Guide on Monitoring Places where Children are Deprived of Liberty to the New Brunswick and Canadian contexts. This work will provide our office with its very own

guidebook to our task in monitoring youth in closed or open custody, youth detained pursuant to Review Board Orders, youth on lockdown in hospital facilities, or detained in any other context. This will help us do a better job of monitoring and enforcing universal youth justice standards in our province.

There are many interesting details to report upon in the most recent data. As pointed out earlier, the great improvement in the Child Rights Indicators Framework this year is the improved disaggregation. We have new data in relation to LBGTQ+ youth and for children and youth in food insecure households. Currently this level of data disaggregation exists only for data from the provincial Student Wellness survey. In the coming year The Advocate's Office will be working with the New Brunswick Institute for Research, Data and Training at the University of New Brunswick to obtain and publish more disaggregated data from other data sources as well. This year we have obtained current and historical data from the Executive Information System of the Department of Justice and Public Safety in relation to corrections admissions data of Indigenous youth over the past five years. Historically, Indigenous youth have been significantly overrepresented in our youth correctional population, but 2016-17 marks what we hope is a turning point where rates of arrest and detention began to fall into line with overall demographic representation.

In the past New Brunswick had rates of Indigenous youth placement in closed custody that were four to five times their demographic proportion of the general population. In 2016-17 N.B. had no female Indigenous admissions to closed custody and only one male admission. In 2017-18 the Child and Youth Advocate's Office will collaborate with Koloheptumanmip, the Turning Leaf Foundation and other First Nations John Howard Societies in New Brunswick to ensure that Indigenous rights in New Brunswick are better understood and fully respected so that these low rates of incarceration can be maintained. Even more encouragingly we see that rates of Extra-Judicial Sanctions for Indigenous youth have increased only slightly from last year, keeping in line with a general downward trend.

We see in this data the realisation of the Crime Prevention Strategy goals and significant progress in responding to the Committee of the Rights of the Child's Concluding Observations to Canada and to pronouncements from the Supreme Court of Canada, all of which recommended a decreased reliance on incarceration of indigenous youth. As a result we see less reliance on closed custody, some marginal increase in Extra-Judicial Sanctions, but also declining rates of arrest and of youth crime. The Aboriginal Healing to Wellness Court in Elsipogtog, the development of specialised First Nations John Howard Societies, and increased resources for youth mental health services within First Nations communities are all contributing factors in this success story.



PART II

UNCRC RIGHTS



A child wearing a yellow helmet, a bright green t-shirt, and a black climbing harness is climbing a green artificial rock wall. The wall is covered with various colorful climbing holds in red, yellow, and orange. A blue rope is attached to the child's harness. The child is seen from behind, reaching up to grab a hold.

1

**GENERAL
MEASURES TO
IMPLEMENT
CHILD RIGHTS**

**Government's
obligation to
implement all rights
for all children**

Article 4

**Respect for the rights
of children in other
human rights law
instruments**

Article 41

**Government's obligation
to widely publicly
circulate Canada's
report on
implementation of
rights for children**

Article 44

**Government's obligation
to make the Convention
on the Rights of the
Child widely known to
adults and children**

Article 42

W

hen a State ratifies the *Convention on the Rights of the Child*, it takes on obligations under international law.

The Committee on the Rights of the Child has identified measures to implement these rights.

Article 4 – The right to insist on government’s obligation to implement Convention rights

For children to develop to their maximum potential, they must be provided with the means to do so. Education, recreation, cultural opportunity, social services, health care, legal services, housing, and adequate nutrition all require provision by government.

Under Article 4, government has an obligation to employ the *maximum extent of available resources* in order to fulfill economic, social and cultural rights. This means that children’s rights to education, health, standard of living, and adequate housing must be fulfilled to the highest attainable levels.

Article 41 – Respect for the rights of children in other human rights law instruments

Other international human rights treaties apply to children and youth.

For example, Canada has ratified the *International Covenant on Civil and Political Rights*. That global human rights law treaty provides that people accused of crimes must not be detained in the same facility as those convicted of crimes.³ Yet we do exactly that with youth aged 12-17 in this province.

Article 42 – Government’s obligation to make the Convention on the Rights of the Child widely known to adults and children

Children and youth need to know their rights.

If family, teachers and caregivers do not understand the Convention, then rights will not be realized for many children.

Government should develop a comprehensive strategy for making the Convention widely understood, and provide information on all organizations that help to promote and

protect rights. At a minimum all children and youth in school and in government care need to know about the Office of the Child and Youth Advocate.

Learning about the Convention and human rights in general should be incorporated into the school curriculum at all stages. It should also be incorporated into the education and training of all those working with and for children, such as teachers, social workers, probation officers and health professionals.

Article 44 – Government’s obligation to widely circulate Canada’s report on its efforts to implement rights for children

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

The reporting process provides a unique form of international accountability for how States treat children and their rights. But unless reports are disseminated and constructively debated at the national level, the process is unlikely to have substantial impact on children’s lives.

The Convention 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.



General Measures of Implementation in Detail

Review of Reservations to the UN Convention on the Rights of the Child

When Canada ratified the UN *Convention on the Rights of the Child*, it made a reservation to Article 37. This means Canada made it known that it reserved the authority to not abide by that article. The reason for this was that Canada at the time detained youth together with adults in the criminal justice system. New Brunswick currently houses youth under detention and secure custody in a facility that also houses adult female inmates. While these two populations do not intermingle, the Child and Youth Advocate continues to oppose the proximity of their locations. Moreover, youths deprived of liberty are transported by Sheriff Services in vehicles with adult inmates. These populations should always be separated. New Brunswick should end this practice in light of Canada's obligation to strive to remove reservations to the Convention.

Ratification of other Key International Human Rights Instruments

Canada has not yet ratified an additional treaty to the UN *Convention on the Rights of the Child* called Optional Protocol 3. This treaty would allow children to bring complaints of rights violations to the UN Committee on the Rights of the Child when there is no remedy within Canada. The New Brunswick government should urge the federal government to move toward ratification of this treaty.

Canada is one of the 187 member states of the International Labor Organization, which brings together governments, employers and labour representatives to set global labour standards. These international labour standards take the form of legally binding treaties. One such treaty is the International Labour Organization's *Convention Concerning Minimum Age for Admission to Employment*. This treaty is one of eight fundamental conventions of the International Labour Organization that are considered core to promoting decent work conditions. Canada ratified this treaty in June of 2016, more than forty years after the treaty was opened for signature, and after 167 other countries had ratified it.

There is a problem when youths work too many hours and their education is negatively impacted. We are aware from experience that some youths work excessive hours, in contravention of New Brunswick labour laws.

Legislative Measures to Implement the UNCRC

Government needs need to ensure that the provisions of the Convention are given legal effect.

This requires a comprehensive review of all domestic legislation, regulations, policies and government practices to ensure full compliance with the Convention.

Child Rights Impact Assessments are completed by the New Brunswick government on all new legislation and amendments brought to Cabinet. Policies and practices should undergo similar due diligence within government Departments.

It is important that this review process should be built into the machinery of all relevant government departments, but it is also important to have independent review by human rights institutions, NGOs, academics, and young people.

Justiciability of Rights

For rights to have meaning, there must be effective remedies for violations.

Children and youth lack the means to take action. This creates real difficulties for them in obtaining remedies for breaches of their rights. There need to be effective, child-sensitive procedures available to children and youth. They need

information and advice. They need access to independent complaints procedures and to the courts, with assistance.

A Child and Youth Strategy

A comprehensive provincial strategy for children is essential to full implementation of the Convention.

This needs to be developed through a process of consultation with children and young people.

The strategy must include a description of a sustainable process for realizing the rights.

It must go beyond general statements of policy and principle. It must set measureable targets.

Coordination of Efforts

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.

The Interdepartmental Working Group on Children and Youth is an admirable initial step in this regard. So too is the government and civil society collaboration within the Strategy for the Prevention of Harm to Children and Youth. And Integrated Service Delivery with its school-based multidisciplinary Child and Youth teams is yet another excellent example of coordination and collaboration.

Ensuring Child Rights at All Levels of Government

The Province delegates some powers to municipal governments, agencies and services. This in no way releases the provincial government from its responsibility to ensure rights adherence.

Obligations on Civil Society to conform to the UNCRC

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. This requires, for example, rigorous inspection of day cares

and group homes. Routine inspections of such establishments occur, although the Child and Youth Advocate has been on record with concerns in the past regarding the consistency and comprehensiveness of such inspections. It is important that the public play a vigilant role in reporting any concerns that may arise in such environments.

Monitoring Implementation of Rights

Child Rights Impact Assessments (CRIAs) are one means of predicting and evaluating the impact of any proposed law, policy or budgetary allocation which affects children. The New Brunswick government very commendably is a national leader in the use of CRIAs in all new and amended legislation and regulations.

This process needs to be built into government at *all* levels (including provincial Departments and municipal governments) in the development not only of legislation and regulations, but of policy, practice standards and operational guidelines.

Development of Child Rights Indicators, Data Collection and Analysis

Collection of sufficient and reliable data is an essential part of child rights implementation.

The Committee on the Rights of the Child commends the annual publication of comprehensive reports on the state of children's rights. The Committee urges government to perform this function. In New Brunswick government has not taken on this responsibility. The Office of the Child and Youth Advocate has assumed the challenge. An important aspect of such reports is the inclusion of rights-reflecting data. We would like to see a much greater involvement of government with producing and organizing data in the Child Rights Indicators Framework.

The Committee on the Rights of the Child has noted that the data collection systems across Canada utilize different definitions and approaches, which therefore makes it difficult to assess progress nationally. This is one challenge. Another is to ensure that the most informative data possible is being collected and made available. A third challenge is to incorporate qualitative evidence of rights implementation.

Our Child Rights Indicators Framework compares New Brunswick to national data where possible, and compares data on different groups of vulnerable children and youth. At the same time that we are producing this New Brunswick picture

through child rights data indicators, we are collaborating with UNICEF Canada and experts around the country to develop One Youth, a national snapshot of wellbeing for Canada's children.

Moreover we are also collaborating with Dr. Ziba Vaghri of the University of Victoria and her team of experts from around the world to produce a uniform child rights indicator framework called GlobalChild. Both this framework and UNICEF Canada's efforts nationally will help to standardize data reporting in Canada and in fact by all countries to the UN Committee on the Rights of the Child.

Making Children Visible in Budgets

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.

Training and Capacity Building

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 six 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

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.

International Cooperation

Implementation of the Convention is a cooperative exercise for the States of the world. We urge the government of New Brunswick to support the Office of the Child and Youth Advocate's work on Global Child, a developing universal rights indicator project, as well as the development of a Massive Online Open Course (MOOC) on child rights based upon the International Summer Course on the Rights of the Child, with l'Université de Moncton and other partners from the Global South.

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.





2

**GUIDING
PRINCIPLES
OF CHILD
RIGHTS**

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

– Article 2

**Guiding Principle:
Right to life, survival
and maximum
development**

– Article 6

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

– Article 3

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

– Article 12

Human rights are interdependent. Upholding one right positively affects other rights. Violating one right negatively affects other rights.

Four particular Articles in the *Convention on the Rights of the Child* act as Guiding Principles. These Guiding Principles are found in Articles 2, 3, 6 and 12 of the *Convention*. These are the essential values upon which all of the rights in the *Convention* are based.

None of the rights found in the *Convention* can be fully implemented without regard to these four fundamental Guiding Principles.

Guiding Principle: Article 2 – *The child’s right to provision, protection and participation without discrimination*

Equality does not always mean that every child must receive the same treatment. For some disadvantaged children it can mean that they must receive special treatment that enables them to achieve what others can achieve. That is to say, 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.

**70% of food insecure youth
report having been
recently bullied**

[CRIF Table 2, Indicator 24]

Guiding Principle: Article 3 – *The right to have the best interests of the child be a primary concern in decisions that affect children*

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. The United Nations Committee on the Rights of the Child has stated that Child Rights Impact Assessments are a necessary mechanism for ensuring that Article 3 is upheld.⁴

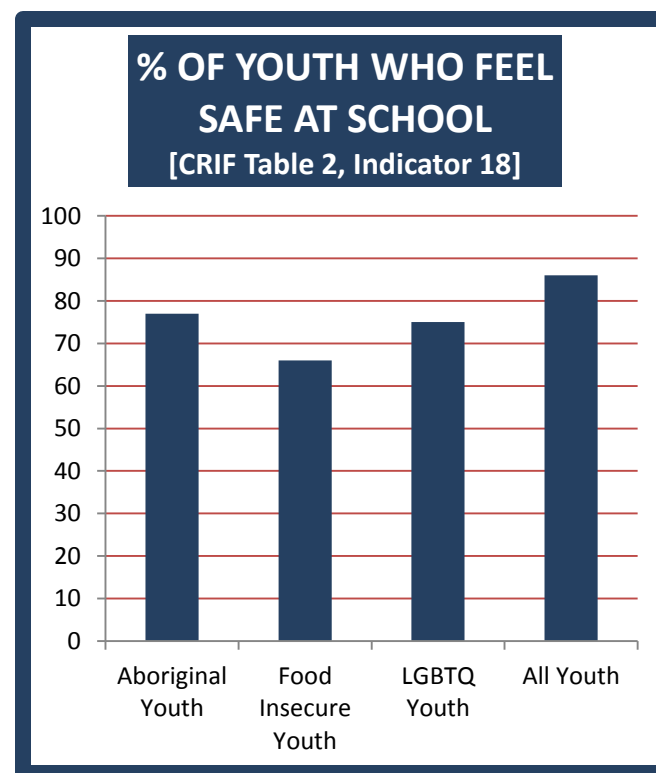
It is the opinion of the Child and Youth Advocate that all government policies and practice standards affecting children and youth should reference the best interests principle in writing.

Guiding Principle: Article 6 – *Right to life, survival and maximum development*

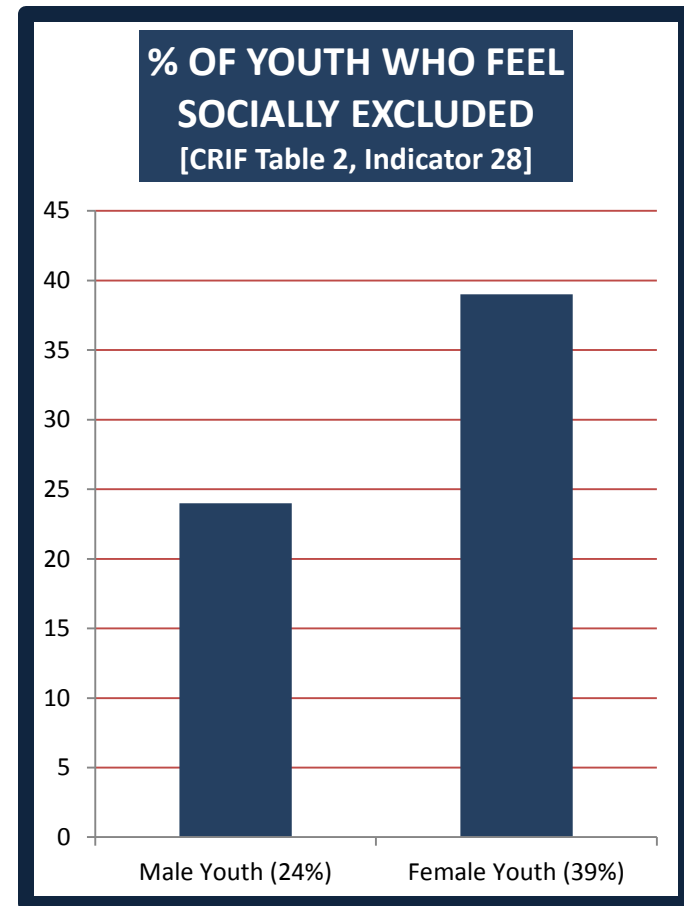
Article 6 of the United Nations *Convention on the Rights of the Child* obligates government to ensure the maximum development of children, intellectually, physically, psychologically and socially. Child and youth development is aimed at achieving the optimal development for all children, with special measures for the most vulnerable. Children need to live in an environment that supports them in developing with empowerment, autonomy and resiliency throughout childhood and adolescence.⁵ They need strong attachments,

a sense of belonging and security, high self-esteem and a feeling of personal control over their lives in order to be resilient when facing the challenges that confront them.

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



The Child Rights Indicators Framework at the end of this report emphasizes and measures resiliency through several protective factor indicators. The Strategy for the Prevention of Harm to Children and Youth proposes a Whole Child Framework that is also resiliency based. New Brunswick Schools have also had great success with the implementation of programs such as Rights Respecting Schools, Roots of Empathy and the Competency, Autonomy and Relatedness (CAR) model, all of which promote strength-based approaches to build student resiliency. Integrated Service Delivery will use a similar strength-based approach to intervention with all children facing complex learning challenges.



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*

Article 12 of the United Nations *Convention on the Rights of the Child* is meant to assure that each child can express his or her opinions freely in any matter affecting them. It also obligates government to listen to, and give due weight to, the opinions of children.

Appearing to “listen” to children is relatively unchallenging; giving due weight to their views requires serious contemplation of the views of children and youth. Tokenistic approaches fail to give their views due weight.

It is important that Governments develop a direct relationship with children, not simply one mediated through non-governmental organizations (NGOs) or human rights institutions. In 2017 the Child and Youth Advocate’s Office will engage members of the Legislative Assembly and the Clerk’s Office in a meaningful dialogue on how to better support and amplify children’s voices and opinions.

Children and youth must also be provided with adequate information for them to provide informed opinions. This means information about any particular process affecting a

child or youth, as well as information about the rights of the child or youth in that process.

The United Nations Committee on the Rights of the Child has urged mandatory training in Article 12 rights for all those involved in administrative and judicial proceedings involving youth.⁶

Empowerment and autonomy can only develop when one’s voice is heard. It is through participation in matters that affect them that children and youth learn about responsibility and civic engagement. Schools can play a pivotal role. One of the consequences of engaged students is that they are more likely to become engaged citizens. Making space for child and youth voice in administrative decisions in schools is therefore an essential aspect of this right. Moreover, children are often unheard and unseen in their victimhood, which provides greater reason to ask to hear from them.



A photograph of four people splashing in the ocean at sunset. The scene is backlit by the sun, creating a warm, golden glow. The people are silhouetted against the bright sky and water. The person on the far left has their arms raised high. The person in the center has their arms outstretched. The person on the far right is also splashing with arms raised. The water is dark blue, and the sky is a mix of orange and yellow.

3

**CIVIL RIGHTS AND
FREEDOMS**

**The Right to
Freedom of
Expression
– Article 13**

**The Right to
Freedom of
Thought, Conscience
and Religion
– Article 14**

**The Right to
Freedom of
Association and
Peaceful Assembly
– Article 15**

**The Right to
Privacy and
Protection of
Reputation
– Article 16**

**The Right of
Access to
Information
– Article 17**

**The Right not to be
Subjected to Torture
or Cruel, Inhuman or
Degrading Treatment
or Punishment
– Article 37**

The UN Committee on the Rights of the Child groups articles 7, 8, 13-17 and 37 under the heading ‘Civil Rights and Freedoms,’ but these are not the only civil and political rights in the *Convention*. Many other articles, including articles 2, 3, 6 and 12 of the *Convention*, contain elements which constitute civil and political rights. It is also important to recall that all rights are interdependent, and that civil rights are intertwined with economic, social and cultural rights.

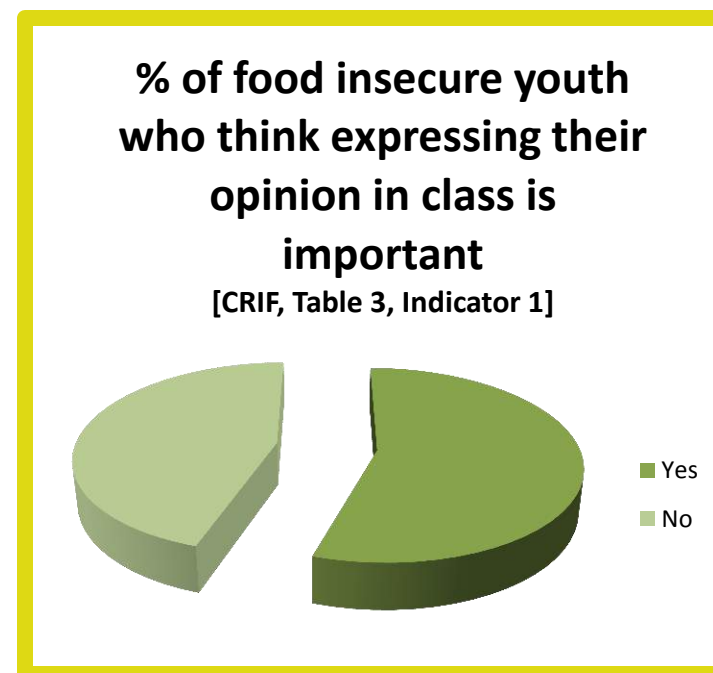
Article 13 – *The Right to Freedom of Expression*

Article 13 of the *Convention on the Rights of the Child* enshrines the right of children and youth 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. It is therefore fundamental to the fulfillment of all *Convention* rights.

It is worth reflecting on the fact that a full quarter of graduating high school students in our Province report that they have no intention of bothering to vote in any elections when they reach voting age.ⁱ Indigenous graduating students report even lower interest in voting – only 67% report that

ⁱ Child Rights Indicators Framework 2017, Table 3, Indicator 2.

they intend to vote (although their reasons for not intending to vote may reflect the history of colonialism, alienation and government tactics of assimilation).ⁱⁱ



ⁱⁱ Child Rights Indicators Framework 2017, Table 3, Indicator 2.

Article 14 – *The Right to Freedom of Thought, Conscience and Religion*

We know from complaints to our Office that NB youth care deeply about their freedom of thought, conscience and religion. Measuring and monitoring the exercise of this right is not something that the Province does well. As one means of improvement, the Student Wellness Survey could be augmented by a series of questions to measure: student religious affiliation as well as their experience with religious accommodations in schools; the importance of religion in their lives; their experience with religious indoctrination; their tolerance for spiritual beliefs, practices or expression; and their tolerance for agnostic or atheist expression.

Article 15 – *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.⁷ It also boosts positive characteristics in children and youth such as empathy and helpfulness.⁸

Article 16 – *The Right to Privacy and Protection of Reputation*

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.

Article 17 – *The Right of Access to Information*

Children and youth live in a digitally connected world, and their access to information is far greater than at any point in history. 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.

Children in the child protection system living in group homes, children in medical and psychiatric facilities, and those in detention and custody all require access to information. Their access can be severely hampered.

Article 37 – *The Right not to be Subjected to Torture or Cruel, Inhuman or Degrading Treatment or Punishment*

The Office of the Child and Youth Advocate continues to express grave concern at the use of secure isolation (variously termed ‘segregation’ or ‘solitary confinement’) at the youth detention and secure custody facility.

We also continue to strongly oppose the blanket policy of using handcuffs and leg shackles on all youth being transported by Sheriff Services.⁹

In 2017 and 2018 we will be adapting the European Guidebook on the monitoring of places where children are deprived of liberty to the New Brunswick and Canadian context. We will begin to apply these guidelines to our own monitoring work at the youth detention and closed custody facility in Miramichi and to the youth services unit at the Restigouche Provincial Hospital. This guidebook is the best we have found globally in terms of ensuring vigilant protection of human rights for minors in settings where they are detained.



4

**FAMILY
ENVIRONMENT
AND
ALTERNATIVE
CARE**



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

– Article 20

Government assistance to parents in supporting children's rights

– Articles 5 and 18

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

– Article 19

The family unit is provided extensive protections under the UN *Convention on the Rights of the Child*. Parents and legal guardians have the primary responsibility for the development of children, and the government has an obligation to respect the parental role (Article 5), but the government also has an obligation to assist parents in that role (Article 18). Children cannot be separated from their parents unless it is necessary to do so in the best interest of the child (Article 9).

Article 20 – *The right to protection and care for children deprived of a family environment*

Children in permanent care of the government have been left parentless through death or incapacity, or have been taken from their parents due to abuse or neglect.

The trauma of abuse in childhood can disturb neurobiological development in ways such as altering a child's ability to respond rationally to stress. That is to say, a child's stress response system can be set to react with a 'short fuse,' leading to behavioural issues that adults may reflexively react to with harsh discipline.¹⁰

While they have been taken out of abusive or extremely neglectful home situations, at the same time their support

systems have often been utterly disrupted. Most of these children and youth require extra educational and health supports.¹¹

1252 children received family enhancement services and 1185 children received child protection services last year.

[CRIF, Table 4, Indicators 18 and 16]

Article 19 – *The right to protection from all forms of physical or mental violence, abuse, neglect and exploitation*

Harm perpetrated against children and youth is less likely to be brought to light than harm perpetrated against adults.¹² Substance abuse, aggressive behavior, and various forms of self-harm can become means of coping with the resulting trauma.¹³ 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 throughout an entire lifetime.¹⁴

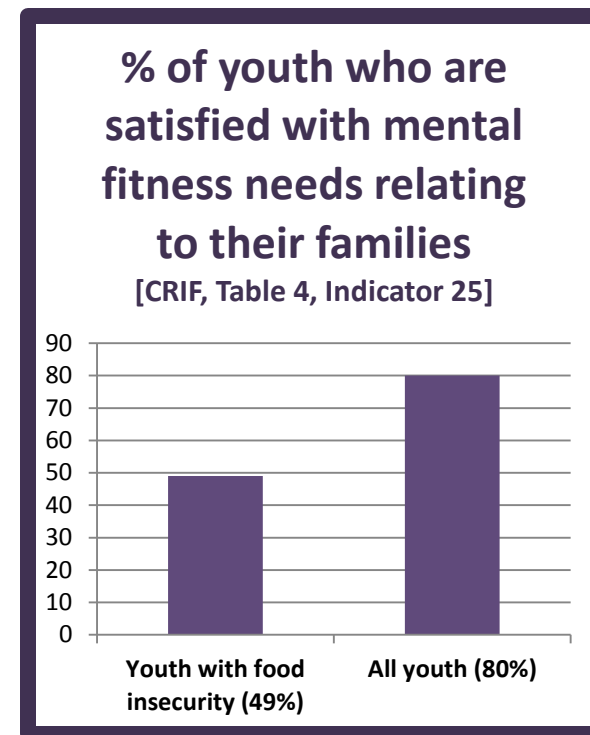
The link between adverse childhood experiences, such as abuse and neglect, as well as health problems and social problems for children when they become adults, has been well established.¹⁵

Witnessing family (domestic) violence is deeply traumatizing. The resulting fear, shock and even self-blame can incur Post-Traumatic Stress Disorder.¹⁶

The evidence from a multitude of studies is overwhelming: physical punishment of children is of no benefit to child development, and it can cause severe psychological and physical harm. The Child and Youth Advocate has previously

recommended that the Department of Education and Early Childhood Development sign on to the Joint Statement on Physical Punishment of Children and that the Province step up its efforts to end corporal punishment of children everywhere in New Brunswick. That recommendation remains unfulfilled.

The UN Committee on the Rights of the Child interprets the *Convention* as obligating all signatory nations to this treaty to prohibit all corporal punishment.¹⁷



Child Pornography

Educating children about the potential dangers of the Internet, along with parental and public awareness, are essential in prevention and protection. In its most recent reported year (2016-2017), New Brunswick's Internet Child Exploitation unit made 21 arrests related to 7 victims of sexual abuse and/or Internet luring.¹⁸ The most recent national statistics showed the rate of child pornography incidents in New Brunswick to be higher than the national average.¹⁹

Self Harm

Self-harm is a way to control emotional pain. Self-injury can have effects similar to those of drugs, with the release of endorphins that create a temporary feeling of relief. It is a coping mechanism, but a dangerous one.

Youth Homelessness

There is a lack of safe spaces in the province for homeless youth to find shelter. In our Office's experience advocating for youth, they have often dropped out of school. They are unlikely to access social supports or health services. They are in danger of being exploited sexually. They are at increased risk of drug addiction and criminalization. Yet apart from

some studies related to specific groups and geographic areas, we have little data to fashion a picture of homeless youth in New Brunswick. A comprehensive Child and Youth Strategy, as recommended earlier in this report, can help to fill this knowledge gap.

Articles 5 and 18 – Government assistance to parents in supporting children's rights

As stated in the Preamble to the *Convention on the Rights of the Child*: "the family... should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community."

Family and community connectedness

Children who grow up in families with low levels of conflict, wherein children are free to express their views and are supported and understood, generally have higher self-esteem,²⁰ physical and mental well-being and resilience.²¹ Along with supportive families, communities are essential in a support role for families in order for children to grown up healthy.²²

Having a supportive mentor relationship with an adult outside of home can help in many ways, including making children and youth less likely to exhibit bullying behaviours and suffer from depression.²³ Having even just one supportive adult in their life can significantly increase the likelihood that a child will develop positively.²⁴

Only 35% of LGBTQ youth say their family stands by them in difficult times.

[CRIF, Table 4, Indicator 24]

Child care

A universally accessible, educational, affordable and rights-respecting child care system could greatly produce positive effects on childhood development educationally, physically, socially and emotionally. We have seen that the number of available approved child care spaces has increased again,ⁱⁱⁱ but the Provincial Child Care Review Task Force recommended a move toward a publicly funded and managed system

ⁱⁱⁱ Child Rights Indicators Framework 2017, Table 4, Indicator 12.

delivered by a not-for-profit early learning and childcare system. We are not aware of any movement on that recommendation. The Child and Youth Advocate has recommended that the province develop and implement a long-term strategy to achieve the goal of a universally accessible, educational, affordable and rights-respecting child care system. The Advocate has also recommended that government adopt an agenda for rights in early childhood as a framework for child care policy in New Brunswick which defines child care broadly to encompass all services and supports to children in the early years and is founded upon social determinants of health and holistic rights-based approaches.

The Family Justice System

We continue to see that the time and money it takes to resolve custody and access issues through the courts, and the conflict involved between parents, has severe negative repercussions on children. Furthermore, the child's voice in these Family Court matters is too often ignored, leaving children with even less control over what happens to them. A multitude of voices in the family justice system have been calling for reform, in the ways we have seen in other parts of the country. The Child and Youth Advocate has called for a less-adversarial, more efficient system, better focused on the rights and best interests of the child.

Support for Single Parent Families

Some single-parent families need extra support from society to face particular obstacles. Nearly half of single-parent women in our Province live in poverty.²⁵ More to the point, their children live in poverty. This can lead to violations of rights to adequate standard of living, housing, nutrition, education and health care. This again is another reason as to why the Child and Youth Advocate is recommending a children's budget, in order for government and the public to see what resources are currently being allocated to vulnerable child populations such as those living in poverty.





5



BASIC HEALTH AND WELFARE

**THE RIGHT TO
LIFE, SURVIVAL
AND
DEVELOPMENT**

- ARTICLE 6

**PARENTAL
RESPONSIBILITY
FOR THE
DEVELOPMENT OF
THE CHILD**

- ARTICLE 18

**THE RIGHTS OF
CHILDREN WITH
DISABILITIES**

- ARTICLE 23

**THE RIGHT TO AN
ADEQUATE STANDARD
OF LIVING FOR
PHYSICAL, MENTAL
AND SOCIAL
DEVELOPMENT**

- ARTICLE 27

**THE RIGHT TO
HIGHEST ATTAINABLE
STANDARD OF HEALTH
AND HEALTH SERVICES**

- ARTICLE 24

**THE RIGHT TO
SOCIAL SECURITY**

- ARTICLE 26

Health and welfare rights for children and youth include the right to life, survival and development (detailed earlier in this report under Guiding Principles) ensured by government protection and promotion, and also parental responsibility for healthy development.

Some children are disadvantaged from the beginning. Healthy childbirth is adversely affected by maternal smoking during pregnancy.²⁶ Maternal smoking is linked to low birth weight,²⁷ which can lead to lifelong health problems for children.²⁸ Interventions should be tailored to help women manage gestational weight effectively and reach out to women most likely to smoke during pregnancy.²⁹

Consuming alcohol during pregnancy risks Fetal Alcohol Spectrum Disorder (FASD). We do not have statistics for FASD diagnosis in the province, although our Office encounters FASD-diagnosed children and youth in our case advocacy.

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.³⁰ There is positive news to report in that the infant mortality rate in New Brunswick remains lower than the national average.^{iv}

^{iv} Child Rights Indicators Framework 2017, Table 5, Indicator 1.

Article 23 – *The right of children with mental or physical disabilities to special care and assistance to promote his or her dignity, self-reliance, individual development and fullest possible social integration*

Social Inclusion

Children and youth with disabilities face various added challenges for effective access without discrimination to opportunities for education, association, recreation, social assistance, health, culture and play. Just over one third (34%) of graduating students with disabilities in the Province do not feel respected in their schools.^v

These students are less likely than their peers to participate in sports or other extracurricular activities in school as well as outside of school.^{vi}

^v Child Rights Indicators Framework 2017, Table 6, Indicator 8.

^{vi} Child Rights Indicators Framework 2017, Table 6, Indicators 18, 19, 22, 23, 24, 25.

Mental Health

Increased demand for mental health services among our youth speak to the need for early intervention and prevention services.

The most recent statistics show that only half (53.7%) of children and youth in the province who look for mental health service get it within 30 days.^{vii} The data shows that New Brunswick children and youth have higher than national rates of hospitalization for depressive episodes, stress reaction and anxiety disorder.^{viii}

The rate of child and youth hospitalization for mental disease and disorders is high in New Brunswick. In 2016-2017, the rate was 43.1 cases admitted to hospital per 10,000; the national rate was 25.9.^{ix}

Article 23 of the *Convention on the Rights of the Child* imposes specific obligations on State Parties to take special measures of protection and provision in relation to disabled children, including mental health services

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.”³¹

^{vii} Child Rights Indicators Framework 2017, Table 5, Indicator 43.

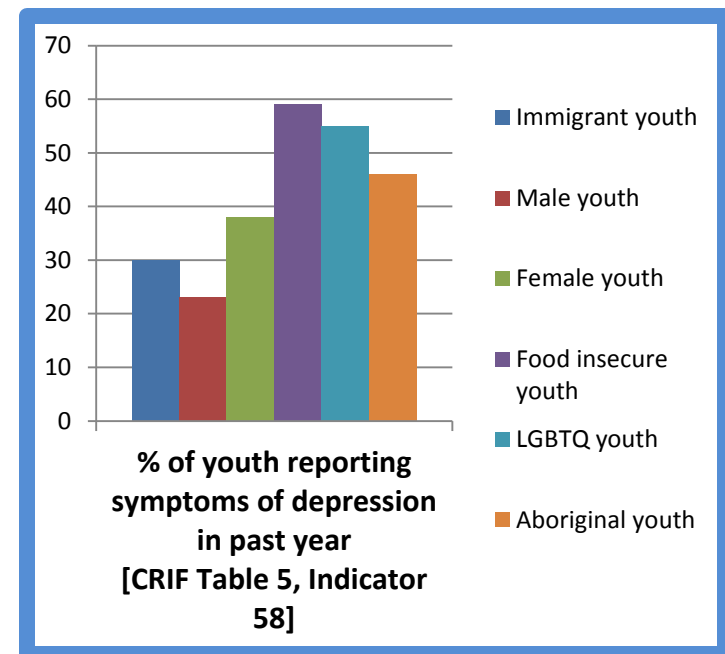
^{viii} Child Rights Indicators Framework 2017, Table 5, Indicators 46, 47, 50.

^{ix} Child Rights Indicators Framework 2017, Table 5, Indicator 44.

The UN Committee’s recommendations to Canada in particular include the following:

Strengthen and expand the quality of interventions to prevent suicide among children with particular attention to early detection, and expand access to confidential psychological and counselling services in all schools, including social work support in the home;

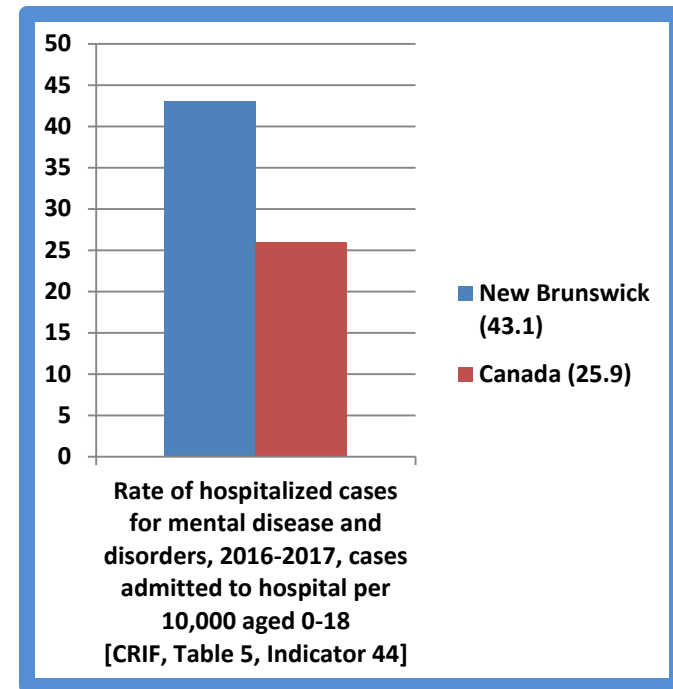
Establish a system of expert monitoring of the excessive use of psycho stimulants to children



Thankfully, there are many ways in which government and civil society in New Brunswick are developing innovative programs and interventions to support children and youth with Mental Health needs.

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.

Integrated Service Delivery shows strong promise to create monumental transformation in wait times for access to Mental Health Services and wraparound supports for children and youth. Integrated Service Delivery seeks to connect all public service providers, particularly those in education, child protection, youth mental health and youth correction services as part of one team in support of a common child client. ISD promotes efficiency and effectiveness through early intervention. It promotes strength-based interventions at the right level of intensity at the right time with the goal of enhancing resiliency factors for positive child and youth development. The Advocate's Office has also produced this year a child rights e-book training module to ensure that all professionals involved in ISD implementation are familiar with child rights and able to use rights-based approaches to their interventions.



The Centre of Excellence for Complex Needs Youth is a new facility being built in Campbellton, and a Network of Excellence in Child and Youth Mental Health Services works in conjunction with the Centre to ensure that services can also be available to youth in their communities.

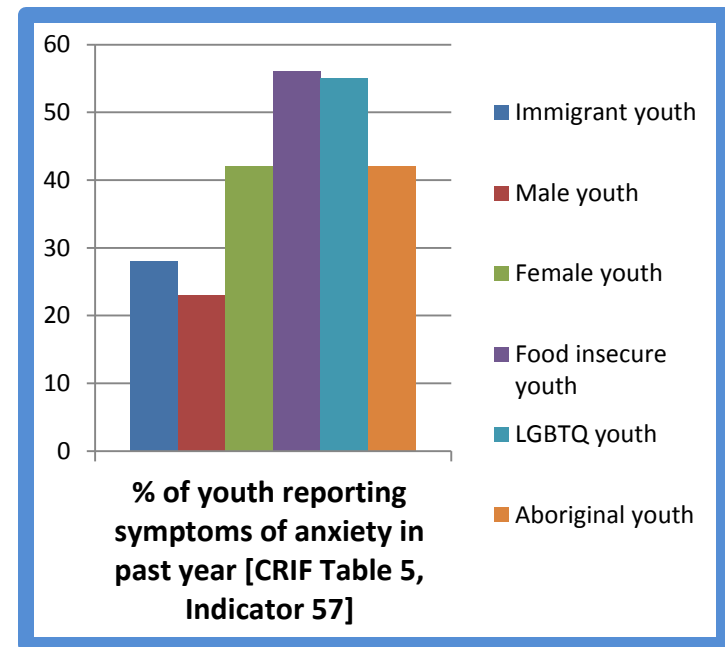
The ACCESS Open Minds NB program is an initiative to develop a provincial network of youth safe spaces. The first three Safe Spaces were launched in Saint John, Elsipogtog and the Acadian Peninsula this spring. These safe spaces will serve as service hubs for youth drop in, with peer supports and clinical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

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.

The Strategy for the Prevention of Harm to Children and Youth also contributes to the focus on child and youth mental health. In addition to these initiatives, a Research Chair in Adolescent Mental Health has been funded at l'Université de Moncton. The Research Chair will monitor and evaluate the success of these several initiatives and improve knowledge translation of national and global best practices in child and youth mental health to the field of practice in New Brunswick.

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 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.



Article 24 – *The right to the highest attainable standard of health*

The social determinants of health are recognized universally as primary drivers of child wellbeing. The social determinants of health are the conditions people live in. They include factors such as early childhood development, education, social services, health services, housing quality, family income, food insecurity, ethnicity, disability, social exclusion and gender.

Addressing the social and economic conditions that cause ill-health is most important for improving the health of a society.³² People who are at the low end of the social and economic spectrum are twice as likely to contract a serious illness and die prematurely than those near the high end.³³ The intensely rapid physical, cognitive and social development that occurs in the early years sets the stage for lifelong health or ill-health.³⁴

An extensive body of scientific evidence now shows that many of the most common chronic diseases in adults—such as hypertension, diabetes, cardiovascular disease, and stroke—are linked to processes and experiences occurring in the womb and in early childhood.³⁵

Optimum health for children includes protection from environmental harms. Due to their developing physiology, children absorb a higher percentage of harmful chemicals than

adults do when exposed to pollutants; as a result, children's immune systems are also more easily compromised.³⁶

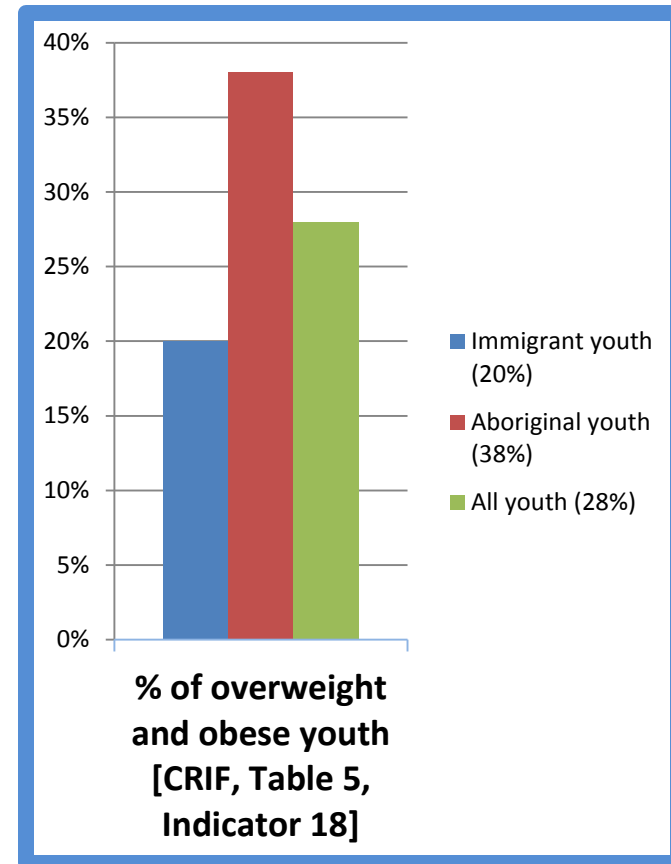
Early Childhood Health and Social Pediatrics

Social pediatrics is a family and community-oriented approach to childhood medicine. We are encouraged to see the interest in establishing this model of care in New Brunswick, 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. While pediatricians have been leading these developments in various pilot sites in the Province, the model is a perfect complement to the Province's Integrated Service Delivery (ISD) model. Social pediatrics can support all ISD interventions. Most importantly it can reach families and children in the critical first 1000 days of life from conception to age two and the first 2000 days from conception to age five and allow for critical early interventions even before children might otherwise be referred to ISD teams. The Province should follow Quebec's lead and make significant new investments in support of Social Pediatrics.

Healthy eating

More than a third of New Brunswick children in Kindergarten to grade five are overweight or obese.^x New Brunswick is the third most overweight and obese province in terms of youth population reporting.³⁷ This presents many dangers, not least of which is obesity, a risk factor for diabetes, cardiovascular disease, arthritis and cancer.³⁸

Parents of course have the primary role to play in the promotion of healthy eating. Children in middle childhood who are in families who eat meals together regularly are at lower risk of obesity.³⁹ Schools also have a role to play in the promotion of healthy eating. Schools can subsidize healthy food options to make them cheaper than high salt and high sugar choices.



^x Child Rights Indicators Framework 2017, Table 5, Indicator 17.

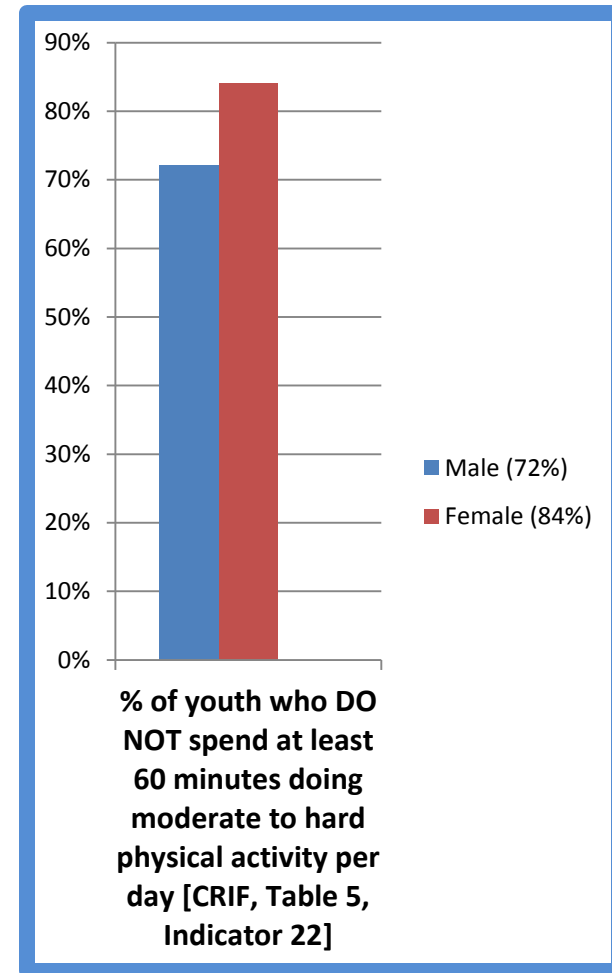
Physical activity and healthy behaviours

The ways in which we are active as children often determine how physically active we are as adults.⁴⁰

It is well-established that risks of physical health issues such as heart disease, obesity, and diabetes, as well as mental health issues such as depression, are lowered by regular physical activity.⁴¹

Physical activity has also been shown to have significant mental health benefits⁴² and children who are regularly physically active have been shown to have better educational outcomes.⁴³

The Province must intensify its efforts to enforce national guidelines for physical activity, sleep and sedentary behaviour. These guidelines recommend a minimum of 60 minutes of moderate to vigorous physical activity each day for children aged five to seventeen.⁴⁴ Only 35% of children in grades four and five in New Brunswick meet this standard.^{xi}



^{xi} Child Rights and Wellbeing Framework 2016, Table 5, Indicator 21.

Risky sexual practices

Pregnancy in the teenage years puts youth at a serious disadvantage educationally and in regard to employment prospects.⁴⁵ Children of teenage mothers are also at higher risk of poor educational and employment outcomes.⁴⁶ These mothers need access to good child care options, supports that can see them continue their education,⁴⁷ and opportunities to overcome socio-economic disadvantages and move into the workforce when they are ready to do so.⁴⁸

Sexually Transmitted Infections (STIs) increase the risks of serious and life-threatening health problems.⁴⁹ The Public Health Agency of Canada similarly reports that young Canadians have the highest reported rates of STIs.⁵⁰

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.

Article 27 – *The right of the child to a standard of living adequate for physical, mental, and social development*

The New Brunswick Student Wellness Survey includes the following question:

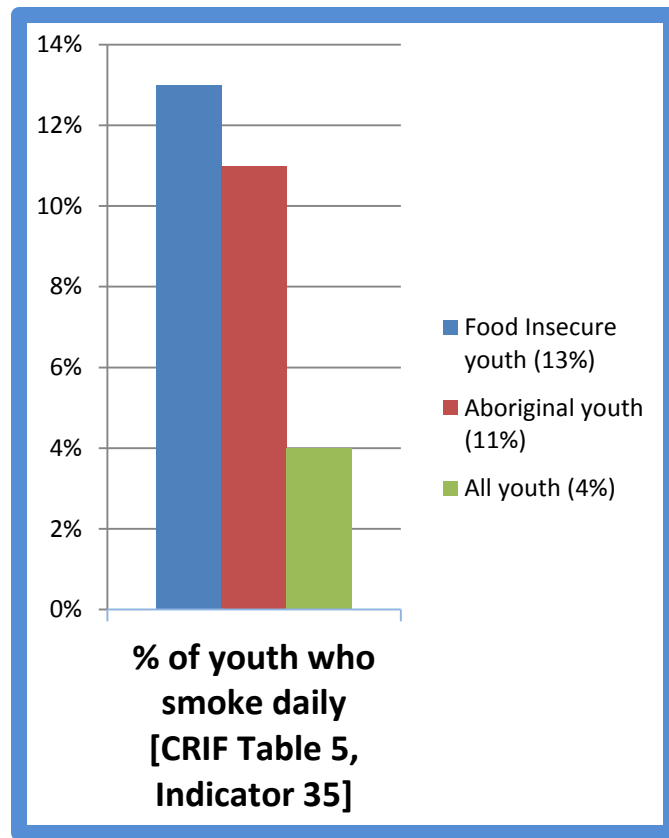
Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?

The students who answer “often” or “always” are categorized as “food insecure.”

This reporting of lack of regular access to food at home is used as a proxy for child and youth poverty. The category of food insecurity helps us to better see how poverty correlates with childhood indicators of risk and resiliency.

For most child rights indicators we would expect a relatively small deviation between children generally. This is reflected in the small deviations between Anglophone and Francophone youth for most indicators. Cultural, and to some extent geographical, differences can cause differences in these statistics, but those differences are usually within fairly small ranges. However, the differences between Food Insecure

youth and other groups of youth are dramatic in a great many indicators found in the Child Rights Indicators Framework.



Child and youth poverty rates in our Province are higher than the Canadian average.⁵¹ Children and youth who suffer chronic poverty are at heightened risk of facing difficulties throughout life in a multitude of areas such as physical health, mental health, interpersonal relationships, education, and emotional well-being.⁵² Health and wellbeing outcomes for children living in poverty are challenging, as these children are more likely to suffer from low self-esteem,⁵³ inadequate nutrition,⁵⁴ chronic health problems,⁵⁵ and injuries.⁵⁶ These children are at heightened risk to live in substandard housing⁵⁷ and to be exposed to environmental hazards.⁵⁸

Child poverty is also significantly associated with negative educational outcomes.⁵⁹ School readiness and long-term academic achievement are negatively affected by low-income family situations.⁶⁰ The poorest children in society particularly benefit from well-structured early learning initiatives, yet have the least access to them.⁶¹

6

**EDUCATION,
LEISURE
AND
CULTURAL
ACTIVITIES**



**The equal right to
education directed
toward the fullest
possible development of
mental and physical
abilities**

– Articles 28 and 29

**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**

– Article 31

Articles 28 and 29 – *The equal right to education directed toward the fullest possible development of mental and physical abilities*

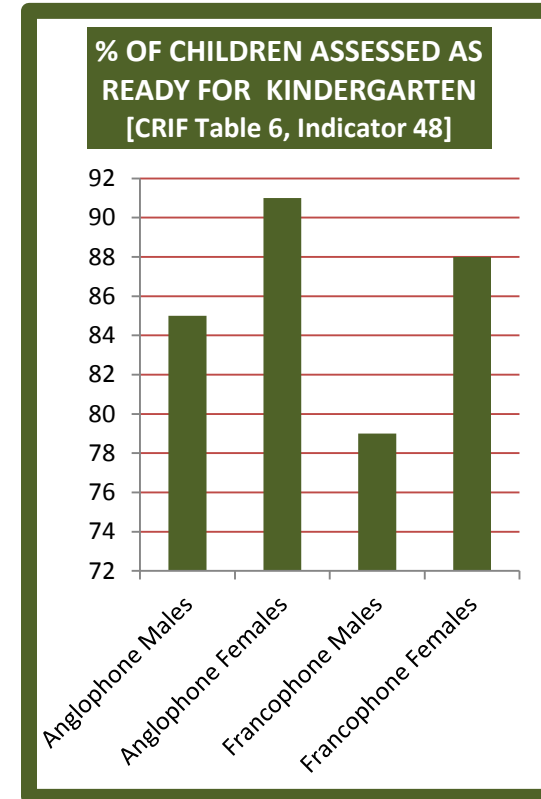
Children who have the social, emotional and mental preparedness to succeed in an intellectually stimulating, structured and safe school environment from the very start have higher likelihoods of completing school and being successful in employment.⁶²

Positive school experiences can act as a counter to negative family environments, and personal safety skills can be learned in schools.⁶³

School readiness

Children who are not ready for Kindergarten tend to remain educationally behind their peers throughout elementary school.⁶⁴ Even with additional supports they may never catch up to their peers.⁶⁵

Children coming from households facing poverty have lower levels of school readiness,⁶⁶ and this may be partially the result of a lack of access to reading and writing materials.⁶⁷



Early Childhood Education

The environments in which children live and learn have an essential role in their healthy brain development.⁶⁸

Stimulating child care environments have been shown to lead to better psychosocial and cognitive function.⁶⁹

Engaging children and youth in education (school connectedness)

When children have strong connections with their schools they are more likely to have success academically.⁷⁰

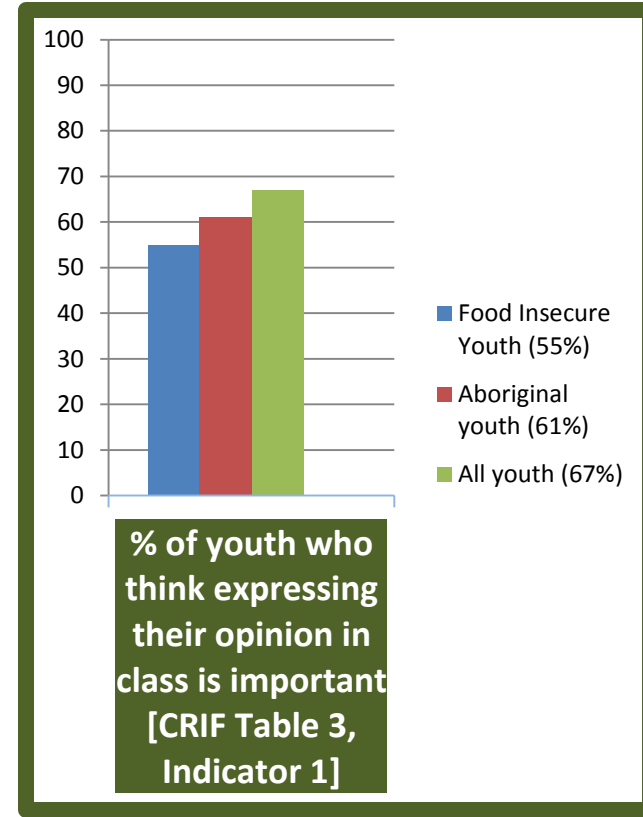
Parental and community volunteer involvement in school leads to higher literacy⁷¹ and academic achievement in general.⁷²

For the most vulnerable children, school can be a lifeline. 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.⁷³ 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.⁷⁴

Feeling unsafe at school is strongly associated with mental health problems for youth.⁷⁵

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.⁷⁶ They are also at greater risk of suicide.⁷⁷ 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.⁷⁸

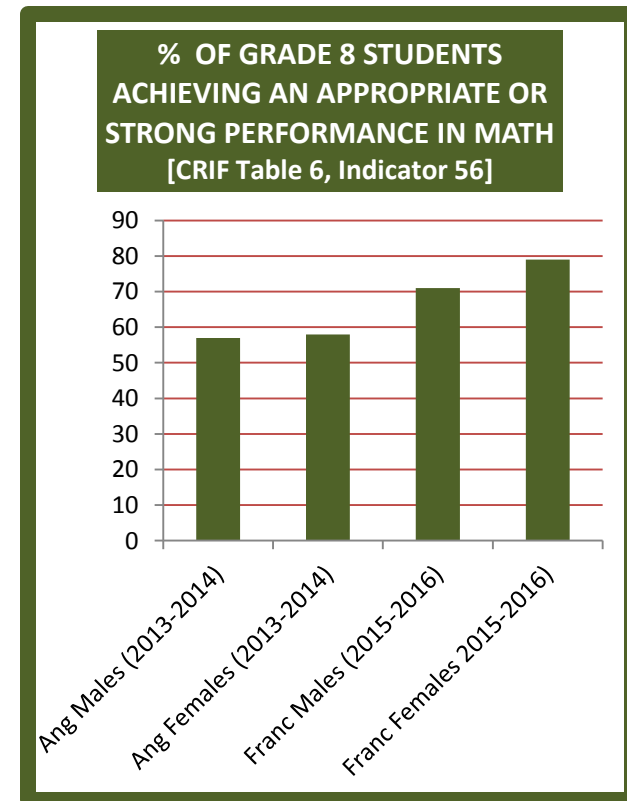
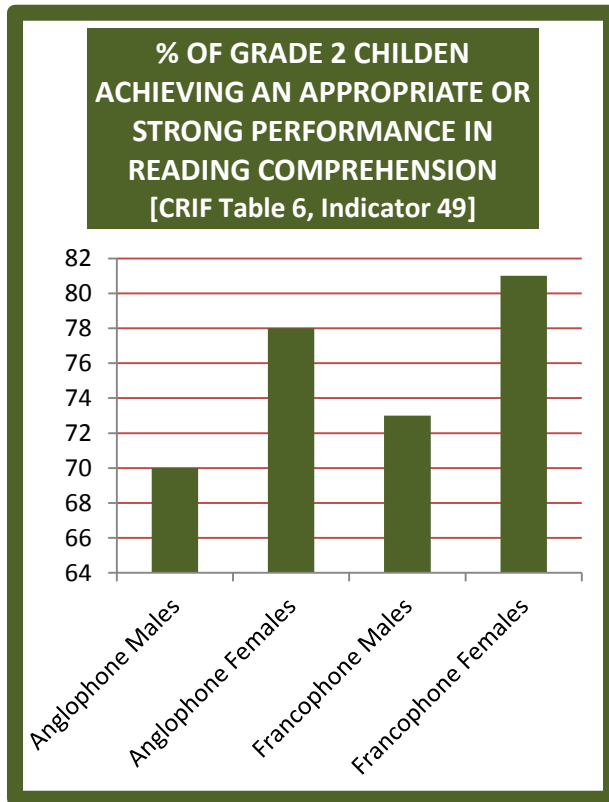
The Department of Education and Early Childhood Development bases the dropout rate on student enrollment in grades 7-12 from one year to the next. Accurately tracking drop-outs is fraught with difficulties, however. For example, youth who are no longer in the public education system cannot be tracked by that system. Moreover, chronic “non-attenders” are not considered to be dropouts, and there are also students who go to school but simply never attend class.



Performance in Education

Literacy and Mathematics

Literacy is not simply reading and writing, but a means by which a person can interpret the world around them and interact with it. Math is a core life skill, necessary to function in society.



Article 31 – *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*

All of these rights are essential aspects of fulsome childhood development,⁷⁹ educationally,⁸⁰ socially, psychologically, and cognitively.⁸¹

The Importance of Play

Play has an imperative role in early childhood development, stimulating children’s ability to learn.⁸² Depriving children of play can stunt neurological development.⁸³ In situations of abuse and neglect, trauma prevents children from being able to play, and thereby inhibits their neurobiological development.⁸⁴ Governments at all levels, including municipal, have important roles in ensuring the right to play is upheld.

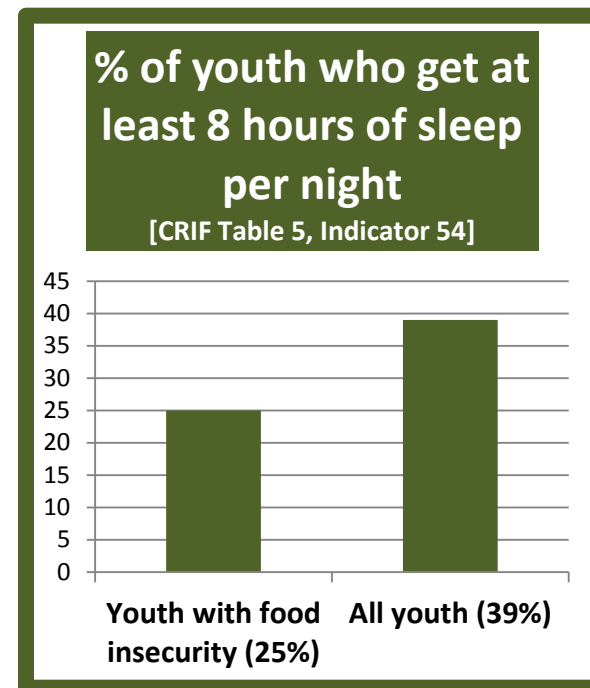
Recreation

Involvement in recreational activities positively effects social inclusion,⁸⁵ self-confidence, mental health,⁸⁶ logical thinking

ability, academic achievement.⁸⁷ However, recreational options are not always accessible.

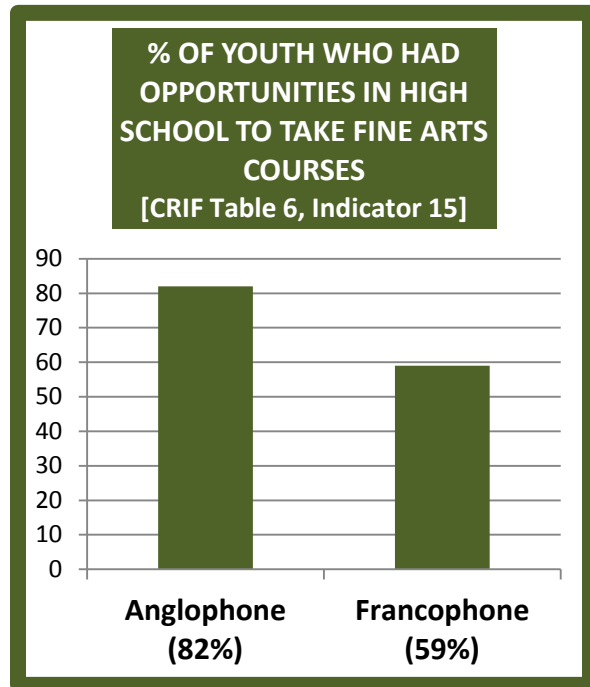
Rest

Sleep deprivation can seriously harm children’s psychological and cognitive development.⁸⁸ Over-use of screen time is emerging as a significant problem in this respect.⁸⁹



Arts and Culture

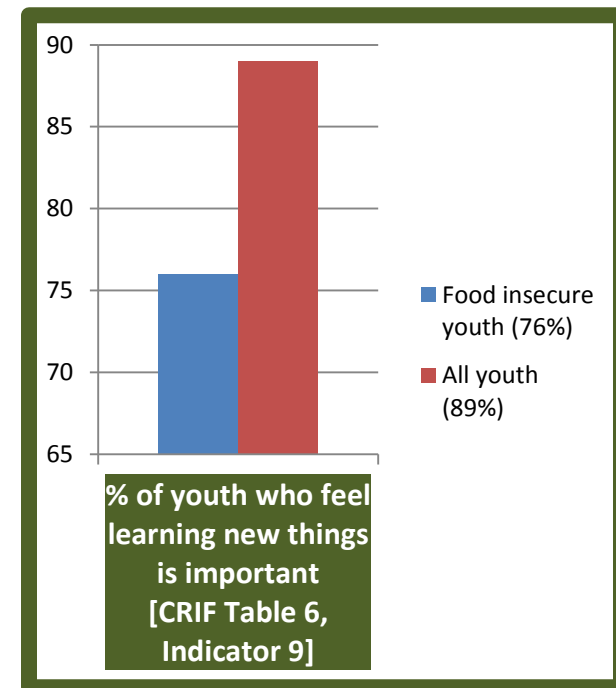
For children and youth, engagement in arts programs fosters creativity, expression, self-confidence, social inclusion, and empathy – all important factors in educational and societal success.⁹⁰



When we look at the percentages of graduating high school students who report feeling that they had opportunities to participate in cultural activities, the numbers are low. In the Francophone sector 64% of students said they had

opportunities organized through school. Among Anglophone sector students, only 46% reported saying they did. For cultural activities separate from school, the percentages of students saying they had opportunities were low in both Francophone and Anglophone sectors (43% in each).

The difference between the Anglophone and Francophone sectors was very pronounced in terms of the percentage of youth who reported having opportunities to take courses in the fine arts, as can be seen in the chart on this page.





7

**SPECIAL
PROTECTION
MEASURES**

The right of Indigenous and minority children to access and enjoy their culture, religion and language

– Article 30

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

– Article 33

The right to protection from abduction, sexual exploitation and sexual abuse

– Articles 34 and 35

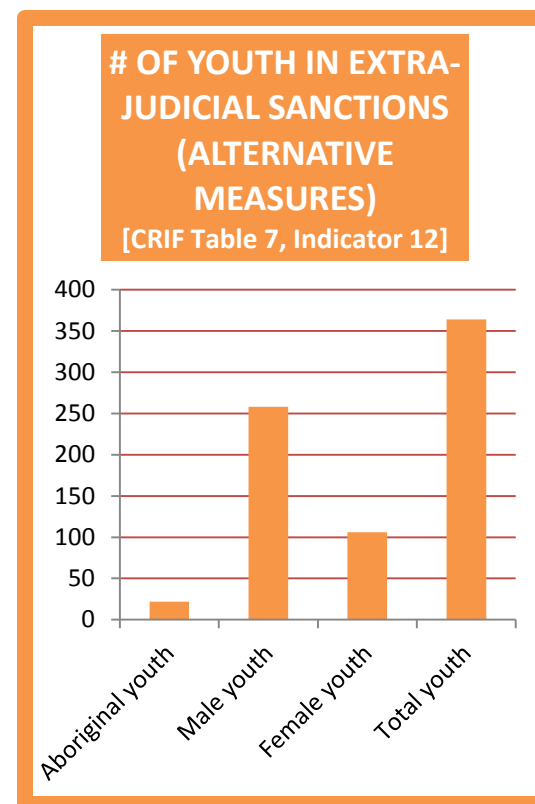
The right to be free from degrading treatment and punishment, to be free from deprivation of liberty, detention and imprisonment unless as a last resort, and to due process rights

– Articles 37 and 40

Articles 37 and 40 – The right to be free from degrading treatment and punishment, to be free from deprivation of liberty, detention and imprisonment unless as a last resort, and to due process rights

Youth in the criminal justice system have higher than average rates of learning disorders, mental health challenges, and substance abuse problems.⁹¹ These youth often come from backgrounds of trauma, through abusive and neglectful households or through family tragedy. As noted in Part I of this report, the most effective thing the province can do is to divert youth away from court when they commit offences, and facilitate community-based supports to prevent recidivism.

Although New Brunswick's recent progress in fashioning a youth criminal justice system that accords with the principles of the law and with human rights norms is encouraging, there are still issues to be addressed.



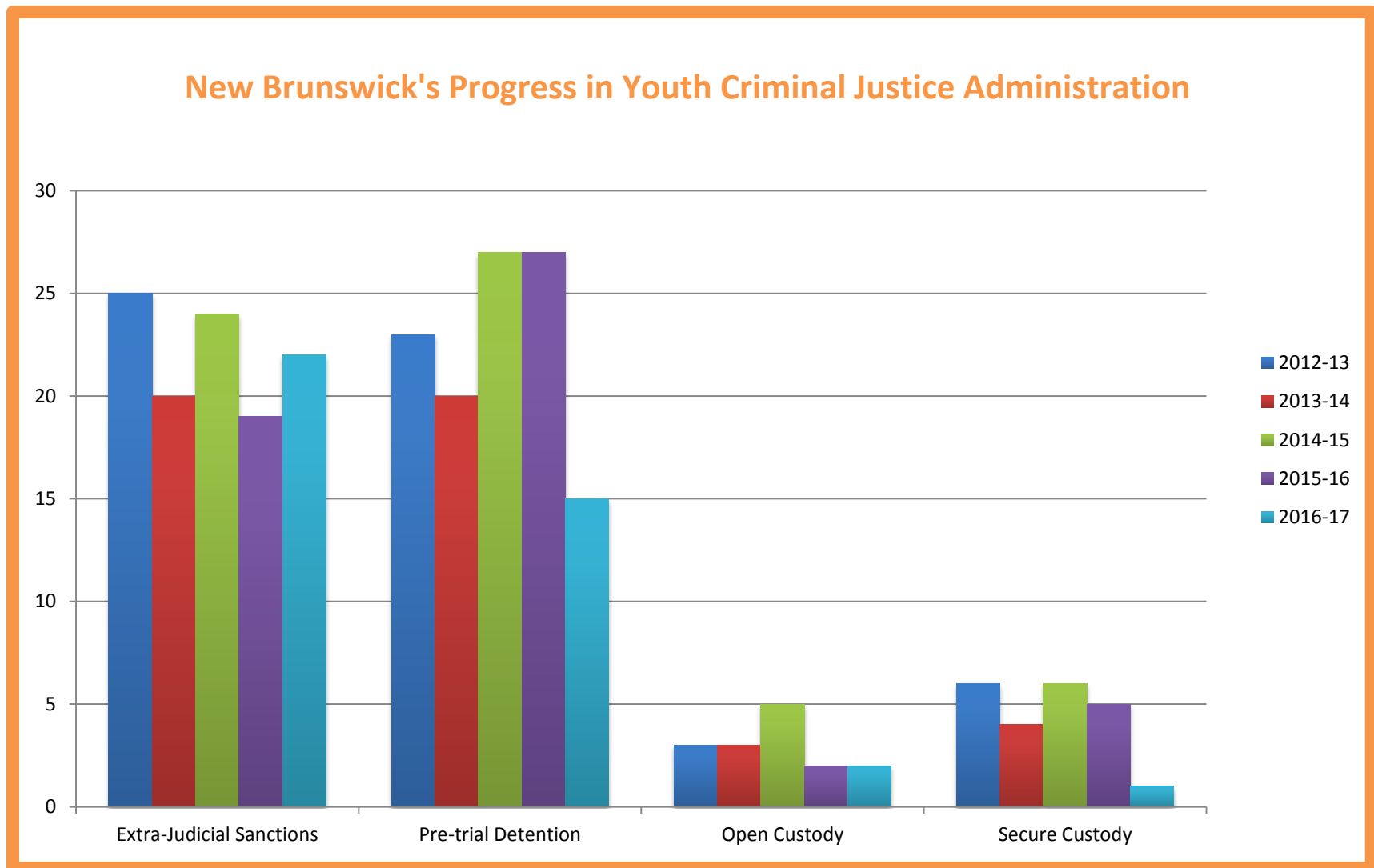


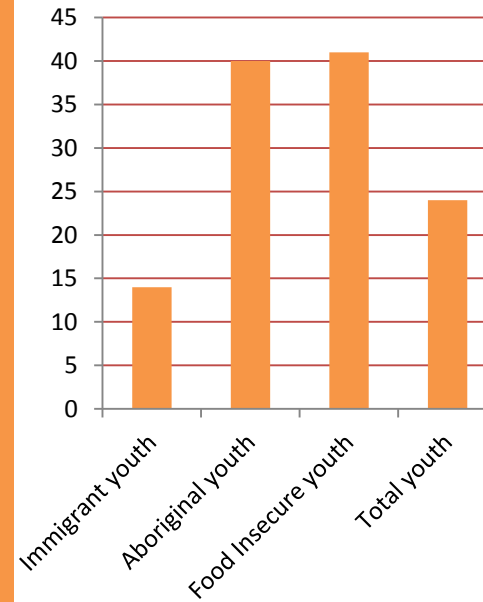
Table Data Source: Child Rights Indicators Framework, State of the Child reports 2012 to 2017.

Article 33 – *The right to protection from the illicit use, production and trafficking of narcotic drugs*

We must be vigilant in protecting children and youth from the drug trade and from drug consumption. However, we must be careful not to criminalize these youth. Some youth (and younger children) drink alcohol or use drugs due to peer pressure or experimentation. Others do so as a means of coping with difficulties or trauma in their lives. Some youth use drugs and drink to address depression, anxiety, abuse or other hardships.



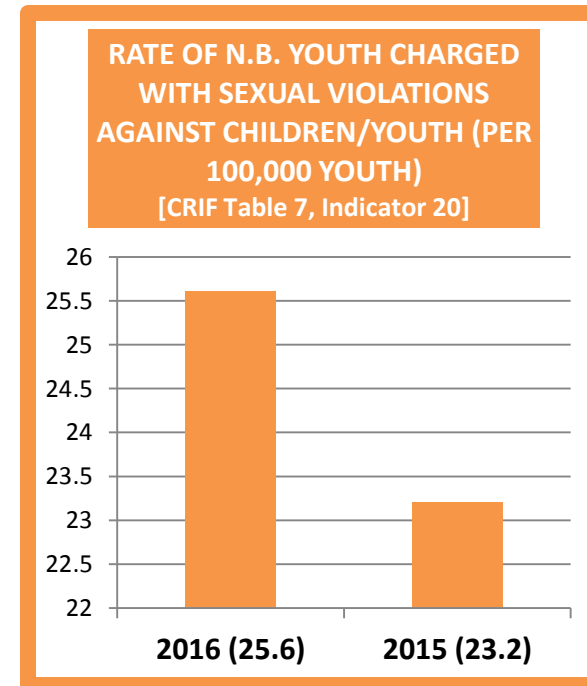
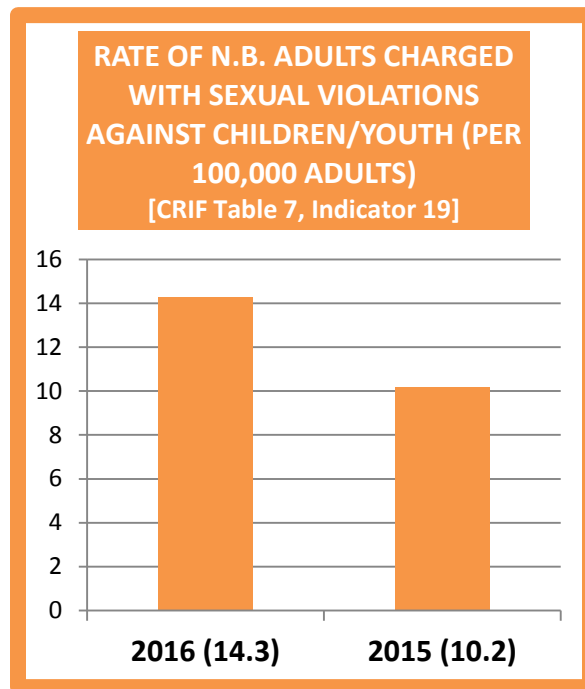
% OF YOUTH WHO HAVE TRIED CANNABIS
[CRIF Table 7, Indicator 25]



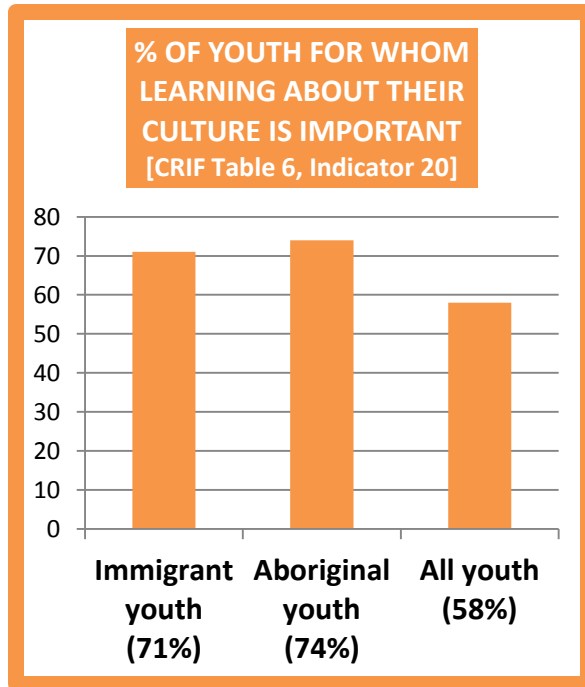
Articles 34 and 35 – *The right to protection from abduction, sexual exploitation and sexual abuse*

Protecting children and youth from becoming victims of sexual abuse and exploitation is best achieved by ensuring that children are confident and autonomous, have strong familial, peer and community supports.

The rate of total sexual violations against children in New Brunswick is 30% higher than the national average.⁹² More than half of all victims of sexual assault in New Brunswick are under the age of eighteen.⁹³ New Brunswick has the highest rate among all provinces of sexual offences against male children and youth.⁹⁴ The collaborative efforts of the Provincial Strategy for the Prevention of Harm to Children and Youth have much work to determine causes and find solutions.



Article 30 – *The right of Indigenous and minority children to access and enjoy their culture, religion and language*



The Rights of Indigenous Children and Youth

The UNESCO *Atlas of the World's Languages in Danger* lists Wolostokwiok (Maliseet) as a “severely endangered”

language.⁹⁵ The definition of ‘severely endangered’ used by UNESCO is: “language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves.”⁹⁶

The most recent statistics we have are that in New Brunswick 37% of Indigenous people living in First Nations communities report being able to conduct a conversation in an Indigenous language, and outside of First Nations communities only 4% do.⁹⁷ The New Brunswick Health Council is currently putting together more up-to-date data on Indigenous languages.

The Indigenous population faces many more challenges than the general population as a result of systemic underfunding of education and social services, historical bigotry, the legacy of forced assimilation policies and the intergenerational trauma of the residential schools system.

The Truth and Reconciliation Commission’s Calls to Action present an opportunity to begin to right the wrongs. The education system has an important role in this regard. No student in this province should graduate high school without having learned about the history of Indigenous peoples in New Brunswick and Canada, including the residential schools system, treaties with First Nations, and having learned about contemporary Indigenous culture. Indigenous children must be ensured access to quality education⁹⁸ that positively reinforces their Indigenous identity,⁹⁹ including language and culture.¹⁰⁰

A young boy with short dark hair is sitting on stone steps outdoors. He is wearing a polo shirt with horizontal stripes in shades of grey and dark blue. He is looking directly at the camera with a neutral expression. The background consists of more stone steps and some dry vegetation.

ENDNOTES

ENDNOTES

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THE CHILD RIGHTS INDICATORS FRAMEWORK – 2017



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

MAL = Male

FEM = Female

ANG = Anglophone

FRAN = Francophone

N.B. Current = Most current data available

N.B. Previous = Most recent previous data

(Year) = Year data reported

Child Rights



1. GENERAL MEASURES OF IMPLEMENTATION / UNCRC Articles 4, 41, 42, 44

Measurement Indicators to be Developed in 2018

Respect for human rights law instruments other than UNCRC

Making the UNCRC widely known in NB

Circulating Canada's report to UN Committee on the Rights of the Child, and circulating the UN Committee's response to Canada

Review of Reservations to the UNCRC

Ratification of other Key International Human Rights Instruments

Comprehensive review of all NB legislation and governance instruments to ensure full compliance with the UN Convention on the Rights of the Child

Justiciability of Rights

Coordination of Efforts for rights implementation

Ensuring Child Rights at All Levels of Government

Obligations on Civil Society to conform to the UNCRC

Monitoring Implementation of Rights

Development of Child Rights Indicators, Data Collection and Analysis

Making Children Visible in Budgets

Training and Capacity Building in Child Rights

Government Cooperation with Civil Society

International Cooperation for Child Rights

Independent Human Rights Institutions for Children

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

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	N.B. Previous (year)	Canada Current (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	88			85 (2013-2014)	79 (2010-2011)	
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	53			53 (2013-2014)	82 (2010-2011)	
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						71	86			79 (2013-2014)	70 (2010-2011)	
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						81	87			84 (2013-2014)	80 (2010-2011)	
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)	

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

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	N.B. Previous (year)	Canada Current (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						89	95			93 (2013-2014)	87 (2010-2011)	
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	84			83 (2013-2014)	83 (2010-2011)	
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						83	91			88 (2013-2014)	83 (2010-2011)	
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)	

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

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Current (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	21	
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		

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

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Current (year)
34	% of hearing impaired youth ¹	Grades 6 to 12	4	1	2	3	2	1	1	1	1	1		
35	% of youth diagnosed with a language/speech impairment ¹	Grades 6 to 12	6	6	2	3	3	1	1	1	1	1		
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		
41	% of children with high levels of oppositional behaviours ¹³	Grades 4-5						28	19			24 (2013-2014)	22 (2010-2011)	
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)	

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

#	Indicator	Age/ Grade/ Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Current (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	64	62	67	NA	NA	75	76	74	78	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)		

4. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (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)	NA	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										11.3 (2012)		10.3 (2012)
7	% of total household spending used for shelter ²¹	All population										17.2 (2012)		21.0 (2012)
8	% of children living in a single parent family ²⁶	Under age 18										16 (2011)		16 (2011)
9	% of youth working (labour participation) ²⁷	Aged 15 to 19										44.3 (2014)	43.7 (2013)	40.6 (2014)
10	% of expectant mothers receiving pre-natal benefits ²	Expectant mothers										12.8 (2015-2016)	16.6	
11	% of families (with children) which are receiving social assistance ⁹	Families with children										5.2 (2016)	5.8	
12	# of approved child care spaces ²	Spaces										26,851 (2015-2016)	24,556	

4. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
13	# of infants placed for adoption [public adoptions] ⁹	Under 18 years old										<10 (2015)	<10 (2015)	
14	# of infants placed for adoption [private adoptions] ⁹	Under 18 years old										11 (2016)	16 (2014)	
15	# of international adoptions ⁹	Under 18 years old										17 (2016)	17 (2014)	
16	# of children receiving child protection services ⁹	Under 16 years old										1185 (2016-2017)	1208 (2015-2016)	
17	Rate of children receiving child protection services - per 1000 children in province ⁹	Under 16 years old										9.7 (2016-2017)	9.9 (2015-2016)	
18	# of children receiving family enhancement services ⁹	Under 16 years old										1252 (2016-2017)	1192 (2015-2016)	
19	Rate of children receiving family enhancement services – per 1000 children in province ⁹	Under 16 years old										10.2 (2016-2017)	9.7 (2015-2016)	
20	Rate of child and youth victims of family violence – per 100,000 population ²⁸	0 to 17 years old										365 (2011)		267 (2011)
21	Rate of children involved in Child Witness of Family Violence program – per 1000 children in province ⁹	0 to 19 years old										2.3 (2015-2016)	2.4 (2013-2014)	
22	Rate of children seeking refuge in transition housing – per 1000 children in province ⁹	0 to 19 years old										2.6 (2015-2016)	2.1 (2013-2014)	

4. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (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						72	76			74 (2013-2014)	77 (2010-2011)	
29	% of parents who say they ate dinner with children yesterday ¹³	Grades K-5										57 (2013-2014)	55 (2010-2011)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB (year)	Canada Data (year)
1	Infant mortality rate - per 1000 infants ²³	Infants						6.2	5.2			5.7 (2012)	3.5 (2011)	4.8 (2012)
2	% of children born with low birth weight ⁵	Newborn										5.8 (2014-2015)	5.7 (2013-2014)	6.3 (2014-2015)
3	Rate of congenital malformations, deformations and chromosomal abnormalities – per 10,000 births ²⁴	Newborn												
4	% of newborns and infants screened for hearing ¹⁴	Newborn / infant										91.5 (2015-2016)	92.2 (2014-2015)	
5	% of mothers who tried to breastfeed most recent child (breastfeeding initiation) ⁷	Mothers										75 (2014)	79.6 (2013)	90.3 (2012)
6	% of Kindergarten children meeting immunization requirements ¹⁵	K										78.4 (2015-2016)	69.1 (2014-2015)	
7	% 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)
8	% of youth who consulted a family doctor or general practitioner within the past year ⁵	Ages 12 to 19						66	71			68 (2013)	62	62 (2013)
9	% of youth who visited a dental professional within the past year ⁵	Ages 12 to 19						100	99			99 (2013)	77 (2012)	80 (2012)
10	% of youth who visited or talked to an eye professional within the last year ⁵	Ages 12 to 19						39	49			44 (2013)	38	48 (2013)
11	% 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)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB (year)	Canada Data (year)
12	% of youth with good functional health ⁵	Ages 12 to 19						83.2	86.8			84.9 (2014)	82.7 (2013)	79.6 (2014)
13	% of youth with injuries in past year causing limitation of normal activities ⁵	Ages 12 to 19						27.0(E)	23.1(E)			25.1 (2014)	32.9 (2013)	25.6 (2014)
14	Rate of child and youth hospitalization for injuries – per 10,000 children and youth ⁶	0 to 19 years old						36.5	28.1			32.4 (2015-2016)	34 (2014-2015)	27.2 (2015-2016)
15	% of youth with asthma ⁵	Ages 12 to 19						13	9			11 (2013)		10 (2013)
16	Rate of youth with Chlamydia – per 100,000 youth ¹⁵	15 to 19 years old						481	1712			1067 (2015)	1024 (2014)	
17	% of children overweight/obese ¹³	Grades K to 5						37	34	37	32	36 (2013-2014)	36 (2010-2011)	
18	% of overweight and obese youth ¹	Grades 6 to 12	32	20	38	32	34	32	23			28 (2015-2016)	28 (2012-2013)	
19	% of underweight children ¹³	Grades K to 5						8	7	8	7	7 (2013-2014)	11 (2010-2011)	
20	% of youth underweight ¹	Grades 6 to 12	8	9	7	9	7	5	9			7 (2015-2016)	8 (2012-2013)	
21	% of children who spend at least 60 minutes doing moderate to hard physical activity every day ¹³	Grades 4-5								37	31	35 (2013-2014)		
22	% 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)		
23	% of children who participate in physical activity right after school ¹³	Grades 4-5						57	57			57 (2013-2014)	58 (2010-2011)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB (year)	Canada Data (year)
24	% 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)	
25	% of children who eat breakfast every day ¹³	Grades 4-5						68	72	67	76	70 (2013-2014)	70 (2010-2011)	
26	% 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)	
27	% of children who eat 5 or more fruits / vegetables daily ¹³	Grades 4-5						48	54			51 (2013-2014)	51 (2010-2011)	
28	% 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)	
29	% of children who report drinking sweetened beverage day before surveyed ¹³	Grades 4-5						56	48			52 (2013-2014)	56 (2010-2011)	
30	% 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)	
31	% of youth who have engaged in sexual activity without using a condom or other prophylactic ¹	Grades 7 to 12										16 (2012)		
33	% of grade 12 youth who feel their school helped them develop positive attitudes toward physical activity ³	Grade 12	61	68	60			73	64	66	80	68 (2015-2016)	73 (2014-2015)	
34	% of grade 12 youth who feel their school helped them develop positive attitudes toward healthy and active living ³	Grade 12	71	77	67			75	72			73 (2016)		

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB (year)	Canada Data (year)
35	% of youth who smoke daily ¹	Grades 6 to 12	8	3	11	13	7	6	3	5	3	4 (2015-2016)		
36	% 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)	
37	% 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)	
38	% 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)	
39	% 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)	
40	% of children who live in a home where people are allowed to smoke ¹³	Grades K to 5								3	3	3 (2013-2014)	5 (2010-2011)	
41	% of children who live with people who smoke or use tobacco ¹³	Grades 4-5						34	35			35 (2013-2014)	38 (2010-2011)	
42	% 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)		
43	% of service delivery done within 30 days (from referral to first visit) for child and youth mental illness ¹⁴	Under 18 years old										53.7 (2014-2015)	52.6 (2013-2014)	
44	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)
45	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)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB (year)	Canada Data (year)
46	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)
47	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)
48	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)
49	Rate of child & youth mood (affective) disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						1.0	3.0			1.8 (2016-2017)	2.1 (2015-2016)	0.5 (2016-2017)
50	Rate of child & youth anxiety disorder – cases admitted to hospital per 10,000 ⁶	0 to 18 years old						1.6	5.8			3.6 (2016-2017)	3.9 (2015-2016)	2.3 (2016-2017)
51	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)
52	% of youth who see their mental health as being very good or excellent ⁵	Ages 12 to 19						77.1	77.0			77 (2014)	70.6 (2013)	73.9 (2014)
53	% 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)	NA	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
54	% 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)	
55	% 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)	
56	% of youth with injuries in past year requiring doctor/nurse treatment ¹	Grades 6 to 12	35	25	38	39	29	32	28	32	25	30 (2015-2016)		
57	% 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)		
58	% 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		
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 19						99.6	98.2			98.9 (2014)	95.1 (2013)	97.4 (2014)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
1	# of children and youth enrolled in school ²	Grades K to 12						50,006	47,836			97,842 (2016-2017)	97,912 (2015-2016)	
2	# of Kindergarten to grade five students ²	Grades K to 5						22,476	21,505			43,981 (2016-2017)	43,428 (2015-2016)	
3	# of grade six to eight students ²	Grades 6 to 8						10,966	10,678			21,644 (2016-2017)	21,758 (2015-2016)	
4	# of grade nine to twelve students ²	Grades 9 to 12						16,520	15,601			32,121 (2016-2017)	32,600 (2015-2016)	
5	# of students in English language of instruction ²	Grades K to 12						26,640	22,263			48,903 (2016-2017)	49,339 (2015-2016)	
6	# of students in French language of instruction ²	Grades K to 12						14,684	14,236			28,920 (2016-2017)	28,863 (2015-2016)	
7	# of students in French Immersion language of instruction ²	Grades K to 12						8,682	11,337			20,019 (2016-2017)	19,710 (2015-2016)	
8	% of grade 12 youth who feel respected at school ³	Grade 12	69	80	69			82	79	78	85	80 (2015-2016)	81.6 (2014-2015)	
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	94	
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	80	

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

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	N.B. Previous (year)	Canada Data (year)
13	% of youth who had opportunities in high school to participate in elective courses they were interested in ³	Grade 12	73	71	63			75	78	71	93	77 (2016)		
14	% of youth who had opportunities in high school to take courses in the skilled trades ³	Grade 12	60	58	60			70	59	66	57	64 (2016)		
15	% of youth who had opportunities in high school to take courses in the fine arts ³	Grade 12	64	72	75			72	79	82	59	75 (2016)		
16	% of youth who had opportunities in high school to participate in career related learning experiences ³	Grade 12	54	60	50			62	65	65	61	64 (2015-2016)		
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	68	74	68			79	78	77	83	78 (2016)		
18	% of youth who feel they had opportunities in high school to participate in cultural activities organized through school ³	Grade 12	49	50	49			50	52	46	64	51 (2016)		

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
19	% of youth who feel they had opportunities in high school to participate in cultural activities separate from school ³	Grade 12	39	38	40			43	44	43	43	43 (2015-2016)	43 (2014-2015)	
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 youth who participate in sports organized by school ³	Grade 12	37	50	43			48	38	44	38	42 (2016)	42 (2015)	
23	% of youth who participate in sports <i>not</i> organized by school ³	Grade 12	42	54	44			54	38	45	46	45 (2016)	42 (2015)	
24	% of youth who participate in activities organized by school ³	Grade 12	33	48	30			36	45	44	33	41 (2016)	39 (2015)	
25	% of 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)	
26	% 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)		
27	% 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)	

6. Education, Leisure and Cultural Activities **UNCRC Articles 28, 29, 31**

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
28	% 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)	
29	% of grade 12 students planning to go on to post-secondary education ³	Grade 12	64	82	69	NA	NA	75	84	77	87	79 (2016)		
30	% 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)	
31	% 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)	
32	% of youth who feel they got opportunities 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)	
33	% 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)		
34	% 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)		
35	% 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)		

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

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
36	% 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)		
37	% 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)		
38	% 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)		
39	% 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)		
40	% 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		
41	% 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		
42	% of students who say teachers show a positive attitude toward healthy living ³	Grade 12 Anglophone	65	71	60			76	71			73 (2016)		
43	% of students who say school promotes healthy eating by providing easy access to healthy food/snacks ³	Grade 12 Anglophone	54	61	61			63	59			60 (2016)		
44	% of students who say teachers show a positive attitude toward healthy living ³	Francophone grade 12	81	74	55			82	79			80 (2016)		

6. Education, Leisure and Cultural Activities **UNCRC Articles 28, 29, 31**

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MAL	FEM	ANG	FRAN	N.B. Current (year)	Previous NB Data (year)	Canada Data (year)
45	% of Francophone grade 12 students who say school promoted easy access to healthy food/snacks ³	Grade 12	76	78	65			74	71			72 (2016)		
46	% of grade 12 youth who feel their school helped them develop positive attitudes toward physical activity ³	Grade 12	61	68	60			73	64	66	80	68 (2015-2016)	73 (2014-2015)	
47	% of grade 12 youth who feel their school helped them develop positive attitudes toward healthy and active living ³	Grade 12	71	77	67			75	72			73 (2016)		

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

#	Indicator	Age, Grade Or Group	MALE		FEMALE		N.B. Current (year)		Previous NB Data	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
48	% of children assessed as ready for Kindergarten ²	Pre-K to K	85	79	91	88	88 (2015-2016)	83 (2015-2016)	88	82.5
49	% of grade 2 children achieving an appropriate or strong performance in reading comprehension ²	Grade 2	70	73	78	81	74 (2015-2016)	77 (2015-2016)	77	76
50	% of grade 2 children achieving an appropriate or strong performance in oral reading (Francophone) ²	Grade 2		74		85		79 (2015-2016)		75
51	% of grade 3 children achieving an appropriate or strong performance in math (Francophone) ²	Grade 3		81		80		81 (2015-2016)		76
52	% of grade 4 children achieving an appropriate or strong performance in reading comprehension (Francophone) ²	Grade 4		50		63		56 (2015-2016)		
53	% of grade 5 children achieving an appropriate or strong performance in science and technologies (Francophone) ²	Grade 5						64 (2014-2015)		
54	% of grade 7 children achieving an appropriate or strong performance in reading comprehension (Anglophone) ²	Grade 7					77 (2013-2014)			

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

#	Indicator	Age, Grade Or Group	MALE		FEMALE		N.B. Current (year)		Previous NB Data	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
55	% achieving an appropriate or strong performance in science and technologies (Francophone) ²	Grade 8		69		79		74 (2015-2016)		63
56	% achieving an appropriate or strong performance in math ²	Grade 8		71		79		75 (2015-2016)	58	68
57	% achieving an appropriate or strong performance in French (Francophone) ²	Grade 8		61		81		71 (2015-2016)		65
58	% achieving an appropriate or strong performance in reading comprehension (Anglophone) ²	Grade 9	76		84		80 (2015-2016)		78	
59	% achieving an appropriate or strong performance in English writing (Anglophone) ²	Grade 9					91 (2014-2015)			
60	% of grade 10 French as a 2 nd language students with oral proficiency intermediate or higher ²	Grade 10					45 (2015-2016)		37	
61	% achieving an appropriate or strong performance in French (Francophone) ²	Grade 11		49		67		60 (2015-2016)		61
62	% of youth who drop out of school ²	Grades 7 to 12	1.8	1.3	1.3	0.6	1.6 (2014-2015)	0.9 (2014-2015)	1.5	1.3

7. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	NB Previous (year)	Canada Data (year)
1	Youth crime rate, charges laid - per 100,000 criminal code violations ¹⁷	Ages 12 to 17										2266 (2015)	2371 (2014)	2137 (2015)
2	Youth crime rate – no charges laid – per 100,000 youth ¹⁷	Ages 12 to 17										2535 (2015)	3036 (2014)	2643 (2015)
3	Youth charged with impaired driving – per 100,000 youth ¹⁸	Ages 12 to 17										21.16 (2015)	20.91 (2014)	17.13 (2015)
4	Youth charged with drug offences – per 100,000 youth ¹⁸	Ages 12 to 17										114.26 (2015)	142.17 (2014)	165.13
5	Property crimes committed by youth – per 100,000 youth ¹⁷	Ages 12 to 17										717.29 (2015)	721.13 (2014)	621.28 (2015)
6	Rate of youth being charged with violent crime – per 100,000 youth ¹⁷	Ages 12 to 17										647.47 (2015)	694.13 (2014)	629.26 (2015)
7	Youth violent crime severity index (measure of relative severity of violent crimes) ¹⁹	Ages 12 to 17										49.37 (2015)	47.63 (2014)	66.53 (2015)
8	# of multidisciplinary conferences for youth in correctional services ⁴	12 to 17 years old										91 (2016-2017)	178 (2015-2016)	
9	# of reintegration leaves for youth in secure custody ⁴	12 to 17 years old										4 (2016-2017)	22 (2015-2016)	
10	# of escorted leaves for youth in secure custody ⁴	12 to 17 years old										62 (2016-2017)	123 (2015-2016)	
11	Youth probation rate (per 10,000 young persons in province) ²⁰	12 to 17 years old										68.6 (2012-2013)	77.1 (2012)	57.7 (2012-2013)
12	# of youth in Extra-Judicial Sanctions (Alternative Measures) program ⁴	Ages 12-17			22			258	106			364 (2016-2017)	304 (2015-2016)	

7. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	NB Previous (year)	Canada Data (year)
13	# of youth in pre-trial detention ⁴	Ages 12-17			15			109	32			141 (2016-2017)	197 (2015-2016)	
14	# of youth sentenced to open custody ⁴	Ages 12-17			2			8	3			11 (2016-2017)	22 (2015-2016)	
15	# of youth sentenced to secure custody ⁴	Ages 12-17			1			17	0			17 (2016-2017)	39 (2015-2016)	
16	% of family support payments due actually received ²²	Payments										73 (2015-2016)	70 (2014-2015)	59 (2015-2016)
17	# of families receiving subsidies for adopted children with special needs ⁹	Families										340 (2016)	315 (2015)	
18	# of children receiving special needs services ⁹	Early Childhood										731 (2015-2016)	488 (2013-2014)	
19	Rate of <i>adults</i> charged with sexual violations against children – per 100,000 adults ¹⁷	18+										14.3 (2016)	10.2 (2015)	9.9 (2016)
20	Rate of <i>youth</i> charged with sexual violations against children – per 100,000 youth ¹⁷	12 to 17 years old										25.6 (2016)	23.2 (2015)	23.8 (2016)
21	Rate of persons charged with child pornography offences – per 100,000 persons ¹⁷	12 years old and over										0.75 (2015)	1.65 (2014)	2.3 (2015)

7. 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	MAL	FEM	ANG	FRAN	N.B. Current (year)	NB Previous (year)	Canada Data (year)
22	# of youths who suffered a workplace accident ¹²	15 to 19 years old										327 (2015)	298 (2014)	
23	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)	
24	% 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)		
25	% 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)	
26	% 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)	
27	% 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



1. NB Health Council and Department of Social Development (Wellness Branch), Middle and High School Student Wellness Survey
2. Government of New Brunswick, Department of Education and Early Childhood Development
3. Government of New Brunswick, Department of Education and Early Childhood Development, Grade 12 Exit Survey
4. Government of New Brunswick, Department of Justice and Public Safety
5. Statistics Canada, Canadian Community Health Survey
6. Canadian Institute for Health Information, Discharge Abstract Database / Hospital Morbidity Database
7. Statistics Canada, CANSIM Table 105-0501, Health Indicator Profile
8. Canadian Institute for Health Information, Discharge Abstract Database
9. Government of New Brunswick, Department of Social Development
10. Statistics Canada, Household Food Insecurity Measures, Table 105-0546
11. Environment Canada, Canada's Emission Trends
12. WorkSafeNB, Divisional Support Services
13. NB Health Council and Department of Social Development (Wellness Branch), Elementary Student Wellness Survey
14. Government of New Brunswick, Department of Health, CSDS Database
15. Government of New Brunswick, Department of Health, Office of the Chief Medical Officer of Health
16. Health Canada, Cross-Canada Survey on Radon Concentration
17. Statistics Canada, CANSIM Table 252-0051, Incident-based Crime Statistics
18. Statistics Canada, CANSIM Table 251-0012, Youth Custody and Community Services
19. Statistics Canada, CANSIM Table 252-0052, Crime severity index
20. Statistics Canada, CANSIM Table 251-0008, Youth Correctional Services
21. Statistics Canada, CANSIM Table 203-0021, Survey of Household Spending
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