



# STATE OF THE CHILD 2019



SPECIAL FOCUS:  
EDUCATION  
RIGHTS







# FOREWORD



# From the Advocate

I make one official recommendation in this report. I could, of course, easily make hundreds. Systems will always be imperfect, and systems that function without feedback from those affected will be slow to improve. Unfortunately, systems that impact children rarely hear from children on what works and what doesn't. That needs to change.

I will take a moment here to make some broad suggestions, that hopefully will resonate with decision-makers within government at all levels.

If we care as we should about children, then we should, as a province, have a comprehensive, government-led plan to ensure their rights are upheld.



As part of such a plan, New Brunswick should commit to a comprehensive review of all domestic legislation, regulations, policies and government practices to ensure full compliance with the UN *Convention on the Rights of the Child*. Every jurisdiction in our country has the legal obligation to implement this treaty. That includes New Brunswick.

The Preamble to Ontario's legislation governing child welfare states: "the aim of the *Child, Youth and Family Services Act, 2017* is to be consistent with and build upon the principles expressed in the United Nations *Convention on the Rights of the Child*." New Brunswick's child welfare legislation is silent on this essential point. The *Convention* is not mentioned in *any* legislation in this province... shamefully not even in the legislation that governs my work as Child and Youth Advocate. This reflects a lack of commitment to our children.

The rights of children should also be reflected in professional education, training and codes of conduct for all civil servants such as policy analysts, managers, teachers, social workers, and corrections officers.

Understanding of human rights must also be promoted among children themselves, through the school curriculum. Knowledge of the existence of my office must also be ensured for students. Rights without remedy are hollow promises.

Government has obligations under the United Nations *Convention on the Rights of the Child* and a responsibility to promote rights awareness throughout the civil service. In furtherance of this responsibility there should, for example, be substantive exchange and knowledge-sharing among government Departments when producing their required Child Rights Impact Assessments on new policy and legislative initiatives.

To respect public accountability, New Brunswick should (as governments do elsewhere in the world) publicly release an annual 'children's budget' to identify the proportion of overall spending allocated to children. One of the most startling aspects of the data found in my office's Child Rights Indicators Framework is the consistently negative outcomes for children and youth in poverty. This is yet another reason as to why I have previously recommended a children's budget, for government and the public to be able to see what resources are currently being allocated to vulnerable child populations.

Government also has a duty to ensure rights protection for children in the private sector. Government regulates actions in the private sector in innumerable respects, but many gaps exist for protection of children's rights.

And, specifically in relation to the data we collect for this report: collecting statistics measuring impacts on children's lives is not a job for my office. It is a job for government. I will be happy to aid in that work, but I should not own it. I would like government to step up to the task.



At the risk of sounding pedantic: in essence, I ask that government commit to thinking continuously creatively about how child rights should be protected in our province.

This is my final State of the Child report as New Brunswick's Child and Youth Advocate. It has been a privilege to meet so many astounding young people, many of whom have overcome tragedies and challenges no child should have to endure, and many of whom are struggling right now to do so.

A handwritten signature in black ink, appearing to read "Norman Bossé, Q.C.", enclosed in a thin black rectangular border.

**Norman Bossé, Q.C.**

**All statistics referenced are found  
in the data tables of the Child  
Rights Indicators Framework, in  
the back of this report.**

# TABLE OF CONTENTS

RECOMMENDATION .....	Page 7
SPECIAL FOCUS: EDUCATION RIGHTS.....	Page 9
GUIDING PRINCIPLES OF CHILD RIGHTS .....	Page 23
CIVIL RIGHTS AND FREEDOMS .....	Page 32
FAMILY ENVIRONMENT AND ALTERNATIVE CARE .....	Page 38
BASIC HEALTH AND WELFARE .....	Page 45
EDUCATION, LEISURE AND CULTURAL ACTIVITIES .....	Page 53
SPECIAL PROTECTION MEASURES .....	Page 62
THE CHILD RIGHTS INDICATORS FRAMEWORK .....	Page 68





# RECOMMENDATION





**Article 4 of the UN Convention on the Rights of the Child requires governments to do everything in their power to fully implement the Convention. This is about the laws we enact, the policies we develop, the programs we provide and the training and educational supports in relation to all of it.**

**RECOMMENDATION:**

**That the Province of New Brunswick take all measures, legislative, administrative or other in order to fully implement the UN Convention on the Rights of the Child in New Brunswick and in particular by ensuring that children in schools are made aware of their rights and of mechanisms for redress and that all school services be delivered in rights respecting approaches.**

# PART I

## SPECIAL FOCUS ON EDUCATION RIGHTS





The Office of the Child and Youth Advocate has been engaged since 2017-18 in a three-year thematic exploration of the right to education in New Brunswick. With the support of the Department of Education and Early Childhood Development and l'Université de Moncton's Interdisciplinary research group on the rights of the child and Continuing Learning Department we are hosting a three-year program on Articles 28 and 29 of the UN Convention on the Rights of the Child (UNCRC). Article 28 proclaims the child's right to free, universal education, whereas Article 29 proclaims the Aims of Education. In June 2018, with the support of the Lawson Foundation and the McCain Foundation we organized a full week training event on the right to education in early years. Last year in June 2019, we hosted a course on the right to inclusive education and next year in June 2020 we will look at the right to education in relation to how it prepares children for life-long learning and the transition to the workforce or to post-secondary education. All of this work has been supported by our colleagues in Canada through the Canadian Council of Child and Youth Advocates and abroad through l'Organisation Internationale de la Francophonie and its network partner, l'Association des Ombudsman et médiateurs de la Francophonie.

The speakers and exchanges have significantly deepened our reflection and will be shared through an upcoming publication of la Revue de l'Université de Moncton. This period of reflection coincides nicely with the Green Paper on Education released by the Minister of Education and early Childhood Development this fall, and the Global Summit on Education hosted by that Department. It also aligns very well with the Shaking the Movers youth participation events hosted with immigrant youth, with First Nations youth, and more recently with a diverse group of NB youth on the topic of the right to education, over the past three years.

Critical learnings that arise from these reflections include the observations that:

- 1) the right to education does not begin with school entry but at birth; and parents, early learning centres, schools and governments must work together to shoulder their responsibilities in ensuring that all children fully enjoy this right from the earliest age;
- 2) Unstructured and risky play is an essential building block in a young child's journey toward school readiness and investments in early childhood learning generate important returns on

investment and are a critical component of economic development and growth in the world's most advanced economies;

- 3) All learning environments benefit from inclusive education approaches, when they are properly supported: inclusive education systems may require important investments upfront but they yield important returns in the long term, both in terms of better average educational outcomes as peers influence and challenge one another, but also in terms of social cohesion and development of the aims of education as outlined in Article 29 of the UNCRC, including the development of every “child’s personality, talents and mental and physical abilities to their fullest potential” and the “preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples”; and
- 4) Inclusive education is not just good policy, it is a fundamental right of every child and of disabled children particularly, as proclaimed under Article 24 of the UN Convention on the Rights of Persons with Disabilities, and protected by articles 2, 23, 28 and 29 of the UNCRC.







We are pleased to note that New Brunswick, as a Province, has recently adopted policy changes as part of the ten-year education plan that echo the first three findings above and direct further supports to early education and inclusive education approaches. Much more, however, can and should be done to fully enshrine child rights in our laws, regulations and policies and make them present and visible in our pedagogy and school culture. Children have told us that schools do not always feel welcoming or respectful of children's opinions. Children say they have at times experienced school environments where racism or intolerance is allowed to grow unchecked. They tell us that speaking out for gender diversity and non-binary worldviews may lead to bullying by , peers. Children have asked school administrations for the right to organize school assemblies, through their Student Councils, and this has been denied. Student Councils would sometimes like to have more say in the conduct of their own business meetings, but school monitors and personnel don't always agree.

Overall, a great deal could change if we could really envisage a model of education where child rights were fully respected and promoted. Thankfully, such a model already exists, and not surprisingly it's a Canadian innovation. UNICEF's Rights Respecting Schools model was developed by Katherine Covell in the 1990s. While she did not find many early adopters among Canadian school authorities, British schools adopted the model with great gusto and eventually the model was officially endorsed and promoted by the National Ministry of Education in the UK. In Rights Respecting Schools, school children, parents, educators and staff come together to survey and assess their school culture and strengths in relation to the UNCRC, and then develop a strategic plan to transform their school culture by infusing it with rights-based approaches. Children are encouraged to take part in their school governance, they learn about their rights in cross-curricular and co-curricular activities and help police the school culture through their own peer interactions. Student Councils and school assemblies at every grade level are encouraged and empowered as authentic instruments of child and pupil voice in school governance. Play-based learning and self-directed learning approaches are encouraged as means of nurturing student involvement in their educational

journey. Intolerance and expressions of hatred or intimidation are not tolerated, but are much less frequently present, because they are dealt with effectively through preventative and promotional efforts aimed at the creation of a culture of tolerance, respect, inclusion and diversity.

The evaluation results of the model as it rolled out in UK schools found that UNICEF Rights Respecting Schools had impressive results including a drop in incidents of bullying and intimidation, higher rates of job satisfaction among teachers and staff, and improved school attendance by pupils. New Brunswick has piloted some Rights Respecting Schools initiatives, but the pilots have been led by innovative pedagogical leaders in just a few schools and have not benefitted from a sustained system-wide approach or any formal evaluation.



At the same time the Department of Education and Early Childhood Development has launched an important debate around education reform in New Brunswick with the publication of its green paper. *Succeeding at Home: A green paper on education in New Brunswick* invites New Brunswickers to reimagine our education system as one adapted to the 21<sup>st</sup> century challenges facing the world, such as those outlined in the United Nations Sustainable Development Goals. Minister Cardy and his officials have challenged us to think about ways in which critical thinking and civics can be enhanced in our schools; how we can equip our learners for work in a changing workforce where artificial intelligence takes over more and more aspects of our current work lives; and also how our classrooms can become positive learning environments for every child where engaged learners pursue their educational goals with the assistance and mentoring of all the professional supports they need.



The Green Paper outlines plans for a thorough rethinking of the *Education Act* which has been in place for the last quarter century and proposes the establishment of a select Legislative Committee on Education to continuously review our law on a ten-year cycle. The Green Paper also sets out the bold ambition of positioning New Brunswick as a world leader in terms of educational outcomes by 2030. This is proposed to be achieved in part by developing a world class civics program that will help each generation to pass on its cultural and civic values to the next, and help build up a desire in students to help make their homes in New Brunswick and build up our communities. The program of reform touches upon the challenges of fostering early literacy, improving second language learning as well as preserving Indigenous languages, including newcomers, and investing more in early childhood education. It pushes the envelope in several ways: by suggesting that we move away from grades-based approaches and toward flexible learning environments where pupils can be grouped and advance based upon their own level of learning and

personalized education approaches; by exploring ways to give teachers more freedom to innovate and share their classroom successes; by expanding upon the International Baccalaureate programs; by strengthening the Business Roundtable on Education; and by ramping up efforts to export our education model abroad as a business development and economic growth strategy.

In the Advocate's view, the world class civics program heralded in this reform will not be world class unless it is fundamentally rooted in a child rights-based approach to learning and a re-thinking of our school system in line with the aims of education outlined in the *Convention on the Rights of the Child*. The Green Paper speaks in several passages about not tolerating abuse of adults in the classroom, not tolerating violence or behaviours that disrupt learning, but it does not propose any approaches as to how to eradicate those behaviours. In our experience, there is no intervention that works better than to teach young children about their rights and the importance of tolerating diversity and promoting peace and friendship among all learners. When students are

equipped with a knowledge of their rights and those of their peers and challenged to govern themselves accordingly (and to police these values for themselves), a strong positive learning environment emerges from which all can benefit. Students are made ready to learn and teachers can focus upon the excellence of their classroom instruction. The revolutionary concept at play here resides in a recognition that schools belong to children. The more invested they are in their governance, the more voice and authority they have in their school's administration, the more positive the learning environment becomes. Parents and teachers can both support this evolution. Schools can become again places where communities and families work with teachers in the best interests of pupils.

*Education Act* governance reforms should be clearly focused on reinforcing this triangulation of efforts to have pupils, parents and pedagogical leaders working together in the common enterprise of helping every learner achieve their full potential.

A rights-based education reform is the best way of pursuing excellence while maintaining continuity and stability in our system. This approach gives voice to students while reinforcing the crucial role that schools and parents must play together in advancing the best interests of every child. Whether it be our commitment to inclusive education, our focus on maintaining duality in education while advancing second language learning and dialogue among minority and majority linguistic groups, our need to preserve and promote Indigenous languages, our desire to welcome immigrant and newcomer learners in our schools, or our goal of achieving excellence in education results, rights-based approaches support and reinforce all of these objectives. The elements of the plan are no longer defended as an ambitious policy choice, a calculated political gamble, or an economic strategy to catalyze our development. This plan delivers the very services and reforms that we are legally and morally bound to offer our children, in keeping with the international legal obligations that we have undertaken. A rights-based approach to education reform allows us to finesse some of the

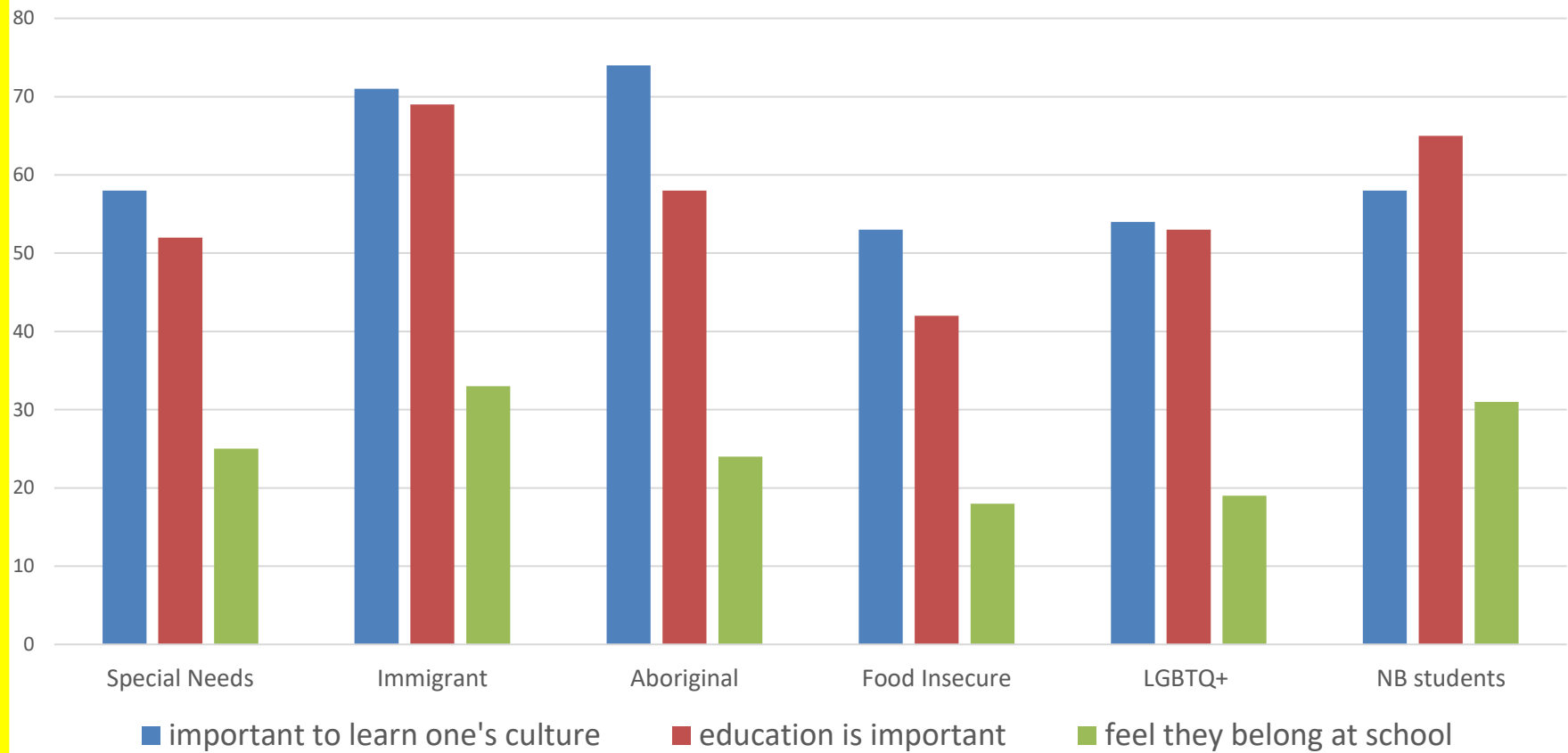


targeted goals we want to set for ourselves, perhaps in terms of the pace of change, while focusing us on the priority deliverables that we must achieve in keeping our promises to children.

For many years now, the focus of our Advocacy has been to convince decision-makers to make a principled and intentional commitment to follow through on the rights-based path of reform to which Canada and the world are already committed. We have been asking governments of every political stripe to do this, not just with an eye toward our legal obligations, but also with a clear sight as to our measured progress. That is the very purpose of the Child Rights Indicator Framework (CRIF) that we are updating and releasing today at the back of this report. The main findings from the 2019 CRIF in terms of the right to education and the quality of its enjoyment by children in New Brunswick are that educational outcomes are generally improving, but there has also been some slippage on important indicators of resiliency among learners. We also continue to note a deepening divide between boys and girls, with girls continuing to outperform their

male peers across almost all indicators. The data disaggregation reveals however that the widest disparities and greatest vulnerability among learners is among LGBTQ++ students and children in poverty. Using food insecure households as a marker of poverty we can see that those children are regularly the most at risk in all school settings, followed closely by LGBTQ+ youth. Aboriginal youth and students with special needs also continue to show some disadvantage compared to their peers, but they are more often within the norm or sometimes outperform their peers on some indicators. Immigrant youth tend in general to fair better. While immigrant youth do report significant challenges in terms of bullying and challenges in adapting to their new surroundings, on most indicators they manage to outperform their age peers, owing perhaps to their supports and expectations within their family households.

### Survey responses on importance of culture and education and feeling of belonging (% of youth)



We see this reflected in the chart above which presents the CRIF data in response to survey questions to youth about whether learning about their culture is important, whether education is important and whether they feel they belong at their school. It is encouraging to note how important First Nations and Immigrant youth feel it is to learn about their culture, with 74% and 71% of youth agreeing with this statement compared to 58% of the student population as a whole. On the importance of education itself the gap between food insecure youth and their age peers is over 20%, as 65% of NB students view education as important compared to only 42% of food insecure youth, and 69% of immigrant youth. Conversely, one of the most troubling bits of data reported is the fact that only 31% of NB students report that they feel they belong at their school, but that the marginalization of LGBTQ+ youth and children in poverty is so much greater with only 19% and 18% of those youth respectively reporting any feelings of belonging at their schools.

There is a wealth of information in the updated indicators that point to important ways in which the educational experiences of New Brunswick school children could be improved. We need a focus on better supports to children from low income families. We need to nurture every child's sense of belonging at school. We need to improve the child's sense that what they learn in school will be useful to them later in life. We must do better in terms of meeting students' mental fitness needs at school and help more students develop positive attitudes toward healthy living. These are all indicators where we could make significant gains if we chose to pay attention to the data across our system.

But there are also ways in which our monitoring of children's lived experience of the right to education can be improved, particularly in younger years. We need to develop good indicators for successful implementation of the right to education in early years. This should be a dedicated area of focus in the reforms to come. How many children are read to each night? How many parents listen to their children read them stories out loud? How many children are



taught to sing at home? Or to learn an instrument? How do parents monitor screen time usage? And how many hours of screen time are pre-school and school aged children exposed to, both in terms of their own usage and that of other members of their households? Improving the right to education of every child is one of the surest means of improving all of their rights and society as a whole. And providing a good education to every child begins with birth and the peri-natal preparation to it.



Every year the State of the Child report takes a distinct thematic focus. This gives us an opportunity to take a deeper dive into the data and indicators related to a given sector and to assess the strength of the indicator framework in relation to different aspects of child rights and in relation to the needs of policy-makers and researchers. While we find overall that there is a wealth of indicators related to the right to education, more effort needs to be expended to monitor and report on our progress as a Province in terms of education outcomes in early childhood. Presently the data tells us that we have finally in 2018-19 surpassed the target of supporting over 30,000 day-care spaces in the Province but we know that that target remains wholly insufficient and that many parents are finding it difficult to find not only quality daycare spaces, but any daycare supports. Also, the number of expectant mothers receiving pre-natal benefits has increased slightly (statistics from the Department of Health not reflected in the CRIF show that 80% of these mothers receive social assistance). Finally, one positive trend is that the number of children benefitting from early childhood

intervention services is sharply on the rise. Earlier this year in our *Behind Closed Doors* report we brought forward a recommendation that the Province develop a new and adapted Integrated Service Delivery model for early childhood education. We understand that consultations are underway that could support the development of such a model, but we repeat our recommendation here and our offer to support this process moving forward.



Canadians have prospered greatly through the generations because of a widespread belief in the transformative power of education. In New Brunswick in particular, the drive for duality and parity in educational services was at the heart of the Equal Opportunity Program in the 1960s. Education serves again today as the opportunity to heal our communities from the challenges outlined in the Truth and Reconciliation Commission's report, to allow our communities to meet the challenges of inclusion, not only of students with special needs but of immigrant children, LGBTQ+ youth and so many more. But for the education system to be equal to the task and to the demands that society places upon it, society itself must reinvest not just financially but socially and intellectually in the value of education.

Teachers and early childhood educators need to be respected on an equal footing as the critical partners assisting parents in transmitting the values and knowledge of our communities on to succeeding generations. Our hope is that this recommitment to the worth and importance of education in our collective experience will begin with a new

acknowledgement of the inherent right of every child to develop to their maximum potential by participating fully in all educational decisions impacting their school experience in an inclusive and positive learning environment, where the pupil's voice is given every consideration and acted upon whenever possible.





# PART II HUMAN RIGHTS OF CHILDREN AND YOUTH



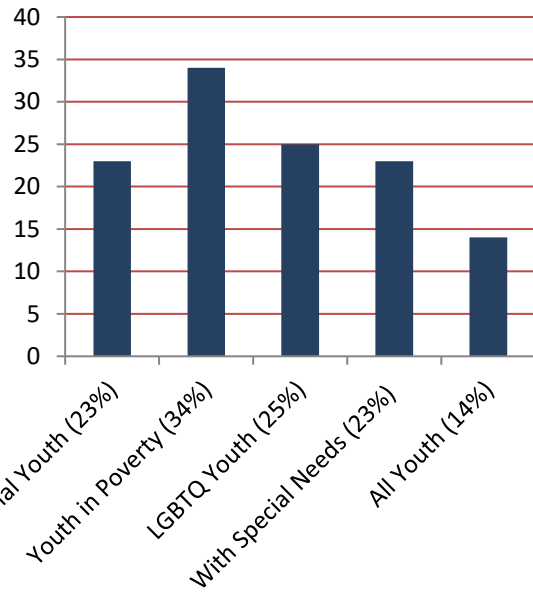




1

GUIDING  
PRINCIPLES OF  
CHILD RIGHTS

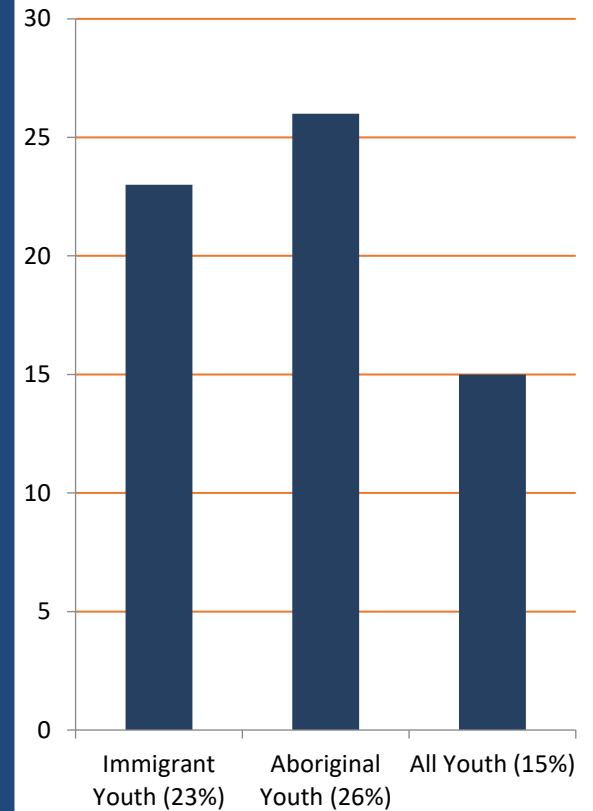
### % OF YOUTH WHO FEEL UNSAFE AT SCHOOL



# 81%

of youth living in poverty feel they are not treated fairly in their communities

### % OF YOUTH WHO HAVE SUFFERED RECENT DEROGATORY COMMENTS ABOUT RACE, RELIGION OR PERSONAL FEATURES



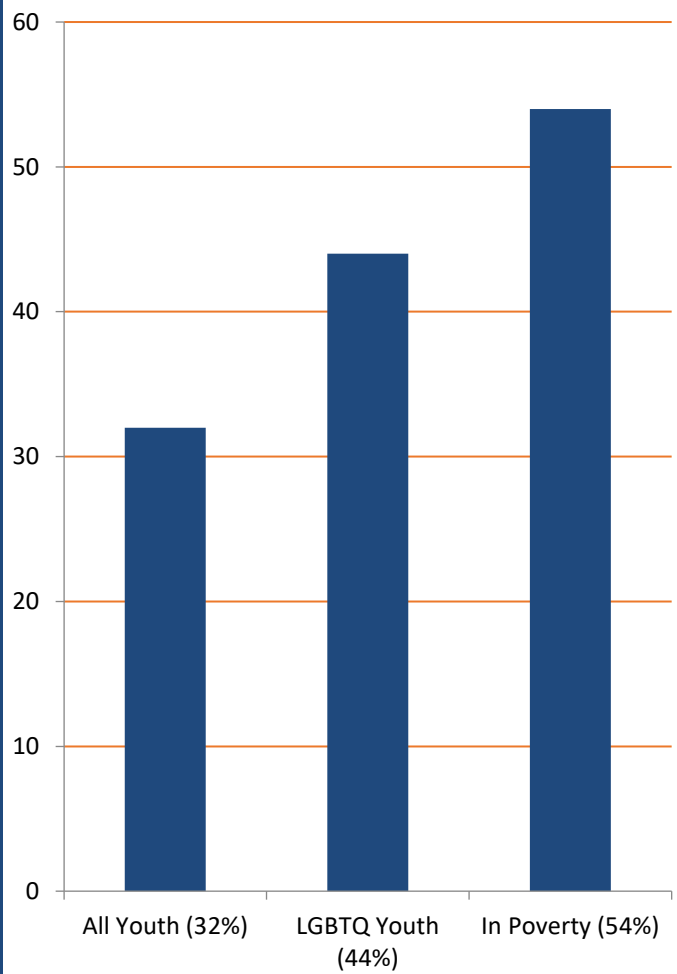
Percentages of youth who think expressing their opinion in class is important

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

70% of youth in poverty surveyed say they have been bullied.



## % OF YOUTH WHO FEEL SOCIALLY EXCLUDED



## ***Equality:***

***First, identify areas of discrimination, then act to end them.***

Human rights must be respected without discrimination between different groups of children. Government is obligated to ensure equality for every child and youth. This means, among other things, that programs must be developed to ensure equality of opportunity. Therefore, data collection should be disaggregated to enable discrimination or potential discrimination to be identified. New Brunswick's deficit in this regard is striking.

However, while many government Departments interacting with children and youth do not collect robust disaggregated data, the school-based Wellness Surveys, and to a lesser extent the school-based Exit Surveys, do provide disaggregated data.

One issue that has not been reconciled is that the education system's Exit Survey no longer reports on

male and female data. The reason for this is that some youth identify as non-binary in terms of gender. However, in schools females may face discrimination in a multitude of ways that males typically don't, and vice versa. Without providing female versus male data, potential discrimination will be invisible in the statistics. In 2017 our report showed that females had lower levels of: feeling respected at school; opportunities to take courses in the skilled trades; school sport participation; believing that teachers showed a positive attitude toward healthy living; and feeling that school helped the develop positive attitudes toward physical activity. Meanwhile, males had lower levels of: thinking that good grades or even coming to class on time were important; participation in school activities; and planning to go to post-secondary education. These and other differences are now statistically lost. This seems like vital data necessary for schools to ensure that the ways they structure their programs provide equal opportunity between males and females.



Obviously, it is important to look at other areas of potential discrimination also. In that respect, the Wellness Survey and Exit Survey provide data on immigrant and Indigenous young people, and those with special needs. Those data sets are found in the Child Rights Indicators Framework at the back of this report. We also have some data disaggregated for LGBTQ+ young people or those facing poverty.

When one looks at the disaggregated data we do have, it becomes clear that there are disparities. Youth living in poverty is one example. Oppositional behaviours are twice as prevalent for youth in poverty as in the general youth population (34% of youth compared to 15%). This is important information for policy and program developers to know, in order to understand the challenge and address its root causes. They may also want to know that only 33% of youth in poverty say their parents or caregivers know a lot about them, only 28% say their family stands by them in difficult times, only 25% sleep the recommended minimum 8 hours a night, more than half report recent symptoms of

anxiety and depression, and less than half say getting an education is important to them.



***The best interests principle:***

***Decisions that seriously impact children's lives should always be guided by what is in the best interests of children.***

Every action taken concerning children must be undertaken with their best interests as a primary consideration. 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 decisions and actions. This obligation is a guiding principle in the UN *Convention on the Rights of the Child*. In places around the world this principle is not only a primary consideration, but the paramount consideration whenever decisions impacting children are made. In New Brunswick, this duty should be, but is not, made clear in all guiding documents for professionals. It should also be, but is not, enshrined in all of our province's laws that impact children,

including, among others, the *Education Act*, the *Early Childhood Services Act*, and the *Custody and Detention of Young Persons Act*. It is referenced only in our *Family Services Act*.



***Maximum development:***

***All children must be afforded the opportunities and supports needed to develop to their maximum capabilities.***

Full physical, psychological and intellectual development for each child requires approaches that are tailored to the individual. For each child the approach must also be holistic in vision and application. Children can thrive even in the face of extreme adversity, but only with meaningful supports and opportunities. This requires empowering connections at school, positive relationships with adults in the community, participation in extracurricular activities both in and out of school, and services that advance health and wellbeing.

Both cognitive and social development are significantly dependent on mental fitness (having a positive sense of how one thinks, feels and acts).

In New Brunswick, 87% of children in grades 4-5 have moderate to high levels of mental fitness, but this number drops to 79% for grades 6-12.

Resilience to handle adversity is also essential for healthy development. Only 73% of youth here have moderate to high resilience levels.

A sense of autonomy (in essence, having the capacity to make some decisions for oneself) is another important aspect of child development. Only 54% of children surveyed in grades 4-5 have high levels of autonomy.





### ***Child and youth voice:***

***In any matter affecting a child or youth, their views must be considered.***

Again and again we see how plans for children fail when children aren't asked for input. The Province should ensure that those making decisions about children have training in how best to hear from and act on the views of children and youth. This is important in any administrative decision as well as in broad policy development. 33% of youth do not think expressing their opinion in class is important (39% of Indigenous youth, 40% of LGBTQ+ youth and 45% of youth in poverty don't). One wonders how young people feel about whether their opinions will be heard and afforded any respect in situations such as accessing health care, living as a ward of the government, or being incarcerated. In the work of our office we perhaps have a skewed perception of how low the percentages would be in such situations, given the cases that come to us.

What we do undoubtedly know is that in a great many of the situations in which we must mediate a solution, if the decision-makers had listened to and considered the views of the child or youth then much time, effort, expense and stress could have been avoided.



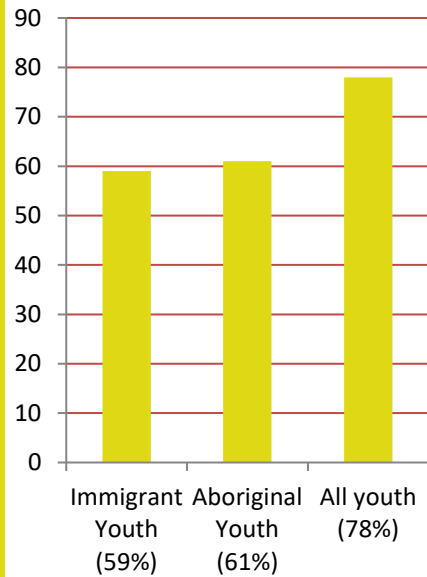


A close-up, low-angle shot of a person's feet on a skateboard. The person is wearing blue sneakers and orange pants. The skateboard is positioned on a wooden ledge or ramp. The background is a bright, hazy sunset or sunrise, with a blurred skate park environment. A yellow square with the number '2' is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

2

CIVIL RIGHTS AND FREEDOMS

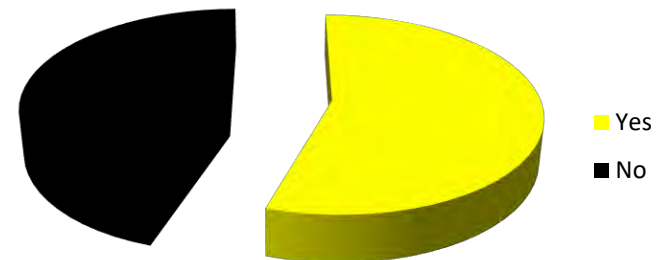
**2018: % OF GRADE 12 STUDENTS WHO PLANNED TO VOTE IN ELECTIONS WHEN OF ELIGIBLE AGE**



1 in 4

LGBTQ+ youth do not feel that making friends is important

**% of youth in poverty who think expressing their opinion in class is important**



## CHILDREN HAVE A RIGHT TO PRIVACY AND PROTECTION OF REPUTATION

We have had privacy rights questions from professionals in many areas, such as questions from social workers about privacy rights of children in care and questions from public health nurses about privacy rights of youth in relation to the *Medical Consent of Minors Act*. We appreciate being approached by professionals who have these concerns, and we encourage all professionals to direct questions to us confidentially. It should be added, though, that in all situations in which we are consulted about privacy rights, it is apparent that the professionals have not been provided adequate and clear guidance by their respective management structures.

We suggest that all practice standards for child welfare social workers, educators, corrections officers, and health professionals should include guidance on respecting the privacy rights of children.

## CHILDREN HAVE A RIGHT OF ACCESS TO INFORMATION

Fundamental identity rights rely on access to information; for a young person to understand their heritage, culture, gender, sexuality, and human rights in general, they must have access to information. This information can come in many forms, but the written word remains powerful. For a young person, literacy is a means by which they can make sense of their own identity and their relationship to others, as well as their place in society. A corollary of literacy is of course access to literature, in all its forms.

Civic participation levels reflect access to information – and statistics on youth intention to vote reflect a remaining challenge. Nearly a quarter (22%) of New Brunswick's graduating high school students report that they have no intention of voting in any elections when they reach voting age. This is discouraging in a democracy.



## CHILDREN HAVE A RIGHT TO FREEDOM OF EXPRESSION

Expression is a right often silenced in the systems that govern young people's lives. Children and youth have the right to communicate information and ideas about all manner of subjects, including expression that reflects their identity. Freedom of expression covers a broad range, including speech, visual arts, music, literature, and clothing. These forms of expression must be protected, respected and nurtured by those working with children and youth.

Schools of course play an integral role in fostering expression. Unfortunately, one in every three (33%) students in middle and high school don't think that expressing their views in class is important.

Another aspect of freedom of expression is that those making decisions about children must also take children's opinions into consideration. When respecting this right, adults must avoid tokenistic approaches, which limit children's expression of views, or which allow children to be heard but fail

to give their views due weight. While this right to be heard is primarily directed toward individual administrative and judicial decisions, it is also important in terms of policy development. As one example, the Child and Youth Advocate's office is currently researching school dress codes and determining the best means of hearing from the most youth possible on this subject. Government policy-making concerning children should incorporate the views of children.





## **CHILDREN HAVE A RIGHT TO FREEDOM OF ASSOCIATION AND PEACEFUL ASSEMBLY**

Freedom of association is promoted through a multitude of school groups. It is perhaps not surprising that nearly two of every three (63%) middle and high school students don't think that it is at all important to be involved in student council or other similar groups, but what does it mean when we see that only just over one in ten (11%) participate in *any* club at school?

A further aspect to this issue is that marginalized children and youth are often the least likely to engage in organized activities. Special measures are needed to support young people in care, those with disabilities, and recent immigrants, to allow them to associate with their peers and create networks of peer support.

While we would like to see better data on engagement in association rights, we would like to also find a way to get a picture of enactment of freedom of assembly rights. There are always

periodic examples, such as recently seeing high school students in Fredericton (primarily from École Sainte-Anne) march to the legislature to assemble and call for climate action. We do not, however, see any survey data wherein young people are asked about their involvement in such events.

## **CHILDREN HAVE A RIGHT NOT TO BE SUBJECTED TO TORTURE OR CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT**

There is no question that the Department of Public Safety has produced astounding successes in the past several years in terms of effectively addressing youth crime. Policy and practice initiatives have helped to take New Brunswick from among the poorest performing provinces in pre-trial detention, open custody and secure custody, to among the best. Some young people will still commit crimes that lead them to be incarcerated, however. When this occurs, these young persons must still be afforded human rights protections. Our Office has

gone on record publicly with recommendations to end solitary confinement of youth at the secure custody facility. We have also publicly recommended that Sheriff Services end its blanket policy of using handcuffs and leg shackles on all youth being transported. The very day we were going to print with this year's State of the Child report, we were informed that the Department of Public Safety had instituted a new policy. Sheriff Services no longer uses restraint equipment on youth other than if justifiably permitted in "exceptional circumstances." This is an extremely important policy shift, and one we knew we needed to scramble to mention in this report. We have not had time to do the due diligence required to examine this policy on handcuffing and shackling, or another policy prohibiting the use of the Emergency Restraint Chair. These are, however, very welcome developments and we felt that the Department's actions warranted us mentioning it here, even as the printing presses waited.

## **CHILDREN HAVE A RIGHT TO FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION**

For children to live, as the wording of the UN *Convention on the Rights of the Child* has it, "in the spirit of peace, dignity, tolerance, freedom, equality and solidarity," it is important for children and youth to experience religious diversity in schools and in their communities. New Brunswick does not have data that we know of which reflects religious freedom among young people. The school-based Wellness Survey collects statistics on the percentage of youth who have been victims of comments about race, religion or personal features, but these different aspects of identity are conflated in the question, and we cannot know the percentage related only to religion. The province could be better at measuring, for example: students' experience with religious accommodations in schools; the importance of religion in their lives; any experience with religious indoctrination; and their tolerance for different spiritual beliefs and practices as well as agnosticism and atheism.





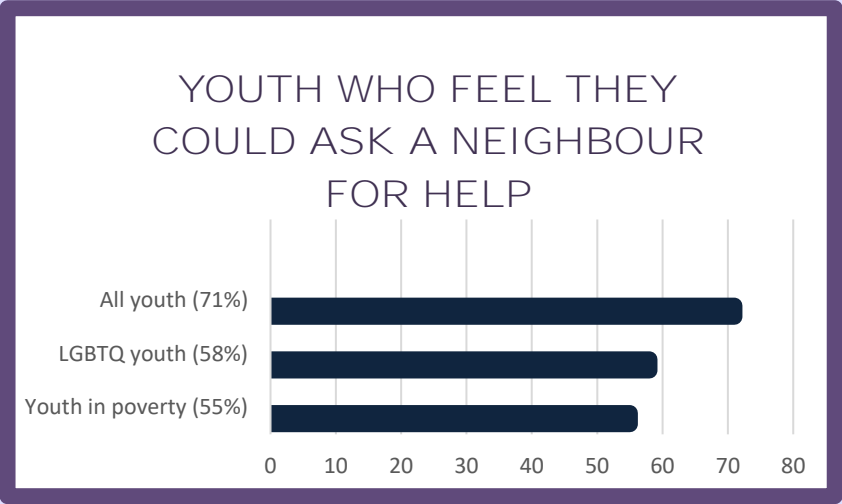
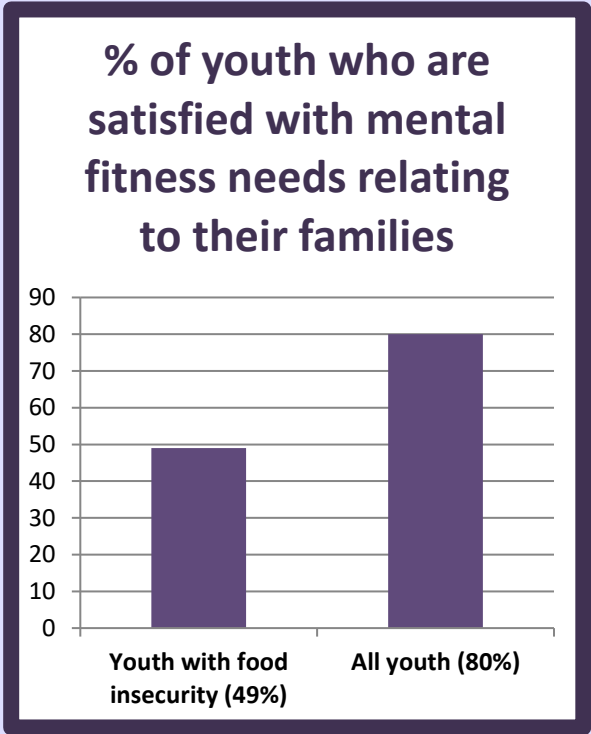
3

FAMILY  
ENVIRONMENT AND  
ALTERNATIVE CARE



Only  
**28%**  
of youth living in poverty say their family stands by them in difficult times

**81%**  
of youth living in poverty feel they are *not* treated fairly in their communities



**Half**  
of all youth have no one they look up to

## CHILDREN HAVE A RIGHT TO PROTECTION FROM ALL FORMS OF PHYSICAL OR MENTAL VIOLENCE, ABUSE, NEGLECT, EXPLOITATION AND HARM

Prevention of all forms of harm to children and youth requires both (1) a detailed strategic plan, and (2) fulsome commitment from all areas of government. The former was begun. The latter has languished. A comprehensive and collaborative child and youth rights strategy is still needed. There are a multitude of strategies addressing social problems, many of which affect children. There is not enough coordination among strategies, however. When providing services that protect and provide for children, government Departments and agencies still work in silos. A fledgling Interdepartmental Working Group on Children and Youth, helmed by government's Executive Council Office, held promise and might have been the centre of knowledge exchange and collaborative policy development, but as of 2018 it has seemingly become defunct. Integrated Service Delivery has broken down many

barriers in addressing issues for individual young people. A policy development version of such integrated and collaborative work for children could bring a more holistic vision on a systemic level.

There is too often tension rather than collaboration between the work of professionals in child welfare, education, policing, prosecutions, corrections, health services, and others. This is true on a variety of levels. The ways in which various laws, regulations, policies and practice standards impact children and youth often operate at cross purposes. Even when not in direct opposition with each other, laws, regulations, policies and practice standards are too often formulated without collaboration between areas of government.

An interesting recent legislative example was the proposed amendments to the *Education Act* regulations which would have removed conscientious exemptions for mandatory vaccination of students. This is an issue that has obvious public health and child welfare implications yet was brought forward via the Department of

**Education and Early Childhood Development alone. The initiative was contentious, but at the very least was a bold attempt to confront a very real issue in terms of protection of children from harm. Morally principled and intelligent people can have conflicting opinions, and at times those opinions will raise strong passions. The proposed bill was abandoned as this report is being written. The risk of infectious disease remains. The most recent statistics show that only 76.4% of children entering kindergarten met immunization requirements. To effectively prevent the spread of a contagious disease such as measles within a population, more than 90% of the population needs to be immunized. There is no question that children are at risk of harm here in New Brunswick. The question that persists is what level of risk is acceptable. And the practical question is how government should address the issue. It is a matter that is ripe for collaborative approaches between education, child welfare and health systems.**



**Another matter that cries out for a coordinated response between education, public health, child welfare and other systems is chronic school absenteeism. While the *Education Act* provides a mechanism to punish parents (via a provincial offence) who fail to get their children to school, and the *Family Services Act* contains provisions to address chronic neglect, neither of these legislative powers alone have helped to address the issue.**



While coordination is imperative to comprehensively address harm to children, in the Advocate's opinion there are some changes to laws that could be put in place to protect children from harm expeditiously. For example, the *Education Act* prohibits the use of physical punishment of children by teachers but does not create a provincial offence or detail the required administrative response for a staff member nor a remedy to a child. *The Early Childhood Services Act* and childcare licensing regulations do not even include a prohibition of physical punishment of children in day care settings. *The Family Services Act* requires that anyone who suspects that a child is being abused or neglected must report this, but there is no penalty for not doing so. It is a provincial offence for certain professionals not to report suspected child abuse or neglect, but it is not a provincial offence for an average person not to report. If the *Family Services Act* is to be amended, as is intended, it requires serious commitment to protecting children. These are only a few examples of how the law fails to address harm to children. Our experience has

unfortunately shown that in New Brunswick when new legislation or amendments are brought in, the changes are often only aimed at catching up to standards in the rest of the country – this province often follows but does not lead. This is unfortunate in many respects, not least of which being that New Brunswick is in fact in many ways a leader in recognition of children's human rights. The laws must change to reflect this recognition.



**CHILD VICTIMS OF ABUSE OR  
NEGLECT HAVE A RIGHT TO ALL  
APPROPRIATE MEASURES FOR  
PHYSICAL AND PSYCHOLOGICAL  
RECOVERY, AND SPECIAL  
PROTECTION AND CARE WHEN  
DEPRIVED OF A FAMILY  
ENVIRONMENT**

Children who come into the child protection system do so because they have been severely neglected, abused, or orphaned. Trauma is always present. Studies have conclusively shown that these children are more prone to psychological problems such as anxiety, fear, stress, insecurity, low self-esteem, feelings of rejection, attachment issues, alienation, depression, suicidal tendencies, and heightened vulnerability to cognitive, social and psychological impairments. To cope with these effects, children may turn to substance abuse, aggressive behavior, and various forms of self-harm as coping mechanisms. These children and youth require extra social, educational and health supports. They need

far more help than the average child; in many respects they get considerably less.

Our office will release a report in the first half of 2020, on the lives of children in the care of the province. Before that, one clear problem worth mentioning here is the extreme data deficit in child welfare services. The Department of Social Development does not have an adequate system to capture statistics on the supports and outcomes for children when the Minister becomes their legal parent. The preamble setting out the guiding philosophy in the *Family Services Act* is clear: “it is acknowledged that when it is necessary to remove children from the care and supervision of their parents they should be provided for, as nearly as possible, as if they were under the care and protection of wise and conscientious parents.” Such an obligation requires the government to understand the lives of all children in its care. However, while the Advocate might know when there are kids in the care of the Minister of Social Development living at a homeless shelter, the Department does not know how many might be at

any given time. Nor does the Department know how many kids in their care have been in prison this year, nor how many have been in hospital. We recognize that systems are often complex, but any parent would know these things about their children. For government, acting with parental authority and responsibilities under law for these children, knowledge requires data.

For children in the care of the government, the Minister of Social Development is responsible under the legislation to “provide care for the child that will meet his physical, emotional, religious, educational, social, cultural and recreational needs.” Without publicly available comprehensive data on children and youth, government has no way of showing the public that it is spending taxpayer money for services that are in the best interests of these children. The legitimacy of government services in a democracy depends on the fidelity of the decision-making process. The decisions themselves do not always need to meet with general approval, but the way decisions are made must be defensible. Without being able to collect robust information

with which to make decisions, government cannot even show that decisions are being made on evidence of what works.





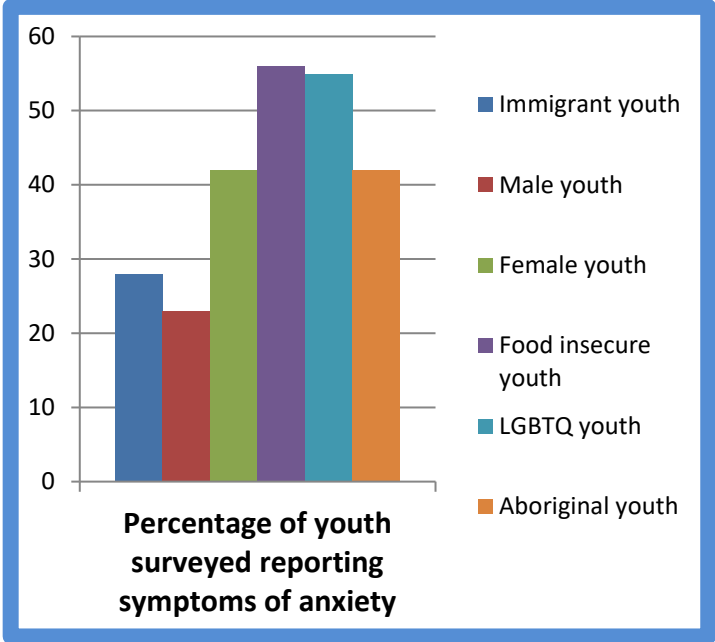


4

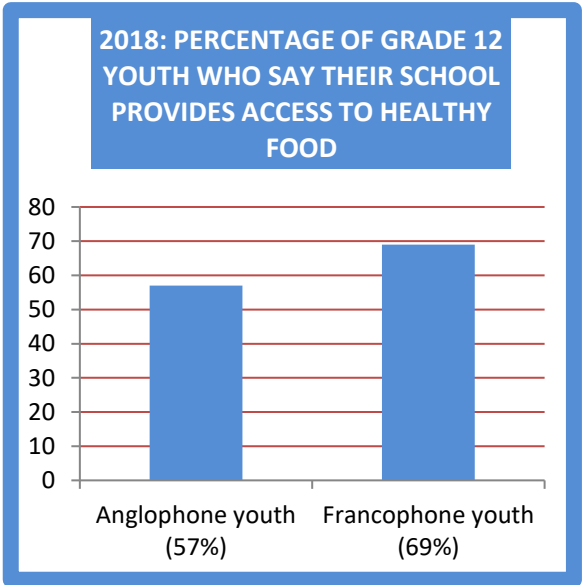
HEALTH  
AND  
WELFARE

Nearly one in four children in kindergarten do not meet immunization requirements

**77%**  
of children in grades 4-5 **don't meet minimum** daily physical activity standards



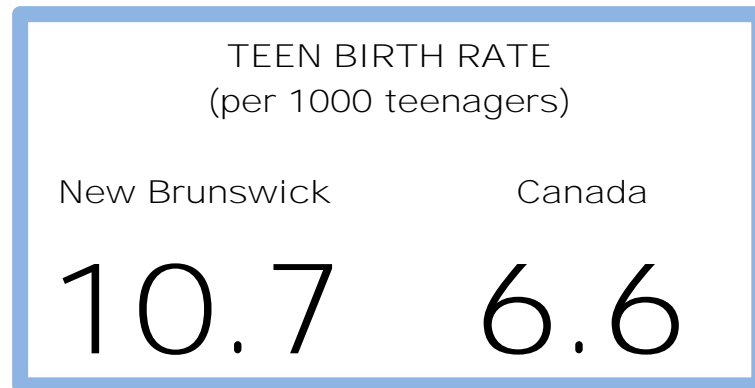
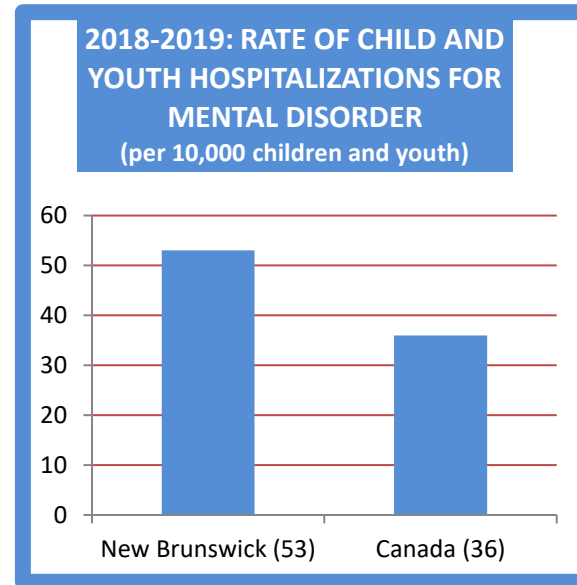
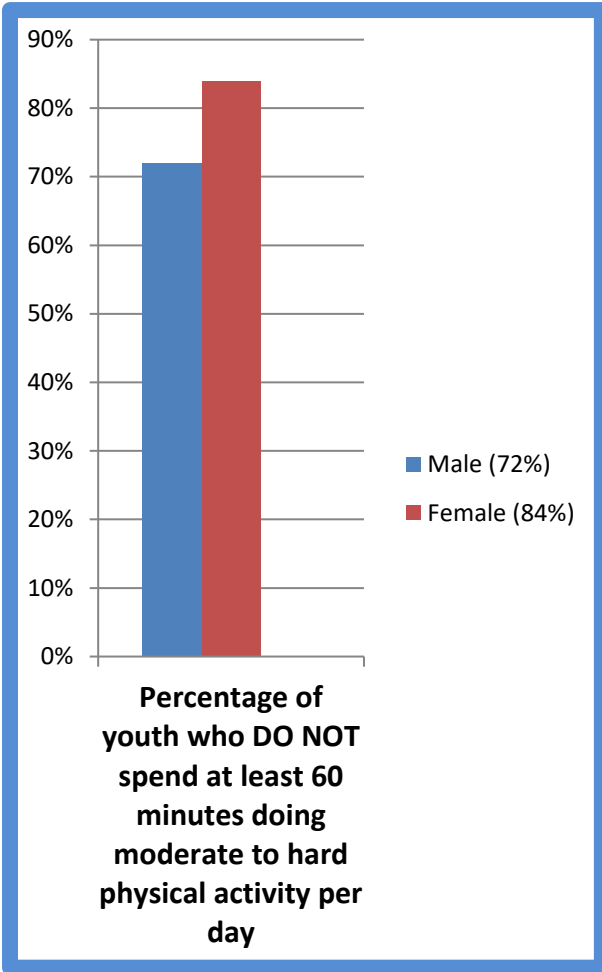
**78%**  
of youth in grades 6-12 **don't meet minimum** daily physical activity standards



Admission to hospital for depressive episodes

**Males: 2**  
**Females: 12.7**  
(per 10,000 children/youth)

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



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

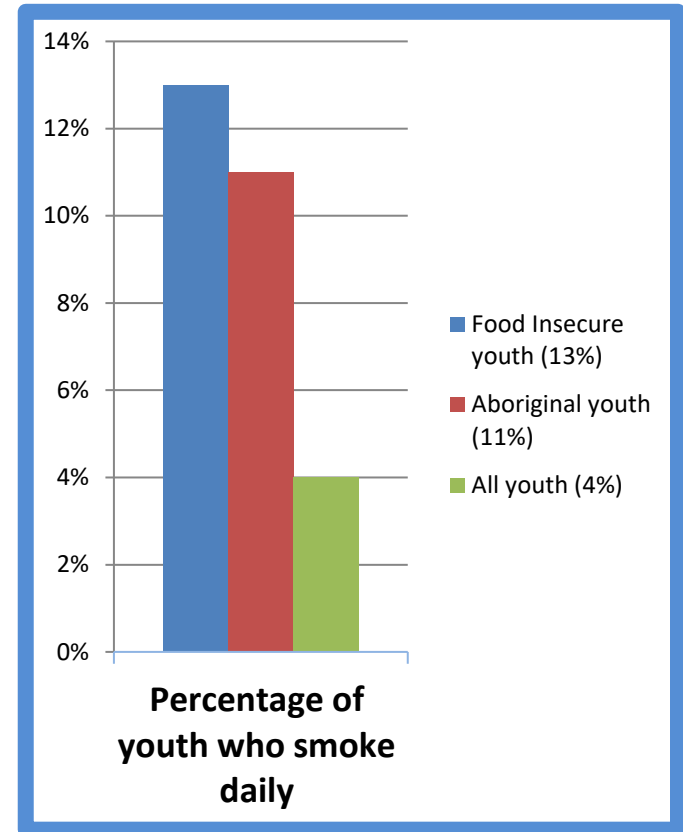
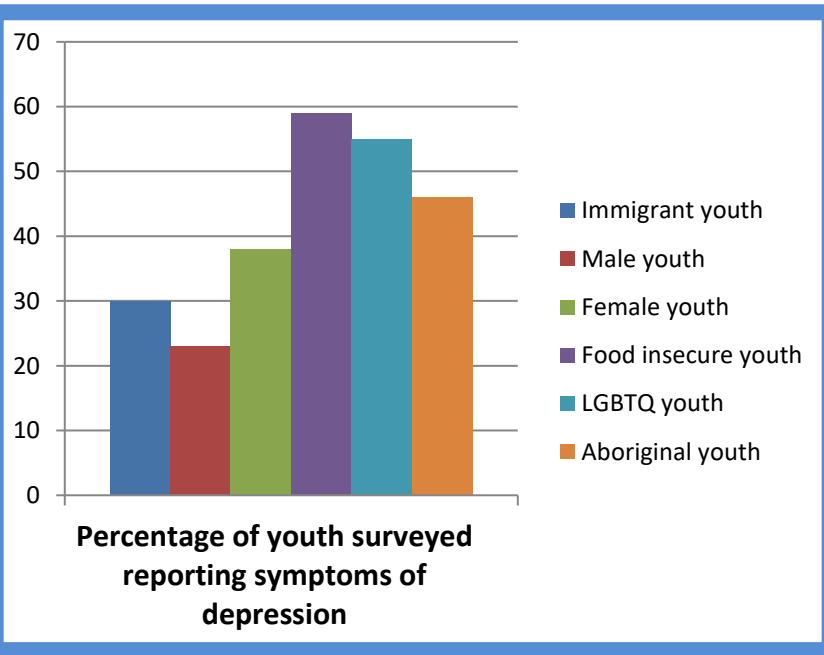


Average child/youth mental health services wait time from referral to assessment:

44 days

Average child/youth mental health services wait time from assessment to treatment:

55 days





## CHILDREN HAVE THE RIGHT TO THE HIGHEST ATTAINABLE STANDARD OF HEALTH

The issue of the mental health of this province's young people is attracting more and more attention. Rightly so. New Brunswick's rate of hospitalizations of children and youth for mental diseases and disorders is nearly 50% higher than the Canadian rate. This is concerning, especially as the rate has been increasing in New Brunswick over the past five years. What is also of significance is that the rate of hospitalizations for mental diseases and disorders of New Brunswick female children and youth is 85% higher than New Brunswick male children and youth. The rate of hospitalizations for depressive episodes is 244% higher, and for stress reaction 210% higher, for female than for male children and youth in New Brunswick.

Several *physical* health indicators also remain troubling for our province's children and youth. Only 23% of children and 22% of youth meet the recommended daily physical activity levels. More

than a third of New Brunswick children in kindergarten to grade five are overweight or obese. While 4% of youth smoke daily (over 10% of Indigenous youth and youth living in poverty do), 11% smoke at least occasionally (21% and 25% of Indigenous youth and youth living in poverty, respectively), and 31% of children live with someone who smokes. Nearly two-thirds (61%) of youth don't get the recommended minimum amount of sleep.



## CHILDREN HAVE THE RIGHT TO A STANDARD OF LIVING ADEQUATE FOR PHYSICAL, MENTAL, AND SOCIAL DEVELOPMENT

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

The primary factors that determine one's health and wellbeing include access to: early childhood education; social services, health services; adequate housing; adequate standard of living; food security; and other aspects of social equity. The statistics for youth living in poverty compared to the general youth population are very telling: 25% versus 46% who eat breakfast every day; 69% versus 58% who consume a sweetened beverage daily; 13% versus 4% who smoke daily; 33% versus 16% who live with someone who smokes. It is little wonder that only 48% of youth living in poverty see their health as



being very good or better. When one begins to look at statistics for this population relating to mental health as well as social statistics like connectedness to school, family and community, the situation becomes even more concerning.

**CHILDREN WITH MENTAL OR PHYSICAL DISABILITIES HAVE THE RIGHT TO SPECIAL CARE AND ASSISTANCE TO PROMOTE THEIR DIGNITY, SELF-RELIANCE, INDIVIDUAL DEVELOPMENT AND FULLEST POSSIBLE SOCIAL INTEGRATION**

Children with disabilities can face added dimensions of vulnerability and lack of autonomy, and it is therefore necessary to seek their participation in all decisions affecting them. Yet 29% of grade twelve students with disabilities in the Province do not feel respected in their schools. Furthermore, 36% of youth with disabilities don't think expressing their

opinion in class is important. Only 30% feel they are treated fairly in their communities and only 25% know where to get help in their communities. Only 39% have friends who support them in difficult times. 23% don't feel safe at school. While 59% don't think an adult at school will do something in response to a bullying complaint, 38% say they have recently been bullied and 41% say they have recently been socially excluded. Only 46% say their family stands by them in difficult times. Twice as many (8%) smoke daily compared to the general youth population (4%). A third (33%) have tried cannabis. 45% say they have had symptoms of anxiety recently, and 45% also say they have had symptoms of depression recently.

Some of the statistics related to mental health were mentioned above already, on page 49. It is important to add that the average mental health services wait time for children and youth from referral to assessment is 44 days, and the average from assessment to treatment is 55 days. It is also important to note that the concept of a network of excellence for children and youth with complex

needs, with a Centre of Excellence as a hub, as proposed in the 2011 report *Staying Connected*, has failed to materialize. There is a Youth Mental Health Treatment unit at the Restigouche Hospital Centre which has residential and diagnostic capacity. It may even be fair to claim that to a substantial degree this unit offers clinical supervision and contributes to wrap-around discharge and reintegration services involving Child and Youth teams in community with family supports. Even if that level of service could be claimed to exist, it would still be a far cry from the Centre of Excellence and Network originally envisioned. We cannot, for example, see these aspects that were meant to be in place for youth with complex needs: research and innovation; one child one record; statistical monitoring and evaluation of the system; local therapeutic foster homes with clinical supervision; supports to primary care physicians; supports to mobile mental health crisis units; supports to community Youth Justice Committees; clinical supervision and direction to local Autism Centres; guidance and counselling to families; public information and educational

services; or advocacy for local improvements to the mental health system for youth.

The United Nations 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.” We still hold out hope for the development of a true Centre of Excellence for Children and Youth with Complex Needs, one supporting a network of services.



5

EDUCATION, LEISURE AND  
CULTURAL ACTIVITIES



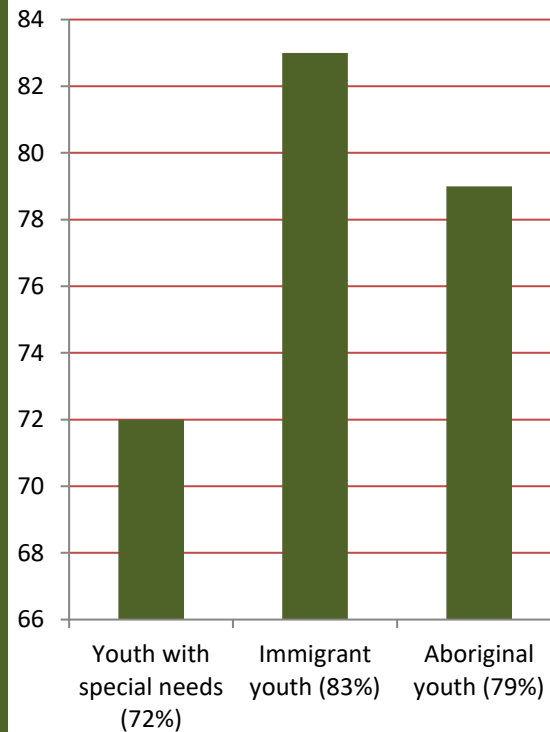
# 45%

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

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

# 63%

## 2018: % OF GRADUATING YOUTH WHO FELT RESPECTED AT SCHOOL



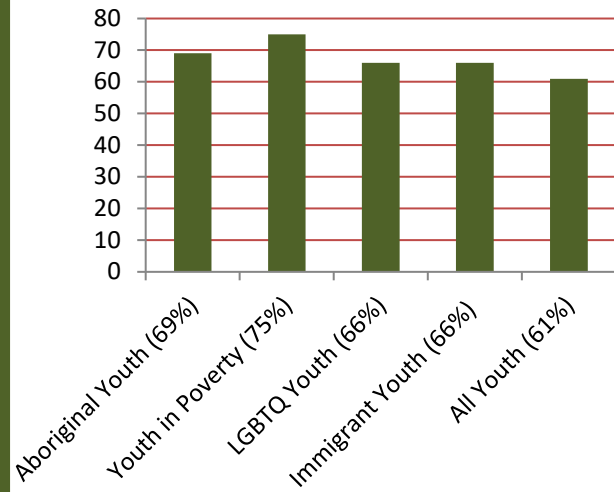
# Half

of all youth in school say they have recently been bullied

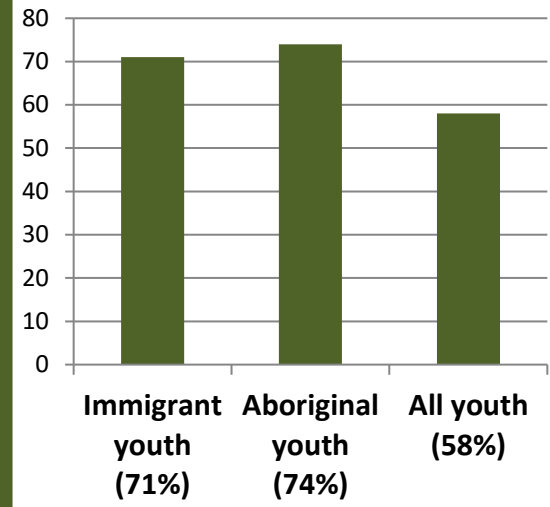
# 2 in 4

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

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



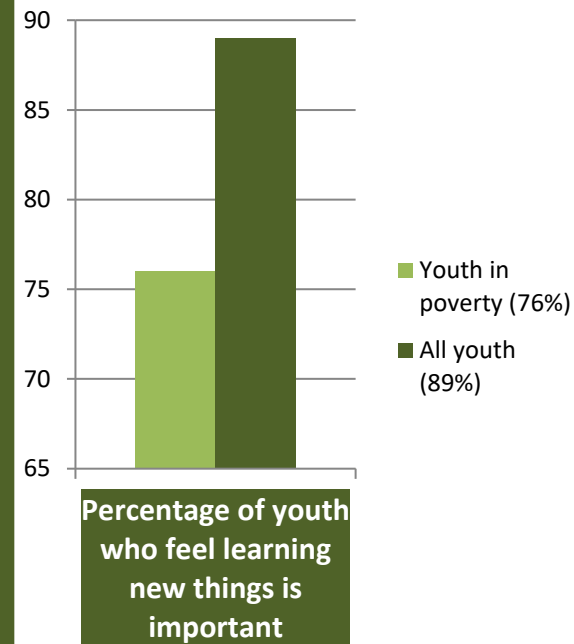
**% OF YOUTH FOR WHOM LEARNING ABOUT THEIR CULTURE IS IMPORTANT**



62%

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

Only **55%** of NB grade eleven students in the Francophone sector achieved an appropriate or better performance in reading





## CHILDREN AND YOUTH HAVE THE RIGHT TO ACCESS EDUCATION

The Child and Youth Advocate recommended some years ago a universally accessible, educational, affordable and rights-respecting childcare system for the pre-school years. Children who are not ready for school when they enter kindergarten face an upward climb to catch up to their age cohort, whereas children who have the social, emotional and intellectual readiness to succeed in the school environment *from the very start* have higher likelihoods of completing school. A pre-school system with integrity can go a long way to achieving progress in our province. However, kindergarten readiness is certainly not only (or likely even primarily) the domain of the Department of Education and Early Childhood Education. While it is primarily a parental issue, social services and public health can play important roles. There is also an unfilled role for Integrated Service Delivery in the pre-school years. For Anglophone sector children



(2018), 88% were evaluated as being developmentally ready for kindergarten (85% of male and 91% of female). For Francophone sector children (2017), 82% were evaluated as being developmentally ready for kindergarten (79% of male and 85% of female).

In terms of access to education in the school years, the drop out rate generally hovers around one student for every hundred. It is an important measure to track provincially, but it is more important to reach out to those students with services and supports. School engagement is the other important measure in terms of accessing education in a meaningful way. Chronic 'non-attenders- are not 'dropouts', and nor are those who come to the building but not to class, or come to class but do not engage. Yet educational outcomes for these young people are predictably poor. Our most recent statistics show that 92% of youth feel connected to their school, but only 78% of youth in poverty do. 52% of youth surveyed report having been recently bullied, which is high, but it is 70% for youth in poverty. Only 67% of youth

think expressing their opinion in class is important, and only 55% of youth in poverty do. One in every four (24%) youth in poverty don't think learning new things is important. One in every two (58%) don't think getting an education is important. Three in every four (74%) don't feel that school gave them opportunities to develop skills that will be useful in their lives.

Recent academic achievement statistics are available in our Child Rights Indicators Framework at the back of this report (and for comparisons with other provinces and nations, one can find less recent Pan-Canadian Education Indicators Program data on Statistics Canada's website). The academic performance challenges are well-known. Much discussion and consultation occurs to address those challenges. One segment of the population that perennially appears to be ignored in such discussions and consultations is the students themselves. We wonder how improvements can come to a system when the clients are ignored. It strikes us as strange that the very people affected are the last to be asked. If they are asked at all.

## INDIGENOUS CHILDREN AND YOUTH HAVE THE RIGHT TO PRESERVE AND PARTICIPATE IN THEIR RELIGIONS, CULTURES AND LANGUAGES

If New Brunswick were to uphold the rights of Indigenous children, Mi'kmaq or Wolastoqiyik would be the language of instruction in schools for First Nations students (and optional-language instruction for non-Indigenous students). Last year the Advocate recommended that government collaborate with First Nations to make an immediate plan to preserve and promote Indigenous languages native to our Province. It is a year later. The UNESCO *Atlas of the World's Languages in Danger* still lists the Mi'kmaq language as vulnerable and the Wolastoqiyik language as severely endangered.

Beyond language challenges, Indigenous culture faces continued threat to its existence as a result of the legacy of Canada's assimilationist policies, systemic federal underfunding of education services, historical bigotry, the intergenerational

trauma of the residential schools system and the sixties scoop (wherein children were removed from their homes and moved to non-Indigenous families), and the longstanding underfunding of Indigenous child welfare services.

There is a significantly higher percentage of Indigenous youth than non-Indigenous youth who view learning about their culture to be important. 74% of Indigenous youth feel this way, while only 58% of the general youth population does. When a quarter of the Indigenous youth population does not view learning about their culture to be important, this is certainly an issue to address, but at the very least we can see the desire is greater among Indigenous youth than youth in general. The province has a role to play in preserving, promoting and providing increased access to Indigenous cultures.

Indigenous cultures have been astoundingly resilient in the face of historic oppression. Nevertheless, for Indigenous youth in New Brunswick, the most recent data we have shows

their resilience levels to be significantly lower than non-Indigenous youth (62% have moderate to high levels of resilience, compared to 73% of the general youth population). Only 54% of Indigenous youth say people in the community can be trusted. Three out of every four of Indigenous youth feel they don't belong at their school (76%). Only 41% have friends who support them in difficult times, and 44% have family who will. Only 35% think an adult will do anything at school if a youth reports bullying, yet 60% said they have been recently bullied. A quarter (26%) of Indigenous youth said they were recently the victims of hurtful comments about their race, religion or personal features. Two-thirds (69%) of indigenous youth don't get the minimum recommended 8 hours of sleep per night. Close to half (46%) say they have recently experienced depression.

Many of the calls to action from the Truth and Reconciliation Commission, and the calls to justice of the National Inquiry into Missing and Murdered Indigenous Women and Girls, speak to what the province can do for children. One recommendation

is that the Child and Youth Advocate's office should have a specialized unit with a focused mandate on Indigenous children and youth. The funding for such a unit seems minimal in relation to the scope of current need and the weight of historic responsibility, but it does require funding.

**CHILDREN HAVE THE RIGHT TO BE PROVIDED OPPORTUNITY FOR UNSTRUCTURED PLAY, ORGANIZED RECREATION, AND PARTICIPATION IN CULTURAL LIFE AND THE ARTS, AS WELL AS ADEQUATE SLEEP AND LEISURE TIME**

Play shapes brain development in the early years and continues in later years to have an essential role in stimulating children's ability to learn. In situations of violent, abusive and severely neglectful households, trauma prevents children from being able to play, and thereby stunts their



neurobiological development. Pre-school play statistics in New Brunswick are non-existent to our knowledge, and surely difficult to measure. Nevertheless, we do at least see that the number of approved day care spaces in the province continues to increase year over year (28,851 in 2017-2018); and New Brunswick's Curriculum Framework for Early Learning and Child Care does incorporate excellent and comprehensive information on 'Play and Playfulness'.

Involvement in recreational activities positively affects social inclusion, self-confidence, mental health, logical thinking ability, and academic achievement. Of grade 12 students surveyed last year, only 42% of Anglophone students participated in activities organized by their school and 37% in activities not organized by their school, while the Francophone student numbers were 34% and 28%.

Engagement in arts programs fosters creativity, expression, self-confidence, social inclusion, and empathy. We see that 75% of graduating students in the province last year said they had opportunities in

high school to take courses in the fine arts. An interesting disparity between the Anglophone and Francophone sector exists in that 81% of Anglophone students reported having these opportunities but only 55% of Francophone students did.



Sleep deprivation can seriously harm children's psychological and cognitive development. 61% of New Brunswick youth don't get the minimum recommended hours of sleep per night. Interestingly, a significantly wide difference exists between Francophone youth and Anglophone youth: while 53% of Francophone youth don't get the minimum recommended hours of sleep per night, 64% of Anglophone youth don't. Meanwhile, 66% of LGBTQ+ youth in our province don't; 66% of youth with special needs don't; 69% of Indigenous youth don't; and 75% of our youth in poverty don't. Evidence of over-use of screen time is emerging as a significant problem in terms of sleep deprivation. 63% of New Brunswick youth spend more than the maximum recommended 2 hours of screen time per day.

## **IMMIGRANT CHILDREN AND YOUTH HAVE THE RIGHT TO ASSISTANCE IN THE FULFILLMENT OF THEIR RIGHTS, INCLUDING THE RIGHT TO THEIR RELIGIONS, CULTURES AND LANGUAGES**

We know that 71% of immigrant youth view learning about their culture to be important, compared to only 58% of the general youth population in the province. Preservation of culture is a right, but of course there must be abundant opportunities for newcomer children to integrate into the broader society, to play, learn and interact with their New Brunswick peers, and to enjoy life in community. Only 42% of immigrant youth feel they are treated fairly in the community. Only 28% know where to get help in their community. While 88% say making friends is important to them, only 41% have friends who support them in difficult times. Survey data show that 23% have been the victim of negative comments about their race, religion or personal features.

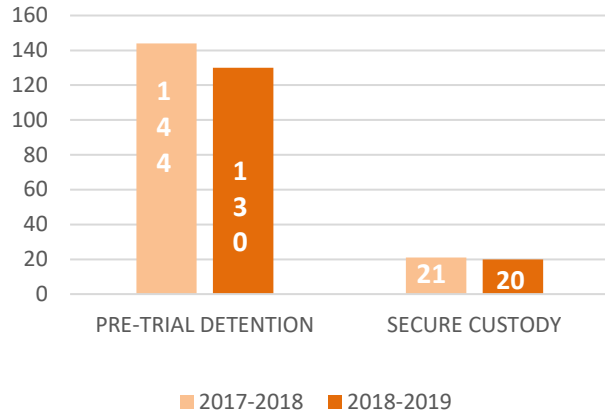


6

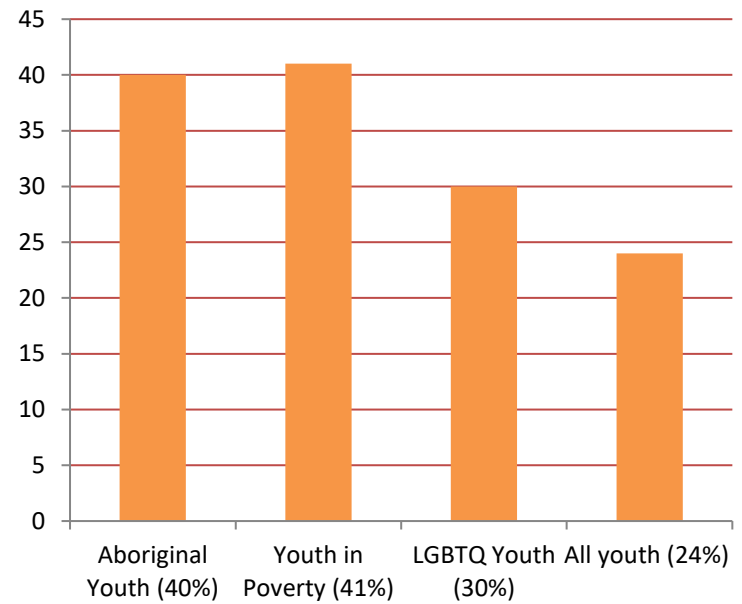
SPECIAL  
PROTECTION  
MEASURES



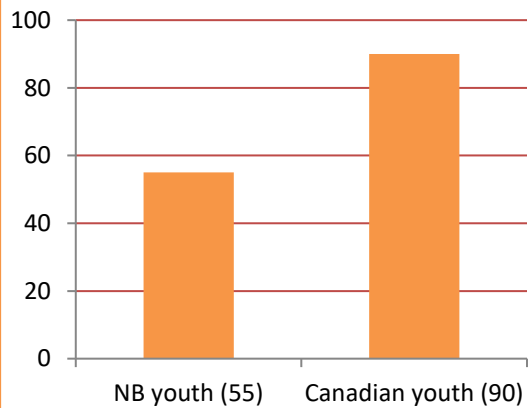
### Number of young persons in pre-trial detention secure custody



### % OF YOUTH WHO HAVE TRIED CANNABIS



### 2018: RATE OF YOUTH CHARGED WITH DRUG OFFENCES (per 100,000 youth)



## CHILDREN HAVE THE RIGHT TO BE FREE FROM DEPRIVATION OF LIBERTY, DETENTION AND IMPRISONMENT UNLESS AS A LAST RESORT

The average numbers of young persons in pre-trial detention, sentenced to open custody, or sentenced to secure custody have dropped significantly during the past 5 years. Each is roughly a third the number it was (see Statistics Canada [data](#)). For 2017-2018 data this means an average of 5.5 youth in pre-trial detention, 5 in open custody, and 3.5 in secure custody. The annual, as opposed to average, numbers are found in our Child Rights Indicators Framework.

While the youth criminal justice system involves a complex interplay of police, social workers, probation officers, mental health professionals, lawyers, judges, community members and others, there is little doubt that the Department of Public Safety's work in crime prevention (particularly its

Youth Diversion Model) has been a primary catalyst for change.

While, for example, the practice of housing accused and convicted youth together continues, in violation of the *International Covenant on Civil and Political Rights*, and certainly more improvements are required, credit is due to the Department for the impactful efforts being undertaken.

## CHILDREN HAVE THE RIGHT TO PROTECTION FROM THE ILLICIT USE, PRODUCTION AND TRAFFICKING OF NARCOTIC DRUGS

It is important to protect children and youth from drug and alcohol consumption but we must be careful not to unnecessarily criminalize these youths. The legalization of cannabis presents several new risks for young people. Apart from the potential for more access to cannabis, there is also an age discrimination matter that likely will have to

be worked out in the courts. It is worth explaining if only as an example of how laws are not always designed with child rights in mind. The issue is this: a person under the age of 18 is subject to a criminal offence, and a criminal record (youth record) for possessing more than 5 grams of cannabis, whereas someone 18 or older is only criminally liable for possession of over 30 grams. This is differential treatment and therefore a *Charter of Rights and Freedoms* issue because section 15 of the *Charter* provides equality under the law without discrimination based on age. Furthermore, section 7 of the *Charter* protects the right to liberty and security of the person, both of which are violated upon arrest and detention. The age for legal possession of cannabis in New Brunswick is 19. So, here an 18-year-old with 30 grams of cannabis could face a provincial offence but not a criminal offence, while someone aged 12-17 could face both. Presumably all of this could have been avoided if decision-makers were thinking deeply about the repercussions on young people when making laws.

The most recent statistics on cannabis use by youth in New Brunswick suggest that a quarter of those in grades 7 to 12 have tried it. While 24% is a worrying number due to cannabis' proven negative effects on cognitive development, it is not surprising, as it has stayed consistent since we first placed a statistical indicators framework in our State of the Child report in 2011. What requires special attention are the percentages of Indigenous youth (40%) and youth living in poverty (41%) who have tried cannabis. We would hope that a child welfare, social services, education and public health approach would be taken to this issue rather than a policing one. A child rights approach is one that respects the inherent dignity and worth of each young person, and addresses the root causes of behaviour rather than criminalizing it.



# CONCLUSION



What follows in this report are the data tables we collect for our Child Rights Indicators Framework. This is our attempt at creating a better picture of the province's children and their challenges. We are convinced that Government can do better at collecting data to monitor the province's progress in child rights implementation, and at using data to assess problems that children and youth face.

As a parting sentiment, though, we must stress that Government can also do better at ensuring awareness about the rights guaranteed under the UN *Convention on the Rights of the Child*, among children and the civil servants who work for them. Far too often professionals tell us how eye-opening it is to hear about child rights from our office – an online training session for all child-serving civil servants should be part of mandatory training. Children and youth whose problems our office addresses invariably do not know they have rights or even that there is an Advocate who will fight for them.

**Article 42 of the United Nations Convention on the Rights of the Child:**

**“States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.”**



Human rights of children should be part of the school curriculum throughout all grades. Furthermore, children and youth receiving services from government in situations of vulnerability should be provided with age-appropriate information about all their fundamental human rights, specifically addressing their situations. This includes those under temporary care of government for child protection purposes, those living as permanent wards of the Minister of Social Development, those in youth corrections facilities, and those in medical facilities.



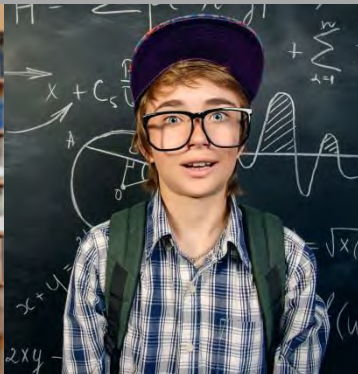
**Thank you to the  
NB Health Council  
and government  
Departments  
for contributions to  
the Child Rights  
Indicators  
Framework**







# THE CHILD RIGHTS INDICATORS FRAMEWORK – 2019





# The Child Rights Indicators Framework Explained

## Terminology

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

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

S.N. = Child or youth with special needs

IMM = Immigrant child or youth

AB = Aboriginal child or youth

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

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

MALE = Male

FEM = Female

ANG = Anglophone

FRAN = Francophone

N.B. = Most current data available

N.B. Past = Most recent previous data

Canada = Most current data available

(Year) = Year data reported

E = use statistic with caution

Child Rights



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

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of youth with high level of competence <sup>1</sup>	Grades 6 to 12	65	77	67	46	60	78	78	75	83	77 (2015-2016)	76 (2012-2013)	
2	% of children with high level of competence <sup>13</sup>	Grades 4-5						83.9	88.1	85.5	86.9	85.9 (2016-2017)	85 (2013-2014)	
3	% of youth with moderate to high levels of autonomy <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						52	56	54.1	53.4	53.9 (2016-2017)	53 (2013-2014)	
5	% of youth with pro-social behaviours <sup>1</sup>	Grades 6 to 12	80	84	80	77	82	82	91	84	90	86 (2015-2016)	81 (2012-2013)	
6	% of children with high level of pro-social behaviours <sup>13</sup>	Grades 4-5						74	86	79	82	80 (2016-2017)	79 (2013-2014)	
7	% of youth with moderate to high resilience levels <sup>1</sup>	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 <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						83.9	89.9	85.3	90.2	86.8 (2016-2017)	84 (2013-2014)	
10	% of youth who have people they look up to <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	Grades 6 to 12	25	28	26	18	20	29	28	28	30	28 (2015-2016)	26 (2012-2013)	



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

#	Indicator	Age, Grade or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
14	% of youth who say people in community can be trusted <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						90	94	92	93	92 (2016-2017)	93 (2013-2014)	
19	% of youth who feel safe at school <sup>1</sup>	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 at school about bullying <sup>13</sup>	Grades 4-5						83.5	84.9	83.6	85.6	84.2 (2016-2017)	83.0 (2013-2014)	
21	% of youth who think an adult at school will do something in response to bullying complaint <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						85	91	87	90	88 (2016-2017)	88 (2013-2014)	
23	% of youth who feel connected to their school <sup>1</sup>	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 <sup>1</sup>	Grades 6 to 12	62	47	60	70	64	45	58	52	52	52 (2015-2016)	58 (2012-2013)	

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

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
25	% of youth who say they have been <i>physically</i> bullied in past 2 months <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	Grades 6 to 12	28	17	25	39	32	16	20	20	15	18 (2015-2016)	21 (2012-2013)	
31	% of youth diagnosed with ADHD <sup>1</sup>	Grades 6 to 12	37	4	11	12	11	9	5	7	8	7 (2015-2016)		
32	% of youth diagnosed with Autism <sup>1</sup>	Grades 6 to 12	8	1	3	4	4	2	1	2	1	2 (2015-2016)		
33	% of vision-impaired youth (blind/low vision) <sup>1</sup>	Grades 6 to 12	5	2	2	3	2	1	1	1	1	1 (2015-2016)		

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

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



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

#	Indicator	Age/ Grade/ Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of youth who think expressing their opinion in class is important <sup>1</sup>	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 <sup>3</sup>	Grade 12	66	59	61					75	85	78 (2018)	75 (2016)	
3	% of youth who think getting involved in student council or similar groups is important <sup>1</sup>	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 <sup>1</sup>	Grades 6 to 12	48	57	46	49	51	45	53	46	57	49 (2015-2016)		
5	% of youth who participate in community groups <sup>1</sup>	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 <sup>1</sup>	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) <sup>1</sup>	Grades 6 to 12	18	19	18	17	18	20	19	19	19	19 (2015-2016)		
8	% of youth who say there are good places to spend free time in community <sup>1</sup>	Grades 6 to 12	60	68	59	54	55	67	61	65	62	64 (2015-2016)		

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

#	Indicator	Age/ Grade/Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	% of children and youths living in a low-income family situation <sup>26</sup>	Under age 18										21 (2011)		17 (2011)
2	% of children under 6 years old in low-income family situation <sup>26</sup>	Under age 6										23 (2011)		18 (2011)
3	% of homes with food insecurity in which children under age 18 live <sup>10</sup>	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 <sup>10</sup>	Under age 6										12.1 (2011-2012)		11
5	% of homes with food insecurity in which children aged 6-17 live <sup>10</sup>	Ages 6-17										11.9 (2011-2012)	8.7 (2007-2008)	9.7 (2011-2012)
6	% of total household spending used for food <sup>21</sup>	All population										11.0 (2016)	11.9 (2015)	10.4 (2016)
7	% of total household spending used for shelter <sup>21</sup>	All population										18.7 (2016)	18.1 (2015)	21.3 (2016)
8	% of children living in a single parent family <sup>26</sup>	Under age 18										16.2 (2016)	16 (2011)	16.4 (2016)
9	% of youth working (labour participation) <sup>27</sup>	Aged 15 to 19										48.3 (2017)	46.8 (2016)	40.7 (2017)
10	% of mothers who received pre-natal benefits <sup>2</sup>	Mothers who gave birth										12.4 (2017-2018)	12.6 (2016-2017)	
11	% of families (with children) which are receiving social assistance <sup>9</sup>	Families with children										4.7 (2019)	5.0 (2018)	
12	# of approved child care spaces <sup>2</sup>	Spaces										28,851 (2017-2018)	27,690 (2016-2017)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
13	# of infants placed for adoption [public adoptions] <sup>9</sup>	Under 18 years old										<10 (2019)	<10 (2019)	
14	# of infants placed for adoption [private adoptions] <sup>9</sup>	Under 18 years old										13 (2019)	10 (2018)	
15	# of international adoptions <sup>9</sup>	Under 18 years old										15 (2019)	10 (2018)	
16	# of children receiving child protection services <sup>9</sup>	Under 16 years old										1255 (2019)	1270 (2018)	
17	Rate of children receiving child protection services - per 1000 children in province <sup>9</sup>	Under 16 years old										10.3 (2019)	10.4 (2018)	
18	# of children receiving family enhancement services <sup>9</sup>	Under 16 years old										1049 (2019)	1174 (2018)	
19	Rate of children receiving family enhancement services – per 1000 children in province <sup>9</sup>	Under 16 years old										8.6 (2019)	9.6 (2018)	
20	Rate of child and youth victims of family violence – per 100,000 population <sup>28</sup>	0 to 17 years old										269 (2016)	324 (2013)	333 (2016)
21	# of children involved in Child Witness of Family Violence program <sup>9</sup>	0 to 19 years old										260 (2018)	323 (2017)	



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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
22	% of youth who say their parents or caregivers know a lot about them <sup>1</sup>	Grades 6-12	47	55	45	33	35	56	56	54	61	56 (2015-2016)		
23	% of youth who say their family stands by them in difficult times <sup>1</sup>	Grades 6-12	46	55	44	28	35	54	57	54	56	55 (2015-2016)	50 (2012-2013)	
24	% of youth who are satisfied with mental fitness needs relating to their families <sup>1</sup>	Grades 6 to 12	70	79	71	49	61	81	80	77	86	80 (2015-2016)	77 (2012-2013)	
25	% of youth who enjoy their cultural and family traditions <sup>1</sup>	Grades 6-12	41	58	47	31	34	46	54	50	50	50 (2015-2016)	42 (2012-2013)	
26	% of parents surveyed who reported eating breakfast with their children the previous day <sup>13</sup>	Parents of K-5										57 (2013-2014)		
27	% of children surveyed who reported eating dinner with family, friend or guardian the previous day <sup>13</sup>	Grades 4-5						71.9	75.8	75.2	70.8	73.8 (2016-2017)	74 (2013-2014)	
28	% of parents who say they ate dinner with children yesterday <sup>13</sup>	Grades K-5								55.7	55.9	55.7 (2016-2017)	57 (2013-2014)	
29	# of children/youth in foster homes <sup>9</sup>	0 to 18 years old										856 (2018-2019)		
30	# of children/youth in group homes <sup>9</sup>	0 to 18 years old										249 (2018-2019)		

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	Infant mortality rate - per 1000 infants (<1-year-old) <sup>23</sup>	Infants						3.0	7.4			5.1 (2016)	4.1 (2015)	4.5 (2016)
2	% of children born with low birth weight <sup>6</sup>	Newborn										5.8 (2014-2015)	5.7 (2013-2014)	6.3 (2014-2015)
3	% of newborns and infants screened for hearing <sup>14</sup>	Newborn / infant										90.0 (2018-2019)	92.2 (2017-2018)	
4	% of mothers who tried to breastfeed most recent child (breastfeeding initiation) <sup>7</sup>	Mothers										76.1 (2015-2016)	75 (2014)	89.9 (2015-2016)
5	% of kindergarten children meeting immunization requirements <sup>15</sup>	K										76.4 (2017-2018)	78.3 (2016-2017)	
6	% of youth who have a regular medical doctor <sup>5</sup>	Ages 12 to 19						98.8	96.4			97.6 (2014)	97.0 (2013)	85.6 (2014)
7	% of youth who consulted a family doctor or general practitioner within the past year <sup>5</sup>	Ages 12 to 19						70.8	59.7			65.4 (2015-2016)	68 (2013)	59.3 (2015-2016)
8	% of youth who visited a dental professional within the past year <sup>5</sup>	Ages 12 to 19						100	99			99 (2013)	77 (2012)	80 (2012)
9	% of youth who visited or talked to an eye professional within the last year <sup>5</sup>	Ages 12 to 19						39	49			44 (2013)	38 (2012)	48 (2013)
10	% of youth who saw or talked to a health professional about emotional or mental health within past year <sup>5</sup>	Ages 12 to 19						13	13			13 (2012)	15	11 (2012)
11	Avg. referral to assessment wait time for mental health services <sup>14</sup>	Ages 0-18										44 (2018-2019)	32 (2017-2019)	
12	Avg. assessment to treatment wait time for mental health services <sup>14</sup>	Ages 0-18										55 (2018-2019)	44 (2017-2018)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
13	% of youth with good or functional health <sup>5</sup>	Ages 12 to 19						83.2	86.8			84.9 (2014)	82.7 (2013)	79.6 (2014)
14	% of youth with injuries in past year causing limitation of normal activities <sup>5</sup>	Ages 12 to 19						27.0	23.1			25.1 (2014)	32.9 (2013)	25.6 (2014)
15	Rate of child and youth hospitalization for injuries – per 10,000 children and youth <sup>6</sup>	0 to 19 years old						35.2	22.5			29.0 (2018-2019)	32.7 (2017-2018)	22.9 (2018-2019)
16	Rate of youth with Chlamydia – per 100,000 youth <sup>15</sup>	15 to 19 years old						515	1793			1127 (2017)	1194 (2016)	
17	% of children overweight/obese <sup>13</sup>	Grades K to 5	39.4	36.5	45			37	34	37	32	36 (2013-2014)	36 (2010-2011)	
18	% of overweight and obese youth <sup>1</sup>	Grades 6 to 12	32	20	38	32	34	32	23			28 (2015-2016)	28 (2012-2013)	
19	% of underweight children <sup>13</sup>	Grades K to 5	8.2	8.4	9.7			8	7	8	7	7 (2013-2014)	11 (2010-2011)	
20	% of youth underweight <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						27.2	19.1	25.2	18.7	23.2 (2016-2017)	35.0 (2013-2014)	
22	% of youth who spend at least 60 minutes doing moderate to hard physical activity every day <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						50.0	48.8	51.7	44.0	49.4 (2016-2017)	57 (2013-2014)	



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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
24	% of youth who commute actively to school (walk/bike/etc.) <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						69.0	70.8	67.2	75.8	69.8 (2016-2017)	70.0 (2013-2014)	
26	% of youth who eat breakfast every day <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						51.1	54.3	51.3	55.7	52.7 (2016-2017)	51.0 (2013-2014)	
28	% of youth who eat 5 or more fruits / vegetables every day <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						50.9	40.9	47.8	42.1	46.0 (2016-2017)	52 (2013-2014)	
30	% of youth who consume sweetened beverages daily <sup>1</sup>	Grades 6 to 12	65	53	69	69	59	67	50	61	51	58 (2015-2016)	66 (2012-2013)	
31	Rate of teens who gave birth per 1000 females aged 15 to 19 <sup>26</sup>	Ages 15 to 19										10.7 (2018)	12.9 (2017)	6.6 (2018)
32	% of grade 12 youth who feel their school helped them develop positive attitudes toward physical activity <sup>3</sup>	Grade 12	68	75	69					66	73	68 (2018)	69 (2017)	
33	% of grade 12 youth who feel their school helped them develop positive attitudes toward healthy living <sup>3</sup> (Anglophone) (Francophone)	Grade 12	70 (Ang) 81 (Fr)	79 (Ang) 82 (Fr)	69 (Ang) 75 (Fr)					72	82	72 (Ang) 82 (Fr) (2018)	74 (Ang) 83 (Fr) (2017)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
34	% of youth who smoke daily <sup>1</sup>	Grades 6 to 12	8	3	11	13	7	6	3	5	3	4.0 (2015-2016)	4.2 (2012-2013)	
35	% of youth who smoke occasionally or daily <sup>1</sup>	Grades 6 to 12	19	9	21	25	18	13	9	12	9	11 (2015-2016)	12 (2012-2013)	
36	% of youth who have tried smoking <sup>1</sup>	Grades 6 to 12	33	19	36	40	31	24	21	24	18	23 (2015-2016)	27 (2012-2013)	
37	% of youth in contact with second-hand smoke in a vehicle during past week <sup>1</sup>	Grades 6 to 12	29	13	34	40	27	21	20	22	19	21 (2015-2016)	27 (2012-2013)	
38	% of youth who live with someone who smokes at home <sup>1</sup>	Grades 6 to 12	23	14	28	33	23	16	16	18	12	16 (2015-2016)	19 (2012-2013)	
39	% of children who live in a home where people are allowed to smoke inside <sup>13</sup>	Grades K to 5	3.2	2.0	3.1			1.7	1.9	1.8	1.8	1.8 (2016-2017)	3.0 (2013-2014)	
40	% of children who live with people who smoke or use tobacco <sup>13</sup>	Grades 4-5						31.9	30.9	34.5	24.6	31.4 (2016-2017)	35 (2013-2014)	
41	% of youth who see their health as being very good or excellent <sup>1</sup>	Grades 6 to 12	54	70	53	48	48	67	66	64	71	66 (2015-2016)		
42	Rate of hospitalized cases for mental diseases and disorders – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						37.4	69.4			53.1 (2018-2019)	53.7 (2017-2018)	35.6 (2018-2019)
43	Rate of childhood/adolescent behavioural and learning disorders – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						13.4	9.9			11.7 (2018-2019)	9.7 (2017-2018)	4.9 (2018-2019)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
44	Rate of child and youth depressive episodes – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						5.7	19.6			12.5 (2018-2019)	12.9 (2017-2018)	9.6 (2018-2019)
45	Rate of child & youth stress reaction / adjustment disorder – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						4.8	14.9			9.7 (2018-2019)	10.7 (2017-2018)	7.3 (2018-2019)
46	Rate of child & youth schizotypal/delusional disorder – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						1.0	1.0			1.0 (2018-2019)	1.3 (2017-2018)	1.1 (2018-2019)
47	Rate of child & youth mood (affective) disorder – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						1.2	3.7			2.4 (2018-2019)	1.8 (2017-2018)	0.8 (2018-2019)
48	Rate of child & youth anxiety disorder – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						2.2	5.3			3.7 (2018-2019)	3.3 (2017-2018)	3.1 (2018-2019)
49	Rate of child & youth eating disorder – cases admitted to hospital per 10,000 <sup>6</sup>	0 to 18 years old						0.4	2.1			1.3 (2018-2019)	1.6 (2017-2018)	1.6 (2018-2019)
50	% of youth who see their mental health as being very good or excellent <sup>5</sup>	Ages 12 to 19						67.9	65.0			66.3 (2015-2016)	77 (2014)	71.6 (2015-2016)
51	% of youth who always wear a helmet when bicycling <sup>1</sup>	Grades 6 to 12	27	31	18	19	30	27	33	32	25	30 (2015-2016)		
52	% of Youth with injury in past 12 months requiring nurse / doctor treatment <sup>1</sup>	Grades 6 to 12	35	25	38	39	29	32	28			30 (2015-2016)		



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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
53	% of youth who sleep 8 hours or more per night <sup>1</sup>	Grades 6 to 12	34	35	31	25	34	40	38	36	47	39 (2015-2016)	38 (2012-2013)	
54	% of youth who spend 2 hours or less of screen time per day <sup>1</sup>	Grades 6 to 12	35	40	31	30	33	39	35	35	41	37 (2015-2016)	23 (2012-2013)	
55	Rate of injury hospitalization/10,000	0 to 19 years old						35.2	22.5			29.0 (2018-2019)	32.7 (2017-2018)	22.9 (2018-2019)
56	% of youth reporting symptoms of anxiety in past 12 months <sup>2</sup>	Grades 6 to 12	45	28	42	56	55	23	42	34	29	33 (2015-2016)		
57	% of youth reporting symptoms of depression in past 12 months <sup>2</sup>	Grades 6 to 12	45	30	46	59	55	23	38	35	23	31 (2015-2016)		
58	Rate of substance use disorders admitted to hospital per 10,000 youth <sup>6</sup>	0 to 18 years old						0.7	2.0			1.3 (2016-2017)		1.5 (2016-2017)
59	Rate of child and youth premature deaths from cancer - per 10,000 <sup>25</sup>	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 <sup>25</sup>	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 <sup>25</sup>	0 to 19 years old						19.85	10.81			15.47 (2010 – 2014)	17.19 (2008-2012)	
62	% of youth satisfied with life <sup>5</sup>	Ages 12 to 17										96.2 (2015-2016)	98.9 (2014)	97.6 (2015-2016)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	# of children and youth enrolled in school <sup>2</sup>	Grades K to 12										97,895 (2018-2019)	97,775 (2017-2018)	
2	# of Kindergarten to grade five students <sup>2</sup>	Grades K to 5										44,085 (2018-2019)	44,092 (2017-2018)	
3	# of grade six to eight students <sup>2</sup>	Grades 6 to 8										22,278 (2018-2019)	21,790 (2017-2018)	
4	# of grade nine to twelve students <sup>2</sup>	Grades 9 to 12										31,454 (2018-2019)	32,757 (2017-2018)	
5	# of students in English language of instruction <sup>2</sup>	Grades K to 12										43,441 (2018-2019)	46,048 (2017-2018)	
6	# of students in French language of instruction <sup>2</sup>	Grades K to 12										29,139 (2018-2019)	28,958 (2017-2018)	
7	# of students in French Immersion language of instruction <sup>2</sup>	Grades K to 12										25,315 (2018-2019)	22,749 (2017-2018)	
8	% of grade 12 youth who feel respected at school <sup>3</sup>	Grade 12	72	83	79					78	85	80 (2018)	80 (2017)	
9	% of youth who feel learning new things is important <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	Grades 6 to 12	89	95	90	84	89	92	96	93	96	94 (2015-2016)	94 (2012-2013)	
12	% of youth who feel getting to class on time is important <sup>1</sup>	Grades 6 to 12	79	87	77	72	79	83	89	84	89	86 (2015-2016)	80 (2012-2013)	

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

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
13	% of youth who had opportunities in high school to participate in elective courses they were interested in <sup>3</sup>	Grade 12 (Anglophone)	65	64	66							72 (2018)	73 (2017)	
14	% of youth who had opportunities in high school to take courses in the skilled trades <sup>3</sup>	Grade 12	75	63	68					71	71	71 (2018)	69 (2017)	
15	% of youth who had opportunities in high school to take courses in the fine arts <sup>3</sup>	Grade 12	69	66	78					81	55	75 (2018)	77 (2017)	
16	% of youth who had opportunities in high school to participate in career related learning experiences <sup>3</sup>	Grade 12	57	52	60					64	60	63 (2018)	64 (2017)	
17	% of youth who feel their school provided them with opportunities to participate in exercise or physical activity other than in phys. ed. class <sup>3</sup>	Grade 12	77	79	74					78	79	78 (2018)	80 (2017)	
18	% of youth who feel they had opportunities in high school to participate in cultural activities organized through school <sup>3</sup>	Grade 12	54	61	55					51	67	55 (2018)	57 (2017)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
19	% of youth with opportunities to participate in cultural activities separate from school <sup>3</sup>	Grade 12	38	52	47					42	43	42 (2018)	45 (2017)	
20	% of youth for whom learning about their culture is important <sup>1</sup>	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 <sup>13</sup>	Grades 4-5						35	55			45 (2013-2014)	39 (2010-2011)	
22	% of Gr. 12 youth who participate in physical activities organized by school <sup>3</sup>	Grade 12	35 (Ang) 30 (Fr)	45 (Ang) 36 (Fr)	39 (Ang) 38 (Fr)					42 (2018)	34 (2018)	42 (Ang) 34 (Ang) (2018)	43 (Ang) 31 (Fr) (2017)	
23	% of Gr. 12 youth who participate in physical activities <i>not</i> organized by school <sup>3</sup>	Grade 12	34 (Ang) 31 (Fr)	46 (Ang) 41 (Fr)	40 (Ang) 23 (Fr)					37 (2018)	28 (2018)	37 (Ang) 28 (Fr) (2018)	40 (Ang) 31 (Fr) (2017)	
24	% of youth who participate in science or technology activities at school <sup>1</sup>	Grades 6 to 12	6	7	6	5	5	6	5	5	7	6 (2015-2016)		
25	% of youth who feel they belong at their school <sup>1</sup>	Grades 6-12	25	33	24	18	19	33	31	32	30	31 (2015-2016)	31 (2012-2013)	
26	% of youth who say getting an education is important to them <sup>1</sup>	Grades 6-12	52	69	58	42	53	57	72	63	68	65 (2015-2016)	59 (2012-2013)	
27	% of grade 12 students planning to go on to post-secondary education <sup>3</sup>	Grade 12	65	72	74					75	87	78 (2018)	82 (2017)	



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

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

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

#	Indicator	Age or Grade	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
37	% of youth who participate in team sports outside of school <sup>1</sup>	Grades 6 to 12	22	21	21	23	16	30	23	23	32	26 (2015-2016)		
38	% of youth who participate in individual sports outside of school <sup>1</sup>	Grades 6 to 12	13	15	14	11	11	14	15	13	19	15 (2015-2016)		
39	% of students who developed a positive attitude toward healthy living in school <sup>3</sup>	Grade 12	70 (Ang) 81 (Fr)	79 (Ang) 82 (Fr)	69 (Ang) 75 (Fr)					72	82	72 (Ang) 82 (Fr) (2018)	71 (Ang) 81 (Fr) (2017)	
40	% of <u>Anglophone</u> students who say school promotes healthy eating by providing easy access to healthy food/snacks <sup>3</sup>	Grade 12 (Ang)	57	68	62					57		57 (2018)	57 (2017)	
41	% of <u>Francophone</u> grade 12 students who say school promoted easy access to healthy food/snacks <sup>3</sup>	Grade 12 (Fr)	72	59	65						69	69 (2018)	70 (2017)	

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

#	Indicator	Age, Grade Or Group	MALE		FEMALE		NB (year)		NB Past	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
42	% of children assessed as ready for kindergarten <sup>2</sup>	Pre-K to K	85 (2017-2018)	79 (2016-2017)	91 (2017-2018)	85 (2016-2017)	88 (2017-2018)	82 (2016-2017)	88 (2016-2017)	83 (2015-2016)
43	% of grade 2 children achieving appropriate/strong performance reading comprehension (Anglophone) <sup>2</sup>	Grade 2 (Ang)	72		80		76 (2016-2017)		74 (2015-2016)	77 (2015-2016)
44	% of grade 2 children achieving an appropriate or strong performance in oral reading (Francophone) <sup>2</sup>	Grade 2 (Fr)		70		80		75 (2017-2018)		77 (2016-2017)
45	% of grade 3 children achieving an appropriate or strong performance in math (Francophone) <sup>2</sup>	Grade 3 (Fr)		82		83		82 (2017-2018)		82 (2016-2017)
46	% of grade 4 children achieving an appropriate or strong performance in reading comprehension (Francophone) <sup>2</sup>	Grade 4 (Fr)		56		70		63 (2017-2018)		63 (2016-2017)
47	% grade 6 with appropriate or strong performance: math (Anglophone) <sup>2</sup>	Grade 6 (Ang)	39		38		38 (2016-2017)		20 (2015-2016)	
48	% grade 6 with appropriate or strong performance: reading (Anglophone) <sup>2</sup>	Grade 6 (Ang)	60		66		62 (2016-2017)		54 (2015-2016)	
49	% grade 6 with appropriate or strong performance: science (Anglophone) <sup>2</sup>	Grade 6 (Ang)	31		33		32 (2016-2017)		26 (2015-2016)	
50	% grade 6 with appropriate or strong performance: math (Francophone) <sup>2</sup>	Grade 6 (Fr)		59		63		61 (2017-2018)		63 (2016-2017)

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

#	Indicator	Age, Grade Or Group	MALE		FEMALE		NB (year)		NB Past (year)	
			ANG	FRAN	ANG	FRAN	ANG	FRAN	ANG	FRAN
51	% achieving an appropriate or strong performance in science and technologies (Francophone) <sup>2</sup>	Grade 8		74		76		75 (2017-2018)		77 (2016-2017)
52	% achieving an appropriate or strong performance in math Francophone) <sup>2</sup>	Grade 8		72		77		74 (2017-2018)		75 (2016-2017)
53	% achieving an appropriate or strong performance in French (Francophone) <sup>2</sup>	Grade 8		63		80		71 (2016-2017)		71 (2015-2016)
54	% achieving an appropriate or strong performance in reading comprehension (Anglophone) <sup>2</sup>	Grade 9	77		84		81 (2016-2017)		80 (2015-2016)	
55	% achieving an appropriate or strong performance in English writing (Anglophone) <sup>2</sup>	Grade 9					91 (2014-2015)			
56	% of grade 10 French as a 2 <sup>nd</sup> language students with oral proficiency intermediate or higher <sup>2</sup>	Grade 10					45 (2015-2016)		37 (2014-2015)	
57	% achieving an appropriate or strong performance in reading (Francophone) <sup>2</sup>	Grade 11		46		61		55 (2017-2018)		58 (2016-2017)
58	% of youth who drop out of school <sup>2</sup>	Grades 7 to 12	1.5	1.1	1.0	0.5	1.3 (2017-2018)	0.8 (2017-2018)	1.5 (2016-2017)	1.0 (2016-2017)



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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
1	Youth crime rate, charges laid - per 100,000 criminal code violations <sup>17</sup>	Ages 12 to 17										1808 (2018)	1649 (2017)	1534 (2018)
2	Youth crime rate – no charges laid – per 100,000 youth <sup>17</sup>	Ages 12 to 17										1685 (2018)	2152 (2017)	1881 (2018)
3	Youth charged with impaired driving – per 100,000 youth <sup>18</sup>	Ages 12 to 17										4.3 (2018)	17.0 (2017)	12.3 (2017)
4	Youth charged with drug offences – per 100,000 youth <sup>18</sup>	Ages 12 to 17										55.4 (2018)	59.4 (2017)	89.9 (2017)
5	Property crimes committed by youth – per 100,000 youth <sup>17</sup>	Ages 12 to 17										571 (2018)	431 (2017)	407 (2018)
6	Rate of youth being charged with violent crime – per 100,000 youth <sup>17</sup>	Ages 12 to 17										761 (2018)	615 (2017)	668 (2018)
7	# of multidisciplinary conferences for youth in correctional services <sup>4</sup>	12 to 17 years old										85 (2018-2019)	91 (2016-2017)	
8	# of reintegration leaves for youth in secure custody <sup>4</sup>	12 to 17 years old										5 (2018-2019)	4 (2016-2017)	
9	# of escorted leaves for youth in secure custody <sup>4</sup>	12 to 17 years old										102 (2018-2019)	62 (2016-2017)	
10	# of youth probation orders <sup>27</sup>	12 to 17 years old										150 (2018-2019)	218 (2015-2016)	8859 (2015-2016)
11	# of youth in Extra-Judicial Sanctions (Alternative Measures) program <sup>4</sup>	Ages 12-17										297 (2018-2019)	311 (2017-2018)	
12	# of youth in pre-trial detention <sup>4</sup>	Ages 12-17										130 (2018-2019)	144 (2017-2018)	
13	# of youth sentenced to open custody <sup>4</sup>	Ages 12-17										15 (2018-2019)	19 (2017-2018)	

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
14	# of youth sentenced to secure custody <sup>4</sup>	Ages 12-17										20 (2018-2019)	21 (2017-2018)	
15	% of family support payments due actually received <sup>22</sup>	Payments										71 (2016-2017)	73 (2015-2016)	58 (2016-2017)
16	# of families receiving subsidies for adopted children with special needs <sup>9</sup>	Families										366 (2018)	368 (2017)	
17	# of families receiving government supports for children with disabilities <sup>9</sup>	Families										1439 (2016-2017)	1368 (2015-2016)	
18	Rate of <i>adults</i> charged with sexual violations against children – per 100,000 adults <sup>17</sup>	18+										11.2 (2018)	12.7 (2017)	11.3 (2018)
19	Rate of <i>youth</i> charged with sexual violations against children – per 100,000 youth <sup>17</sup>	12 to 17 years old										30.0 (2018)	25.5 (2017)	30.8 (2018)
20	Rate of persons charged with child pornography offences – per 100,000 persons <sup>17</sup>	12 years old and over										0.15 (2018)	0.59 (2017)	1.15 (2018)

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

#	Indicator	Age, Grade Or Group	S.N.	IMM	AB	F.I.	LGBTQ	MALE	FEM	ANG	FRAN	NB (year)	NB Past (year)	Canada (year)
21	# of youths who suffered a workplace accident <sup>12</sup>	15 to 19 years old										327 (2015)	298 (2014)	
22	Rate of youths who suffered a workplace accident – per 1,000 employed youth <sup>12</sup>	15 to 19 years old										1.97 (2015)	1.82 (2014)	
23	% of youth as passengers of a driver under the influence of alcohol/drugs in past year <sup>1</sup>	Grades 7 to 12	21	10	25	30	18	18	16	16	20	17 (2015-2016)		
24	% of youth who have tried cannabis <sup>1</sup>	Grades 7 to 12	33	14	40	41	30	25	22	26	18	24 (2015-2016)	31 (2012-2013)	
25	% of youth who drink alcohol once a month or more often <sup>1</sup>	Grades 6 to 12	28	15	31	35	22	25	23	24	25	25 (2015-2016)	30 (2012-2013)	
26	% of youth who drink 5 or more drinks at one time at least once a month <sup>1</sup>	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 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
22. Statistics Canada, CANSIM Table 259-0004, Survey of Maintenance Enforcement Programs
23. Statistics Canada, CANSIM Table 13-10-0713-01
24. Public Health Agency of Canada, Congenital Anomalies in Canada 2013: A Perinatal Health Surveillance Report
25. Government of New Brunswick, Vital Statistics [Rate calculated by the New Brunswick Health Council]
26. Statistics Canada, National Household Survey (NHS) Profile
27. Statistics Canada, Table 111-0018
28. Statistics Canada, Canadian Centre for Justice Statistics. "Family Violence in Canada: A Statistical Profile."
29. Statistics Canada, CANSIM Table 252-0051
30. Statistics Canada, CANSIM Table 102-4505
31. Statistics Canada, CANSIM Table 252-0051
32. Statistics Canada



Défenseur des  
**enfants et des jeunes**  
du Nouveau-Brunswick



New Brunswick  
**Child & Youth**  
Advocate