



Child & Youth  
**Advocate**  
**Défenseur**  
des enfants et de la jeunesse



# PLAY ON! CHILDREN HELPING CHILDREN

The 2012 State of the Child Report:



November 2012

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

### **Child and Youth Advocate (Office)**

The Child and Youth Advocate has a mandate to:

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

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## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

### [Table of Contents](#)

Introduction: <i>Celebrating Children’s Rights in New Brunswick</i> .....	Page 5
<b><u>PART I – The New Brunswick State of the Child in 2012</u></b> .....	<b>Page 11</b>
<i>Why does Data Collection Matter?</i> .....	Page 13
<i>Feedback on the 2011 Report</i> .....	Page 15
<i>The New and Improved Framework for 2012</i> .....	Page 17
<i>Highlights of the 2012 Children’s Rights and Well-being Framework</i> .....	Page 19
<i>General Principles: A demographic Portrait of NB children in 2012</i> .....	Page 20
<i>Civil Rights and Freedoms: Family Environment and Alternative Care</i> .....	Page 21
<i>Family Environment and Alternative Care</i> .....	Page 22
<i>Health and Welfare</i> .....	Page 24
<i>Health Behaviours and Standard of Living</i> .....	Page 25
<i>Education, Play, Rest, Leisure, Recreation, and Cultural Activities</i> .....	Page 27
<i>Special Protection Measures – Adverse Risk Factors</i> .....	Page 30
<i>Special Measures of Protection – Safety and security indicators</i> .....	Page 32
<b><u>Part II – Article 31 Action Plan</u></b> .....	<b>Page 34</b>

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Article 31 Action Plan.....	Page 36
The Context.....	Page 37
PLAY: TARGET 1.....	Page 39
Target 1: Student Connection to School.....	Page 39
RECREATION: TARGETS 2-5.....	Page 46
Target 2: Physical Activity.....	Page 46
Target 3: Healthy Food in Schools.....	Page 49
Target 4: Overweight Youth.....	Page 51
Target 5: Prevalence of Diabetes.....	Page 53
REST and LEISURE: TARGETS 6-7.....	Page 54
Target 6: Sleep.....	Page 54
Target 7: Sedentary Screen Time.....	Page 55
ARTS and CULTURE: TARGETS 8-9.....	Page 57
Target 8: Opportunities To Participate In Cultural Activities.....	Page 57
Target 9: Opportunities To Take Courses In Fine Arts.....	Page 58
Implementing the Action Plan.....	Page 60

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Conclusion.....	Page 61
Bibliography.....	Page 63
<u>Children’s Rights and Well-being Framework 2012</u> .....	Page F1
The Framework.....	Page F2
The rights of children and youth.....	Page F3
Child and Youth Rights and Well-being Framework - The questions.....	Page F4
Diversity.....	Page F7
Expression.....	Page F8
Family and Community .....	Page F9
Health.....	Page F10
Healthy Development .....	Page F11
Learning.....	Page F12
Adverse Factors .....	Page F13
Safety and Security .....	Page F14
System Performance .....	Page F15
Data Sources and Providers .....	Page F16

*All our great common enterprises will come to little if we cannot rebuild and re-enforce the importance of the individual man; to gain for ourselves and for our children to live as the Greeks defined happiness: "the exercise of vital powers along the lines of excellence in a life affording them scope."*

*-Robert F. Kennedy, UNB Convocation Address, October 12, 1957*

## Introduction

### *Celebrating Children's Rights in New Brunswick*

On November 20<sup>th</sup>, the international community celebrates Universal Children's Day in commemoration of the adoption of the United Nations *Convention on the Rights of the Child*.

Over the past five years in New Brunswick, the Child and Youth Advocate has celebrated Universal Children's Day by producing a State of the Child Report, which maps out how well children and youth are doing in our province. This November 20<sup>th</sup>, we are pleased to unveil our 5<sup>th</sup> edition of the State of the Child Report. This year's Report is entitled *Play On! Children helping Children*, and is meant to highlight the

ways in which New Brunswick children and youth are building stronger and safer communities in which to develop and grow.

The Office of the Child and Youth Advocate is convinced that the community development process is inherently youth driven, and that by respecting children's rights and providing youth opportunities for play, leisure, recreation, and participation in the arts and culture (and the ever important right to rest), we will see New Brunswick prosper socially, economically and environmentally.

For the second year in a row, thanks to the dedicated efforts of our collaborator the New Brunswick Health Council, the State of the Child Report includes the *Children's Rights and*

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

*Well-being Framework for New Brunswick.* This Framework provides vital data and information that we see as essential in order to advocate for policy-based systemic change that will allow for the progressive implementation of all children's rights in our Province. However, more data collection and analysis is only one aspect of the 'cultural shift' that is necessary in order to secure a child-centred approach to policy-making in New Brunswick. Data collection will allow for identification of areas where improvement is needed for child rights implementation. However, beyond identifying problems, decision-makers in New Brunswick need to ensure that the human rights and best interests of children are considered and prioritized in any policy making decision. Children and youth may not necessarily have the political or financial weight to influence the policy that affects them. Prioritizing the rights of children should be a societal goal, and by using the data provided in the Framework as evidence-based guidance for future policy decisions we will be better able to achieve this.



The October 2012 Concluding Observations of the United Nations Committee on the Rights of the Child to Canada clearly demonstrate the challenges we continue to face as a country in meeting our promises, our duty, to children. We cannot forget that there are children in each of our communities who far too often fall through the cracks. Despite our successes, there is always room for improvements in fulfilling the rights of our children.





## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Although we must recognize the necessity for improvements, we should also recognize the ground achieved in New Brunswick in improving the welfare of children and youth over the last five years. Each year the Child and Youth Advocate's Office has produced a report that examines the status of children and youth rights implementation through statistical analysis. Recently, a Framework has been added through which to monitor and measure improvements or deficiencies. Already we see the beginnings of more extensive research projects related to this analysis and inspired by this collection of data.

Under this year's theme of 'Children Helping Children', government, various organizations, families, and children and youth will celebrate community strength and youthful spirit by organizing and participating in events that promote children's rights around the Province and coast-to-coast. New Brunswick has had great success in conscience-raising on the subject of children's rights. We inaugurated the first provincial Children's Rights Awareness Week in 2011, and it has since lead the development of a Children's Rights Awareness Week for all of Canada.

Other awareness initiatives in New Brunswick included playing host in 2010 to an International Symposium on the Rights of the Child within the Francophonie. From that symposium,

New Brunswick secured the president's chair and secretariat of a Francophone Working Group on Children's Rights. These initiatives cumulated in the provision of the first ever International Summer Course on the Rights of the Child, held at the Université de Moncton. A Provincial Youth Engagement Framework has also been developed by youth organizations themselves, such as Youth Matters and the Fédération des jeunes francophones du N.B.



In addition to conscience-raising, New Brunswick is implementing measures to improve rights for children and youth within the province on a policy-based services level. Our Province is working to provide better services to youth-in-need by developing an Integrated Service Delivery process, and is working toward the establishment of a Centre of Excellence for Children and Youth with Complex Needs. This is



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

accompanied by an important policy-making trend that is beginning to emerge. We are making advances in our approach to policy development by introducing a Child Rights Impact Assessment process for all new policy that affects children, putting children at the forefront in terms of thinking and approaching policy through a child rights-based lens.

Research, education, raising awareness, and improvements in policy development practice and results are all intrinsically linked. Conducting research and analyzing statistics enables us to identify areas to monitor and in which we can improve. Promoting discussion and education on children's rights encourages child-centered policy development and initiatives for improvement. Our vision is for a New Brunswick that aspires to be a global leader in child nurturing, youth resiliency and respect for the human rights of all children and adolescents. By continuing to encourage all the measures discussed above, New Brunswick is providing important leadership and helping to achieve that vision.



As mentioned, the following Report presents updated tables and data contained in the Children's Rights and Well-being Framework. As we continue to publish this Report in the coming years, the Framework will provide more and more insight into the connection between rights implementation and well-being of children and youth in New Brunswick.

In the first part of the Report, we summarize improvements made to this year's Framework and highlight some of the more significant findings seen in the indicators that were updated. Also, we scope out how we hope to use the Report, as well as the efforts we will continue to make in improving it and sharing it more broadly with researchers, policy-makers, service providers, families, and children and youth who can benefit from its use.

Data collection is of course of no use unless we equip ourselves with the means to translate it into useful information and knowledge, and act on it. As you will see, the first part of the Report offers a summary of the efforts of our office, as well as others in government, in this process of knowledge transfer and action. We also point to the next steps in this process.

This year's State of the Child report is meant to provide a less academically formal and footnote-heavy report than its

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

companion piece, the 2011 State of the Child report, was. But the two reports are meant to go hand-in-hand. The previous report provided greater analysis of the *Convention on the Rights of the Child* and its application in New Brunswick, and the present report provides a greater emphasis on the Children's Rights and Well-being Framework. The foundational theme has, though, remained the same through these two reports. That theme is on Article 31 of the *Convention*.

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In Part II of the Report, by way of illustration, we scope out an action plan that focuses on better enforcement of Article 31, the child's right to rest, leisure, play, recreation, arts and culture. We introduced this theme in our 2011 State of the Child Report, *Play Matters*. Play, rest, leisure, recreation, arts and culture, link to each and every child's life in some way, and are essential in the protection and promotion of all *Convention* rights. As such, we will continue to focus on play (and its accompanying components) throughout 2012-2013. We will especially focus on how play relates to child victims of violence, abuse, neglect and any form of maltreatment or exploitation, a theme to which we will return next year.

Part II of this Report explores how play and the other Article 31 rights provide essential physical, social, mental and cognitive developmental building blocks for children and youth.

*We don't stop playing because  
we grow old; we grow old  
because we stop playing.*

-George Bernard Shaw

The Action Plan in Part II includes objective and measurable targets to help us focus and document our success in the progressive implementation of children's rights in our Province. Over time, this focused Action Plan will allow us to engage all of the New Brunswick citizenry in the development of a comprehensive agenda for the fuller realization of children's rights. Looking forward, an action plan for the implementation of children's rights in New Brunswick could lead to the fulfillment of human rights in general as the common standards of achievement of all peoples, as stated in the *Universal Declaration of Human Rights*. By putting children's rights at the forefront of our policy agenda, New Brunswick is demonstrating its commitment to human rights, good governance and sustainable development. The child, better than any of us, can lead us towards this good.

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

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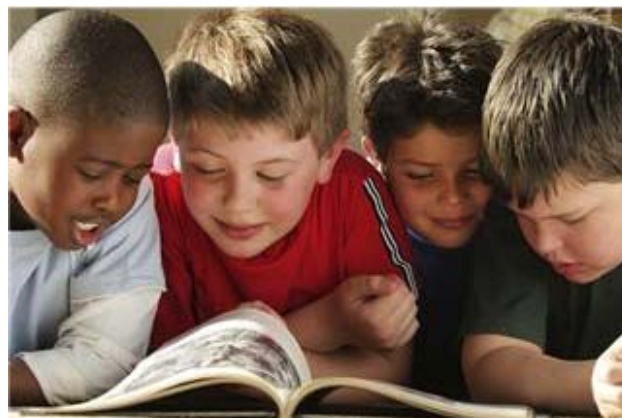
In our view, to answer the concerns and challenges of inactivity, passivity, obesity, isolation, low self-esteem and intimidation that do at times negatively affect our children and families in this land of plenty, we need to empower young people and provide proactive, caring approaches to engage them in the process of change.

Education and support for innovative child-centred and child-led programs are the keys to success in greater rights implementation. In New Brunswick, the Child and Youth Advocate is proud to promote initiatives such as UNICEF Rights Respecting Schools, Young Leaders, the Asper Foundation Holocaust and Human Rights Program, CISV, the New Brunswick Youth in Care Network, Partners for Youth, Youth Matters and a whole host of other youth leadership and resiliency building programs.

These programs are the means by which we can reach the targets we have set and make swift progress in effecting positive change for children and youth. We will continue to employ our resources in support of these programs. They empower youth to lead change, and nurture a culture of respect for children's rights for all citizens.

By celebrating the way that children are helping children, we can affect a culture shift that sees all rights of all children

respected, and New Brunswick communities that grow and prosper together.



## PART I

### The New Brunswick State of the Child in 2012

On October 5<sup>th</sup> 2012, roughly ten years after its last report card from the UN Committee on the Rights of the Child, Canada received some fairly stern advice from the global watchdog on children's rights. The world oversight body in Geneva for children feels that Canada has some significant disparities that need addressing and that we have not shown much interest or resolve in making children and their rights and interests any real priority. Given that the main enforcement mechanism for this most universally ratified human rights treaty is a State Report every five years, and that it had been ten years since Canada made any Report, the UN committee members were understandably concerned.

Despite this lack of Reporting on the federal level, for the last five years within New Brunswick there have been diligent efforts in order to improve data collection and Reporting with respect to child well-being and rights implementation. This second edition of the Children's Rights and Well-being

Framework for New Brunswick represents a new benchmark in our Reporting process. We have not finished improving this Framework; however we believe that we have reached a significant milestone. We now have an effective working model that will allow straightforward year over year comparisons of comprehensive standardized indicators of child rights implementation.

*The Committee reiterates its recommendation for the State party to set up a national and comprehensive data collection system and to analyse the data collected as a basis for consistently assessing progress achieved in the realization of child rights and to help design policies and programmes to strengthen the implementation of the Convention.*

*UN Committee on the Rights of the Child,  
Concluding Observations on Canada's 3rd and*

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

This Framework allows for comparison between different demographics and enables progress monitoring within New Brunswick. Within the Framework, New Brunswick children are contrasted with their Canadian peers; the indicators are also disaggregated as between boys and girls; there are many more improved indicators of First Nations children well-being; and overall trends of improvement or regression from year to year are beginning to emerge. There is still much room for improvement on this model of rights implementation, but we believe that it is valuable and significant enough to now share with children's rights advocates around the world.



*Why does Data Collection Matter?*

Data Collection has the potential to positively affect and influence a number of different facets of children's rights within New Brunswick. Promoting and increasing data collection and dissemination is integral to properly addressing children's rights implementation issues and to taking effective action. Improving children's rights implementation within New Brunswick is important for two reasons: it enables the required and appropriate fulfillment of children's rights as enshrined within the UNCRC; and from a political perspective, it allows government to be accountable to the constituency by using an evidence-based approach to policy making.

There is no question that we live in an information age. From a political perspective, knowledge is a powerful tool and sound data management practices are the key to that knowledge. Increasingly, electorates expect that democratic governments will invest in sound evidence-based policy-making. The true legitimization of power wielded by governments today is not merely in the ballot box, but in whether governments will uphold and promote fundamental human rights. Measured progress in promoting fundamental human rights has to be credibly demonstrated through improved standards of living and population health outcomes. Of all the human rights and fundamental values that Canadians hold dear, the rights of the

child are among the most foundational. Members of our legislatures and Parliament need to show steady progress for our children.

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Data on children's rights implementation acts in a number of ways: it informs governments of issues which require remedy by enacting policy; it provides feedback on whether policies applied are effective; it strengthens public discourse by providing constituents with information on public policy matters of interest to them and allows them to assess and influence government's response; most significantly, perhaps,



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

it can suggest new paths for empirical research and help lead to innovative and welcome responses in addressing emerging challenges to children's well-being.



Good data management practices with respect to Children's rights and well-being can therefore yield significant benefits. For instance by ensuring that disaggregated data is collected and made widely available we enable analysis that may identify gaps and disparities in well-being so that public policy can be tailored in response. Publication of indicators such as those in the charts below can also support rights based

education, become an important reference tool in engaging community, particularly regarding challenges and disadvantages that need to be addressed, and ultimately mobilize individuals towards action.

We have repeated the refrain in previous Reports that in health policy matters in New Brunswick we are data rich and information poor. Data collection is of no benefit (and can in fact constitute a risk to privacy and liberty) if the data is not put to its intended use. It is important therefore to invest adequately in research and policy branches of government, particularly where children are concerned. Only in this way can we learn what we are doing right and what we are doing wrong in service to children, and continue to ensure for them the best possible outcomes. This is the meaning of striving at all times collectively and individually to forward the best interests of every child, within the meaning of Article 3 of the *Convention on the Rights of the Child*.



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

### Feedback on the 2011 Report



The 2011 State of the Child Report, *Play Matters!*, presented the provincial children's rights data in a whole new Framework. Drawing on the experience of the NB Health Council, which had produced in 2010 its first Youth population health snapshot, both agencies collaborated in developing the Children's Rights and Well-being Framework. The Framework maps all of the rights guaranteed under the *Convention* in relation to nine broad question areas, which roughly follow the clustering of rights common within child rights analysis. The 2011 Framework constituted a best effort not only in mapping all the rights of the child against measurable standardized indicators of well-being, but also in disaggregating the data by gender and by aboriginal or non-aboriginal status. We were also able for the first time to

capture all the data at a glance and to easily compare how New Brunswick children were faring in comparison to their peers in Canada.

The Framework was hailed by Canadian child rights advocates and by public health officials as a monumental achievement, an exciting best practice and a comprehensive reference tool.

The Framework was launched during Children's Rights Awareness Week last November at a Breakfast hosted by Premier Alward. The Premier welcomed the Framework as a progressive step forward to help Government set targets and make meaningful measurable progress for New Brunswick children. The Framework was also broadly circulated electronically through newsletters and the Health Council and Advocate's websites. Both agencies also engaged in significant outreach and public presentations in order to present the Report. In May 2012 a Social Policy Research Network Workshop was held at St-Thomas University to engage policy-makers, university researchers and community organizations in the use and knowledge of the Framework. More helpful feedback and suggestions were obtained through this process. Stakeholders expressed the need for better information in relation to children's health and the environment and for better reporting and disaggregation of data with respect to First Nations Youth.

Some stakeholders also questioned the breadth and scope of the Report, asking why produce a Report with so many indicators and why not be more strategic and selective in the data published. With so many indicators and its broad overview, the Frameworks does not always offer decision-makers the full guidance they need to make informed choices in administrative and policy matters. This is undeniably true. Our hope however is that the Framework will serve as a starting point for evidence-based decision-making and help raise relevant questions while reinforcing the notion of interdependence of children's rights.

*The youth of a  
Nation are the  
trustees of  
Posterity.*

-Benjamin  
Disraeli

### *The New and Improved Framework for 2012*

We are encouraged that the 2012 Framework has remained the comprehensive and transparent Reporting tool for children's rights first envisioned. Many analysts and experts in public policy are used to managing, researching and publishing data for targeted purposes. The Framework proceeds from a different perspective. The goal is to broadly disseminate as much relevant information as possible in relation to each of the rights of the child. This we hope will help ensure that all children enjoy all their rights to the fullest extent possible, or failing which that gaps and inequalities will be made apparent and addressed as quickly as possible.

Last year in the State of the Child Report we emphasized the history of Children's rights and the foundational work of Janusz Korczak in promoting social conditions where the voice of the child was given equal respect; and children were honoured and elevated. We presented the data in relation to each of the Articles under the *Convention*. This approach allowed us to reinforce child rights education and help disseminate to audiences a contextual understanding of the *Convention*. We plan to return to that format next year when we take a closer look at Article 19 and the child's right to be protected from abuse and maltreatment. We will examine this right also in relation to all other rights in the *Convention* and

reassess progress on the enforcement of each right in New Brunswick.

This year, our focus will remain on the rights contained in Article 31. We will therefore briefly review all other highlights from the data and Framework this year and then focus on a plan to make sure Article 31 rights are fully implemented here within the province. We will begin the task of setting targets in relation to specific indicators linked to Article 31 rights and we will work throughout the year with communities, families, departments and agencies to devise strategies for reaching those targets.

In the 2012 Framework we present twenty new or revised indicators. Many of these introduce new specificity in terms of First Nations child and youth well-being. The indicators have been standardized where possible so that they are more directly comparable to indicators for the non-aboriginal population. New indicators have also been added for youth use of sun screen products and amount of Green house gas emissions per person. Three new indicators in relation to youth corrections data have been added and revised indicators included for youth labour participation rates, the rate of household spending on shelter and total youth crime rates.

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

In total, the revised Framework Reports on 258 indicators, of which more than 166 present new or updated information. By adding a column capturing the data from the 2011 Report, we can identify at a glance trends from year to year and whether the lives of our children are improving or not.



### *Highlights of the 2012 Children's Rights and Well-being Framework*

It is difficult to state with certainty, even from the informed vantage point offered in this year's Framework, whether the wellbeing of New Brunswick children is improving or whether the indicators point overall to declining performance. Part of the difficulty is that since this is only the second year in which we are tracking comparable data in a systematic way, any conclusive trend analysis would have to look at several more year-over-year comparisons. We are able, however, to reach back into individual data sets and develop three and five year trends, or longer where the data warrants further inquiry, as we do below. The other difficulty is that we do not as yet have an overall plan for child rights implementation in the Province. We have not made clear policy choices in terms of the priorities we want to tackle or established benchmarks and performance targets that we want to achieve in relation to these indicators. As a result, their potential as performance measures remains untapped. These are the challenges we hope to address in the coming months.



Generally, still we find it helpful to take stock on an annual basis, as we have been doing these past several years, and to point to data and statistics that are noteworthy and that should inform our policy-making and program delivery in relation to children. For ease of reference we have arranged the highlights from the 2012 Framework in relation to the 9 question headings set out in the Frameworks tables. We will also explain below how the Framework questions relate to the eight clusters of children's rights often referenced in Child rights based approaches.

### *General Principles: A demographic Portrait of NB children in 2012*

The first set of indicators in table 1 of the Framework relate to the definition of the child, the child's rights to an identity and culture and their right to equality without discrimination. Essentially, these data sets give an overall picture of New Brunswick children in relation to the total population. The data seeks to answer such questions as: What percentage of the population do children make up? Is our population aging or our birth rate declining? How does that population reflect Francophone, Anglophone, First nations and allophone linguistic and cultural groups in our Province? What choices are parents making in relation to language of instruction in school? And how do all these indicators compare when disaggregated as between boys and girls?

Our population has been growing again,<sup>1</sup> but we are an aging Province.

The percentages of population represented by various age groups changed only slightly, with one significant exception. The percentage of the population over age 65, jumped considerably, from 14.75% to 16.46%. The percentage of the population aged 0-19 dropped by nearly as much from 22.73%

<sup>1</sup> The total population of New Brunswick grew by 21,174 people.

to 21.22%, a steeper drop than the Canadian average drop in this age group. In the percentage of our population who are children and youth, we remain the 9<sup>th</sup> lowest of the ten Provinces.<sup>2</sup> Our children and youth are increasingly a minority and our future economic dependence upon them grows. As New Brunswick's population grows older, we need to have strong, resilient, capable youth who feel attached to their communities, and who will stay to make New Brunswick strong.



<sup>2</sup> Framework Table 1; Indicator 1



### Civil Rights and Freedoms

This group of rights measures how children express themselves, as measured by their participation rate in sports and activities, in school or in community, screen time usage as well as through measures of autonomy, competency, respectful pro-social behaviours, labour participation, volunteering and intention to vote. Other indicators could be developed or added to better measure specific rights associated with this cluster of rights under the *Convention*, such as freedom of information and privacy rights. However, the 32 indicators listed in this table provide an interesting snapshot of the school-work-life balance of New Brunswick children and youth and offer helpful suggestions as to areas for future inquiry regarding policies and programs.



The updated data for indicator 32 measuring youth who plan to vote once legally entitled to do so, shows a marked decline from 78.4% of Grade 12 students surveyed to 69%.<sup>3</sup> Were the responses higher because of the closer proximity to recent federal, provincial or municipal elections at the time of survey last year? Is the current level closer to the normal rate? It will be interesting to track this response in subsequent years and to follow the trend.

An encouraging development is the surge in the number of youth 12 to 19 years of age who report participating in jogging or running which has leapt from 52.8% of respondents to 70.4% placing NB at the top of the class in Canada, as the first of 10 reporting jurisdictions.<sup>4</sup> New Brunswick youth in 2011 reported as being among the most physically active of their Canadian peers in relation to home exercise, jogging, swimming, yard work and softball, but the least active in soccer and volleyball.<sup>5</sup> Continued emphasis must be placed on all physical activity programs, as diabetes and obesity rates continue to be disconcertingly high among New Brunswick children.

<sup>3</sup> Framework Table 2; Indicator 33

<sup>4</sup> Framework Table 2; Indicator 18

<sup>5</sup> Framework Table 2; Indicators 18, 21, 22, 23, 26 and 29



### *Family Environment and Alternative Care*

The cluster of rights around the family encompasses the child's right to parental guidance and care, to parents who will act always as the child's primary care-giver with his or her best interests foremost in mind. It includes also the right not to be separated from one's family and parents except as lawfully required, for instance in cases where removal is necessary in order to protect the child from abuse or neglect. Included also is the child's right to adoption and to an alternative form of care which provides a family setting whenever possible. Other rights promoting family reunification, prohibiting the illicit transfer of children abroad, and offering special measures of rehabilitation for children victims of violence are also commonly clustered together in this group of rights. As we celebrate children's rights awareness week in 2012 under the slogan Children helping Children, we will be concentrating on the intersection of Article 31 and Article 19 rights. It is in the family setting that children first learn to play, often in the company of siblings, cousins, friends and younger relatives. It is also in these same settings that children are most often at risk of violence and abuse, and here again that the peer support structure among children and siblings can take on significant meaning.



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Data in the 2012 Framework continues to confirm that New Brunswick supports its families. A higher percentage of families in New Brunswick received support payments in 2010-2011 than in 2009-2010, 91% as compared to 89%. New Brunswick now ranks as the second highest rate of payment among reporting jurisdictions in Canada, with a collection rate 6% higher than the Canadian average.<sup>6</sup> A new indicator shows that New Brunswick families spend on average only 23.7% of their income on shelter which compares favourably to the national average of 28.3% of income.<sup>7</sup> However, as pointed out last year this relative ease of NB families is difficult to reconcile with the food insecurity noted in our Province for families with children. By this measure we rate 10<sup>th</sup> out of 13 jurisdictions in Canada. On the other side, we note that the updated data on measures of community connectedness shows that youth continue to rank highly compared to their Canadian peers in reporting a strong or very strong sense of belonging to their community. The rate on this indicator went down very slightly since last year's Report, but still remained high enough (at 79.9%) to be the highest of all ten Provinces, well above the national average of 74.4%.<sup>8</sup> We as a Province

can build upon our youths' commitment to their communities. Our communities need in turn to commit to our youth.

*It should be noted that children at play are not playing about; their games should be seen as their most serious-minded activity.*

*-Michel de Montaigne*

<sup>6</sup> Framework Table 3; Indicator 6

<sup>7</sup> Framework Table 3; Indicator 11

<sup>8</sup> Framework Table 3; Indicator 21



### *Health and Welfare*

Generally, children's rights theorists cluster the child's right to health under Article 24 with several other rights related to health such as the child's right to an adequate standard of living. Because we have so many indicators which we feel we should be tracking in relation to the health of New Brunswick children, we have broken down this cluster of rights into its two main components. We have distinguished between indicators of the right to health, health conditions and

disability per se and those related to health behaviours, standard of living and other more direct determinants of health.

The Data in the 2012 Framework reveals a wide range of trends, some of which are cause for concern and some of which identify areas of marked improvement. Particular improvements were found in relations to child and youth health perceptions. There was for instance a positive direction for youth who see their health as very good or excellent.<sup>9</sup> This is important and noteworthy as it is a marker for quality of health and well-being. Less encouraging is the fact that Chlamydia rates in females also continue to be on an upward and not downward trend.<sup>10</sup> More disconcerting is the fact that the number of low birth weight babies was higher, resulting in New Brunswick's drop in ranking from fourth out of ten Provinces to seventh by this measure.<sup>11</sup> Finally, the prevalence of diabetes for 12-19 year olds also remains problematic, as New Brunswick placed tenth out of ten by this measure, the worst in Canada.<sup>12</sup>

<sup>9</sup> Framework Table 4; Indicator 10

<sup>10</sup> Framework Table 4; Indicator 6

<sup>11</sup> Framework Table 4; Indicator 1

<sup>12</sup> Framework Table 4; Indicator 3

### *Health Behaviours and Standard of Living*

Table five of our Framework also relates to rights in the Health and Welfare cluster of rights under the *Convention*. But the focus in table five is on New Brunswick's success or lack thereof in promoting healthy child and youth development. Indicators are grouped in relation to pre and post natal care, early learning, physical and mental health behaviours, health behaviours in relation to vision and dental care and other child and youth specific behaviours, including children's perceptions of healthy living.

Data on the determinants of health illuminated in this area generally point to a need for renewed vigilance and better education in relation to the indicators listed. A significant decrease in breast feeding initiation was found both in percentage terms and in relation to national ranking. We are also concerned to note that while the rate of breastfeeding improved slightly, New Brunswick infants are forty percent less likely to be breastfed exclusively in the first six months than Canadian infants generally, an indicator on which New Brunswick is lagging behind all reporting jurisdictions in Canada.<sup>13</sup>

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<sup>13</sup> Framework Table 5; Indicator 3

Provincially, higher rates were found of youth who have seen or talked to a health professional about emotional or mental health within the last year. The percentage of New Brunswick youth increased from 11% to 15%, but the Canadian average has also significantly increased from last year and New Brunswick still ranks last in Canada at tenth of ten.<sup>14</sup> This drastically highlights the importance of ensuring that children and youth can navigate services, from helplines and guidance counselors to primary care providers and intervention specialists, for different levels of need. These services need to be simultaneously accessible, seamless and coordinated, centered around the child or youth. One program which has great potential as a catalyst to help direct middle school and high school youth to services in their community is the "Link Program" supported through the provincial Wellness Strategy. All communities in the province could benefit from the decision-tree and service mapping that this online service provides in both official languages. More needs to be done to connect other communities through this initiative.

A new indicator this year revealed that only 41% of youth use sunscreen on their body always or often during the summer months.<sup>15</sup> We should ensure that children and youth are

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<sup>14</sup> Framework Table 5; Indicator 9

<sup>15</sup> Framework Table 5; Indicator 30

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

educated on the importance of using sunscreen and the harmful effects that result from failure to do so. Another new indicator suggests that New Brunswick children are less likely to be walking or bicycling to school, year-over-year, by this measure we rank ninth out of ten jurisdictions.<sup>16</sup> Further investigation should also be carried out into the number of children and youth who are eating breakfast daily. With only two in five children eating breakfast daily and barely half of adolescents getting eight hours of sleep per night<sup>17</sup>, we have strong indication that further measures are needed to educate children, young persons and parents about the advantages and basics of healthy living.

Several new indicators were added in this table to show disaggregated data for First Nations child and youth health behaviours. While more effort needs to be applied to understand the root causes of a lower incidence of healthy behaviour adoption in relation to smoking, daily consumption of breakfast and positive sense of being in this population, we are encouraged to note that First Nations youth outperform their New Brunswick peers in relation to the daily

consumption of fruits and vegetables and the daily rate of moderate to vigorous physical activity.<sup>18</sup>



<sup>16</sup> Framework Table 5; Indicator 21

<sup>17</sup> Framework Table 5; Indicators 24 and 28

<sup>18</sup> Framework Table 5; Indicators 22a and 26a



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

*Education, Play, Rest, Leisure, Recreation, and Cultural Activities*

The next cluster of children's rights deals with the Right to Education and the Aims of Education, with Article 31 rights and with the rights of minority children, including indigenous

children, to speak their language, professes their religion and enjoy their culture. In this Report we have a special thematic focus on Article 31 rights in Part II below. Table 6 from the Framework presents data from New Brunswick related to the child's right to education. There are in total twenty six indicators, addressing the transition to primary school, literacy and numeracy indicators, social and emotional development and school connectedness.

Almost all of these indicators are derived from annual provincial assessments undertaken by the department of education, and so it will be interesting to note how student performance trends over time. Generally speaking, we are encouraged to note relative stability in the assessment indicators, which suggests at least that the educational system is achieving to the same standard year after year. In some areas however, noticeable improvements are captured. For instance the Grade 2 writing assessment in the Anglophone sector has improved markedly from a provincial score of 69 last year to a score of 78 this year, bringing it more closely into line with the reading assessments and comparable assessments in the Francophone sector.<sup>19</sup>

One great strength of the New Brunswick educational system is our foundational commitment to duality, including not only

<sup>19</sup> Framework Table 6; Indicator 5

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

language of instruction and teaching in the classroom, but school administration, school governance and curriculum development and evaluation services. This approach to education guaranteed by our *Charter of Rights and Freedoms* shows a principled commitment to Articles 28, 29 and 30 of the *Convention on the Rights of the Child*, and constitutes not only a model for Canada, but a model for the world.

As such, we need to reflect on how this principled commitment to equality in educational services can be put into action for the benefit of Mi'kmaq and Maliseet children in New Brunswick. A new indicator in this table suggests that First Nations children feel significantly less connected to their schools than their peers across the Province.<sup>20</sup> New Brunswickers, and Acadians in particular, will not be surprised. We know this story.

If duality in education is a litmus test for governments in New Brunswick, if it is so foundationally important to our program of equal opportunity for both Official language communities, have we good reason to withhold the benefits of minority language and minority school culture governance to First Nations children? These cultural communities are indigenous to our part of the world. If we do not invest collectively in the preservation of the Maliseet language who will? We know

<sup>20</sup> Framework Table 6; Indicator 24a

what must be done because, to our credit, we have pioneered the very best programs and approaches to minority language education. If we fail to act now, there may not be time to save this unique linguistic heritage that is native to our land.

Given this commitment to duality, we should not be surprised to see significant differences in outcomes for Francophone and Anglophone children. They live different realities; they face distinct challenges and may establish from time to time different strategies and priorities in terms of educational achievement. At the same time, there is no reason why one educational system cannot learn from the other. It is disconcerting when with respect to similar indicators one system performs well below the other. In a North American context it is to be expected that Francophones would perform better in their second language proficiency, but with 72% of Francophones achieving intermediate proficiency or higher as compared to only 33% of Anglophone students<sup>21</sup>, it may be time again to question our approaches. A similar comment can be made when comparing the Grade 5 and Grade 8 math assessments in both systems. Last year, we reported that Anglophone students lagged behind Francophone students by a 10 point spread in Grade 5 and by a 12 point spread in grade 8. It is encouraging to see this year that the gap has begun to

<sup>21</sup> Framework Table 6; Indicator 16



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

close to a considerable degree.<sup>22</sup> Experts say that these types of comparisons must be avoided or approached with caution. While this is true, we mention these comparisons to underscore the fact that this remains a relevant consideration in a Province like ours committed to the fundamental equality of both language communities. We also hope to spur further research into the existence of such discrepancies and also as to the causes and potential remedies.

A final but no less controversial observation may be made in relation to the considerable spread in educational achievement as between boys and girls. This year, the girls outperformed their male peers in every grade level and subject matter or indicator reported, often times by a very wide margin. In French second language the spread is often as high as fifteen percent, and nine<sup>23</sup> and ten point margins are common elsewhere. We need to start asking ourselves why are the boys underperforming to this extent and what potential remedies exist to rectify the discrepancy.



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<sup>22</sup> Framework Table 6; Indicators 9 and 12

<sup>23</sup> Framework Table 6; Indicator 16



### *Special Protection Measures – Adverse Risk Factors*

The last cluster of rights in the Child Rights Based Approach refers to the grouping of *Convention* Articles that deal with special measures of protection. UNICEF breaks this group of rights down further into four categories: Children in situations of emergency, such as armed conflict, family violence and refugee children (Articles 22, 38 and 39); children and the juvenile justice system (Articles, 37, 39 and 40); children in situations of exploitation such as child labour, drug abuse, sexual exploitation, trafficking or other forms of exploitation (Articles 32 to 36); and special measures of protection for minority children (Article 30). In our Framework, we have developed indicators for many of these rights, but not all, in two columns. Table 7 in the Framework addresses factors which can affect children and youth adversely and these indicators are grouped in relation to teen pregnancy, drug use, tobacco use and other negative behaviours.

Few of the indicators in this table have been updated since last year, due to the unavailability of new data. However, we can see that the number of teen-age mothers giving birth has not decreased, remaining about 30% higher than the Canadian

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

average, or one young girl in thirty.<sup>24</sup> Sometimes there is still a tendency in our Province to sweep these issues under the carpet, to not engage in debate and an honest search for solutions. We need to be mindful of the intergenerational costs of unwanted pregnancies and develop policies and programs for the best interests of all children, whether infants or teen-agers.

Finally, our table also now includes a new indicator on greenhouse gas emissions, which shows that with 24.5 tons of CO2 emissions per resident in the Province, compared to the national average of 20.3, we rank eighth out of ten reporting Provinces and Territories.<sup>25</sup> We welcome the feedback from the Children's Environmental Health Collaborative, urging us to include this indicator and we would be interested in exploring better ways of tracking and linking this global environmental safety measure to other health outcomes and measures in our Framework.

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<sup>24</sup> Framework Table 7; Indicator 2

<sup>25</sup> Framework Table 7; Indicator 21

### *Special Measures of Protection – Safety and security indicators*

Table 8 focuses on safety and security behaviours of children and youth and includes all the indicators related to youth involved in the criminal justice system. Here the indicators may deal with injuries to children, cases of child abuse or neglect, children as victims of violence, child and youth perceptions of safety, children in receipt of social assistance and criminal justice and correctional services indicators.

In this table, the revised Framework for 2012 includes several new indicators that will help us carry out better monitoring of alternative measures used in relation to youth criminal justice. We can now see, for instance, that in 2011, there were 268 multidisciplinary conferences conducted for youth in correctional services.<sup>26</sup> This year in the systems performance table we have also broken down the total youth crime rate by youth matters charged (2825)<sup>27</sup> and not charged (3150)<sup>28</sup>. Over time as we continue to monitor this data we would hope to see both indicators of the crime rate decline, while the number of multidisciplinary conferences itself may increase.

<sup>26</sup> Framework Table 8; Indicator 18

<sup>27</sup> Framework Table 9; Indicator 26a

<sup>28</sup> Framework Table 9; Indicator 26b

Updated indicators in relation to injuries and violence to children also show very positive trends. The number of teenagers who suffered workplace accidents declined nearly 12% from last year and the rates of children receiving child protection services, seeking refuge in transition housing and children involved in programs for witnesses of family violence are all on an appreciable downward trend.<sup>29</sup> At the same time, the percentage of youth receiving social assistance as a percentage of the total youth population has increased from 0.65% to 0.71%.<sup>30</sup> Finally, we see an encouraging trend also with respect to youth corrections where we note a decline in the youth incarceration rate from 10.5 to 8.2 youth per 10,000 population and a marginal increase only in the youth probation rate.<sup>31</sup> This reduction is consistent with the reduction in crime severity indices and in the youth crime rates.<sup>32</sup>

Overall, these trends are very encouraging. As we continue to engage New Brunswick school communities with strategies to enhance positive learning environments, and build leadership and community connection through tolerance, empathy and rights respecting programs, we expect that these indicators

<sup>29</sup> Framework Table 8; Indicators 4 and 8

<sup>30</sup> Framework Table 8; Indicator 13

<sup>31</sup> Framework Table 8, Indicators 16 and 17

<sup>32</sup> Framework Table 8, Indicators 23-26

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

should continue to drop. We know that for vulnerable youth, peer influences are among the most important protective factors once they are engaged. This year as we move forward with our advocacy for youth empowerment and child rights education we hope to learn of many more success stories of children helping children.



## Part II

### Article 31 Action Plan

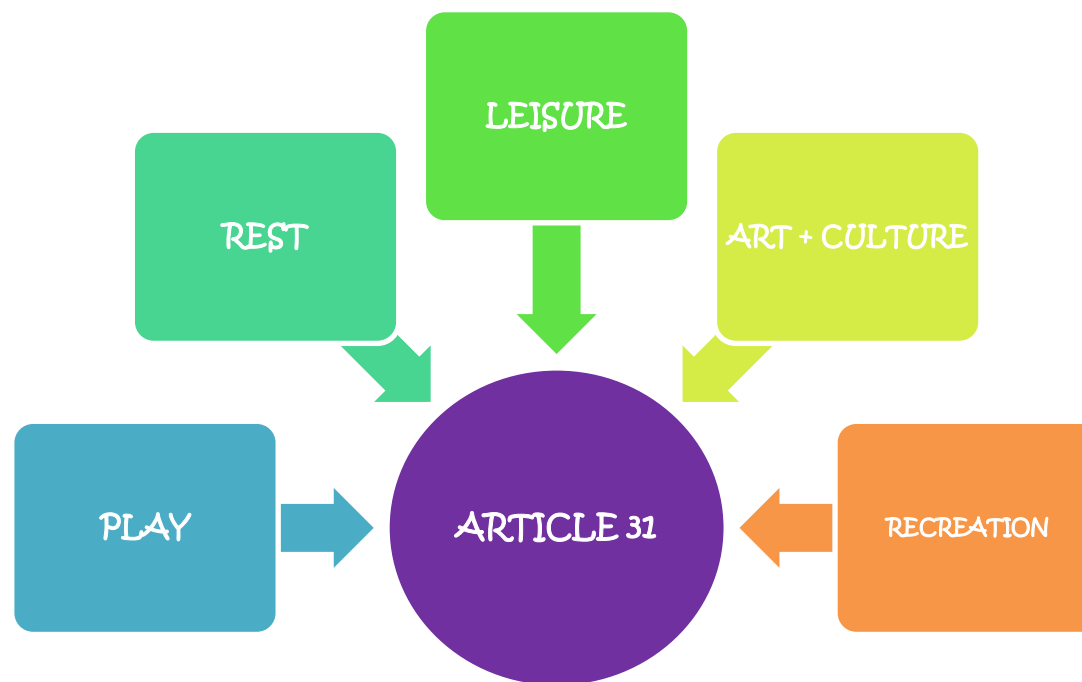




1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

#### Article 31 of the UN Convention on the Rights of the Child





## Play

**Target 1:** Increase the percentage of students in grades 6-12 who feel connected to their school to 95% by 2017

## Recreation

**Target 2:** Increase the percentage of youth who spend at least 90 minutes a day doing moderate to vigorous physical activity to 50% by 2015

**Target 3:** Increase the easy availability of healthy food in schools, to bring the percentage of Grade 12 students who believe their school does so to 90% by 2015

**Target 4:** Cut the percentage of overweight youth by 25% by 2015

**Target 5:** Reduce the prevalence of diabetes among 12-19 year olds by 70% to bring it within the national average

## Rest and Leisure

**Target 6:** Increase the percentage of youth who sleep more than 8 hours a night by 20% by 2015

**Target 7:** Decrease the percentage of youths who are spending more than two hours a day in screen/phone time by 10% by 2015

## Arts and Culture

**Target 8:** Increase the percentage of youth who feel their school has provided them with opportunities to participate in cultural activities to 80% by 2015

**Target 9:** Increase the percentage of youth who can take courses in fine arts to 90% by 2015

## The Context

Play is the overriding theme of this year's State of the Child Report. However, Part II of the Report is not simply about play. It is about *all* the rights outlined in Article 31 of the *UN Convention on the Rights of the Child*. Play is one of those rights. Another is the right to engage in recreational activities. A third is the right to rest and sleep. A fourth is the right to leisure. And a fifth is the right to participation in the arts and in cultural life. These Article 31 rights are fundamental components of healthy lifestyles. They promote resiliency and can curb criminal delinquency and adverse mental health issues. Many of these issues were canvassed in the Child and Youth Advocate's 2011 State of the Child Report, *Play Matters!*, which is a companion piece to this year's State of the Child Report. We would refer readers of the present report to our *Play Matters!* Report for deeper background into Article 31 and other rights in the *Convention on the Rights of the Child*.

*The debt we owe to the play of imagination is incalculable.*

-Carl Jung

*Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.*

Friedrich Froebel Creator of Kindergarten

Article 31 cannot be considered in isolation from other *Convention* rights, as all are interdependent necessities for a child's life to reach its full potential. The ways in which these rights work together provide a holistic concept of the child. And the most imperative thing that everyone who works for or with children, or advocates for them in any way can do is to work toward seeing the whole child. The New Brunswick government is attempting, through its Integrated Service Delivery model, to promote cooperation among various government departments. In the spirit of that initiative, what New Brunswick's children absolutely need is for all government departments to work together, and to do so with a child's rights and well-being perspective, in order to see the whole child in every situation. We need an overarching policy and action plan for New Brunswick's children. We need a central office driving this policy and plan. And we need coordination throughout government to put it into effect.

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report



Government decisions can seriously affect children's Article 31 rights. Departmental policies can have significant impacts. Similarly, we must ensure that our legislation does not violate children's rights. Our policies and laws should take into account the effects on Article 31 (and all *Convention* rights).

The Office of the Child and Youth Advocate has been extremely gratified to see the government's commitment to children expressed in its new policy of undertaking Child Rights Impact Assessments for every proposed policy and legislative change brought to Executive Council. This will put into practice the principle that the best interests of the child must be a primary consideration in all actions concerning

children (a principle found in Article 3 of the *Convention*). We foresee that one of the uses of the Children's Rights and Well-being Framework will be to aid government departments in carrying out these Child Rights Impact Assessments and measuring outcomes.



Through Child Rights Impact Assessments, the increased focus on the human rights of children will, we feel, undoubtedly reap great rewards for our Province. We also believe that the following Targeted Plan for bolstering Article 31 rights can play another major part in protecting and promoting children's rights.

## Exploration of the Targets

### PLAY: TARGET 1

#### Target 1: Increase the percentage of students in grades 6-12 who feel connected to their school to 95% by 2017

17% of students in grades 4 to 12 in New Brunswick do not feel connected to their schools.<sup>33</sup> That is nearly one in five. While New Brunswick is not alone in student disconnect, it is nonetheless a reflection of the need to continually strive to create an education system wherein students feel respected and motivated to learn and be part of the school community.

20% of grade 12 students do not feel respected at school.<sup>34</sup> This year's Framework shows that this percentage has increased from last year's 17%. Much can be done to improve these numbers, and we think that New Brunswick's Department of Education and Early Childhood Development is progressing in positive directions. While it is a serious matter

that one in five students surveyed find that their school does not provide an environment that promotes personal dignity, we are encouraged by the efforts we see in New Brunswick to rectify this problem.

Nearly one in five students in grades 4 to 12 in NB do not feel connected to their school

<sup>33</sup> Framework Table 6; Indicators 24 and 25

<sup>34</sup> Framework Table 6; Indicator 23

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Mutual respect and empathy should be continually fostered in schools. We see from the Child's Rights and Well-being Framework that 65% of students in grades 6-12 have been bullied.<sup>35</sup> We also see that 20% of students in Grades 6 to 12 are unsatisfied with mental fitness needs related to school<sup>36</sup>, and that 13% of children in Grades 4 and 5 do not feel safe at school.<sup>37</sup> The Department of Education and Early Childhood Development, all school districts, and individual schools are working hard and achieving many successes, but a culture shift is required in our education system. Part of this culture shift can come through the power of play.

Play is imperative for our survival and development as a species. Some readers may have stopped reading at that statement, dismissing it as fluff and deciding not to continue. We stand by that statement. We stand by it because an ever-growing body of research across scientific disciplines establishes the evidence for this assertion. Play is not frivolous, it is essential. It is essential for maximum cognitive, emotional, social and physical development.

*Play gives choice to children.* The right of children to play means the right to pursue activities that are not controlled by adults. The essential attributes of play are that it is often free from rigid structures, it is usually child-controlled, it is

spontaneous, it is creative and it is adaptive. Within the realm of play, children are truly empowered. Granted, the amorphous nature of play makes it difficult for some people to conceive of it as being useful, but there is no doubt that play is a tool – it is a tool to be used in the manner of a developmental pencil, to draw new neurological pathways, to design the shape of our minds.

Within the realm of  
play, children are truly  
empowered.

Some forms of play can also promote physical activity. One essential problem with developing strategies to increase the use of “active” play for children is that it is very difficult to assess physical exertion when play is unstructured and activity is sporadic. It is in fact difficult to measure active play by time, as play may easily drift into leisure. To the extent that it can be measured, however, schools are a perfect place to monitor levels of active play, as the school day is time-structured. More than one in five students in their final year of high school report that they feel their school has not provided

<sup>35</sup> Framework Table 8; Indicator 9

<sup>36</sup> Framework Table 6; Indicator 20

<sup>37</sup> Framework Table 8; Indicator 10



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

them with any opportunity to participate in physical activity other than physical education class.<sup>38</sup> 29% of students in their final year of high school report that their school did not help them develop positive attitudes toward physical activity.<sup>39</sup> Play can be part of the solution to this problem.

We need to look at innovative solutions to our education system. What we are calling for is the creation of a rights-respecting school culture with play-based learning as a significant element. The Department of Education and Early Childhood Development should vigorously continue its commendable efforts to integrate more play-based learning into the Kindergarten to grade 3 curricula, and it should look at ways to promote play in higher years.

*It is becoming increasingly clear through research on the brain, as well as other areas of study, that childhood needs play. Play acts as a forward feed mechanism into courageous, creative, rigorous thinking in adulthood.*

*Tina Bruce*

<sup>38</sup> Framework Table 9; Indicator 10

<sup>39</sup> Framework Table 9; Indicator 13



Play-based physical activity programs in schools are part of what we are advocating, but we are also calling for play-based learning. In July of this year, all Canadian Ministers of Education issued a joint statement on the importance of play-based learning. This statement reinforces the important role that 'play' can play in both learning and well-being. We feel that play should be incorporated into a school culture based on rights and well-being.

UNICEF Canada's Rights-Respecting Schools initiative is an example of a program that aids schools in creating a 'whole learning environment' by using the *Convention on the Rights*



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

*of the Child* as a basis for promoting an inclusive, participatory and respectful school culture through a rights-based approach. This initiative can begin in Kindergarten, instilling a rights-respecting mindset in children from an early age. We can see from the New Brunswick Children's Rights and Well-being Framework that 42% of our school-aged population is in Kindergarten to Grade Five<sup>40</sup> – we have an incredible opportunity to act now to start instilling this sizeable portion of our students in empathy and rights-respecting values.



Article 29 of the *Convention* requires that the education of the child shall be directed to, among other areas, the development of respect for human rights and fundamental freedoms, and the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of Indigenous origin. Children learn accountability when they have an understanding of their rights and the rights of others. Through rights come relationships.

Children must be educated about their rights in a progressive manner throughout their school careers. Generally speaking, our pedagogy across Canada could do a better job of implementing Articles 12 through 15 of the *Convention*. Effectively addressing major school issues such as bullying, and its modern offshoot cyberbullying, demands a systemic approach that creates a culture of mutual respect among children and adolescents.

Children learn accountability when they have an understanding of their rights and the rights of others. Through rights come relationships.

The massive societal changes emerging from social networking in the digital realm are unarguably changing the ways in which Canada's youth interact. These changes require that our

<sup>40</sup> Framework Table 2; Indicator 12(a)

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

children's lives be rooted in a rights-respecting culture at school and beyond. The UN *Convention on the Rights of the Child* provides a context within which to teach children the importance of understanding their own rights and those of others. The *Convention* provides a Framework for healthy, respectful, supportive relationships. Indicators in the Children's Rights and Well-being Framework such as percentages of youth with high levels of oppositional behaviours<sup>41</sup> can help to measure our progress in creating a rights-respecting culture.

We also feel that it is time to question the emphasis on competition and standardized class time and whether we can achieve better results through other means. Canada scores high on global PISA rankings of education, but we can see that Finland in fact gets better results with less rigid structures. Finland consistently ranks first among European countries in which children and youth spend the least amount of hours in class, and yet its students are the highest performing in Europe and top three worldwide. Finland achieves this through an underlying holistic philosophy and approach to education, with a major focus on respect, empathy, play-based learning, rights and well-being. New Brunswick's education system is undoubtedly world-class and indeed is a global leader in its commitment to Inclusive Education. The education system must do more than simply allow for high

PISA scores, however. It is one of the primary training grounds for respectful citizenry.



The overall objective of education is to maximize the child's ability to participate fully and responsibly in a free society. Education should be inspiring. The accumulation of knowledge is not the ultimate aim of education, the child's overall development is. Education must aim to be child-centred and child-empowering. The Department of Education and Early Childhood Development already has created some of the means to achieve student input and empowerment. In fact, its Grade 12 Exit Survey is one of the greatest examples of

<sup>41</sup> Framework Table 7; Indicator 13

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

youth voice (implementing Article 12 of the *Convention on the Rights of the Child*) in the Province. A system that truly empowers its students is the next logical step.

Child's play is a vitally important activity for academic, personal and social development. Many aspects of play bolster the importance of connection to nature, and play creates physically and mentally healthy children, and engaged citizens. The absence of opportunity to play can cause serious neurological development problems in children.



We must be aware, therefore, of the threats to free play. Schools, parents, communities and government all have roles. For example, an over-emphasis on recreation can constrain the freedom to play. Excessive homework can hinder play. Lack of options and diverse settings for play restrict the amount of play engaged in by children. We must be cognizant of obstacles in the Built Environment, and how simple efforts such as traffic-calming measures can increase play. Moreover, the ability to exercise the freedom of play is tied to shielding children from stressful situations. Excessive labour is another danger. Discrimination and bullying diminish play. Family violence constricts a child's resiliency and ability to find an outlet through play. Excessive academic pressure is an enemy of play. Displacement from home (through the government stepping in as custodian or guardian, or through incarceration or long-term hospital stays) disrupts the ability to play. When play is threatened, so too is development.

Adults have an obligation to allow for free time and to provide safe and accessible spaces and opportunities for creative play. Of course, as stressed by Article 2 of the *Convention*, such opportunities must also focus on the attainment of full inclusion of children with disabilities and other groups that may face discrimination. Government should work with community groups to develop an accurate picture of what time and space is made for play in New Brunswick, inside and outside of school. We should also closely monitor progress in

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Indicators from the Child and Youth Rights and Well-being Framework such as school connectedness, dropout rates, post-secondary education rates and the number of youths on social assistance.

*When play is threatened, so  
too is development.*



The strategic focus we recommend, of seeking to improve school connectedness, is premised on the view that this indicator can be greatly influenced by proper attention to full implementation of Article 31 rights. It is also because we believe that improvements in school connectedness will bring many related benefits, while helping school administrators to look at the needs of the most vulnerable children.

## RECREATION: TARGETS 2-5

### Target 2: Increase the percentage of youth who spend at least 90 minutes a day doing moderate to vigorous physical activity to 50% by 2015

Only 40% of youth in grades 6-12 spend at least 90 minutes doing moderate to vigorous physical activity each day.<sup>42</sup> 20% of children in grades 4-5 are not even physically active for 30 minutes 3 or more times per week.<sup>43</sup> Health Canada and the Canadian Society for Exercise Physiology recommend a minimum of 60 minutes of moderate to vigorous physical activity *daily* for children and adolescents aged 5-17.

The percentage of youth in Grade 12 who participate in sports organized by their school went up slightly to 42%, but this still means that 58% of youth in Grade 12 do not participate in sports organized by their school.<sup>44</sup> More than one in five students in their final year of high school report that they feel their school has not provided them with any opportunity to participate in physical activity other than physical education class.<sup>45</sup> 29% of students in their final year of high school report that their school did not help them develop positive

attitudes toward physical activity.<sup>46</sup> This seems to point to a lack of alternatives that appeal to a variety of students. If the majority of students are not participating in sports through school, there should be greater emphasis on active play and active non-sports-related recreation in schools. This should be incorporated into daily physical education classes.

Youths in New Brunswick  
exercise in their homes  
more than youths in any  
other Province

<sup>42</sup> Framework Table 5; Indicator 22

<sup>43</sup> Framework Table 5; Indicator 23

<sup>44</sup> Framework Table 2; Indicator 3

<sup>45</sup> Framework Table 9; Indicator 10

<sup>46</sup> Framework Table 9; Indicator 13



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Active recreation can promote physical skills, logical thinking, teamwork and self-confidence. Recreation programs can also be excellent ways to provide learning outside of the classroom. They have been shown to reduce stress and depression, and can therefore provide a cost-effective way of improving public health. New Brunswick has supported a multitude of recreational programs. Government initiatives such as the Provincial Wellness Strategy's After School Hours (ASH) Program and the Long Term Athlete Development approach supported through the New Brunswick Sports Plan deserve commendation.

*Youths in New Brunswick jog and run more than youths in any other Province*

There are, however, some concerns to be raised around recreation. It is not a panacea. Recreational activities should also not infringe on time for rest, leisure and play, or on time for other rights such as that of education. Violence in sport is another growing concern which should be assessed and then addressed in government policy.

A further issue is that the cost of many modern recreational activities is an obvious obstacle to the full realization of this right. Government measures in promotion and provision of recreational opportunities should therefore be targeted to

children in economically disadvantaged situations. Particular attention should also be given to inclusive forms of recreation, allowing for easy participation of children with disabilities and special needs.

However, New Brunswick youth are by no means inactive. New Brunswick youths jog or run more than youths in any other Province. Jogging and running took an astounding leap in popularity. In one year, males went from 51% to 66%. Females went from 54.7% to 75.4%. At a combined 70.4% rate, New Brunswick youths were also well above the national average of 62.7%. 71% of youths aged 12-19 engaged in walking for the purposes of exercise.<sup>47</sup> While the male rate dropped in one year, from 66% of boys walking to 59%, female walking rates rose from 82.6% to nearly 86%. The combined average represented a decline from the previous year but New Brunswick youth remain above the national average.

Male youths exercised at home the same amount in 2011 as in 2010, but female youths exercised at home far more – increasing from 43.4% to 57.3%.<sup>48</sup> This increase by females aged 12 to 19 led to a major jump in the combined average, putting New Brunswick first among the Provinces for adolescents who exercise at home (over 9% higher than the Canadian average).

<sup>47</sup> Framework Table 2; Indicator 17

<sup>48</sup> Framework Table 2; Indicator 20



## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

Similarly, female youths are leading the way with a major increase in swimming in 2011. The popularity of this form of exercise among girls aged 12-19 went from 48.8% in 2010 to 61.8% in 2012. The popularity among boys of this age group rose just over 1%. The girls led the New Brunswick average to be a full 10% higher than the Canadian average.

There was a major jump among both girls and boys in gardening. Both groups increased by nearly 5%. But the male youths continued to do gardening and yard work far more than female youths. In 2011, 50.1% of male youths did gardening and yard work, compared to 29.1% of female youths. New Brunswick youths do more of this kind of work than youths in any other Province, and are a full 9% higher than the Canadian average.

While they were playing less soccer, female youths aged 12-19 were doing a lot more dancing. In 2010, 43.4% of female adolescents danced, while in 2011 56.8% did. This put participation rates in dancing nearly 12% higher than the Canadian average.



Although many of us played competitive sports during our school days, the majority of students do not. We need to question our level of focus on (and resource allocation to) competitive sports, which are very valuable for some youths, but which many youths view with disinterest. Moreover, unintended discrimination may occur when too much focus is placed on organized sports. The Canadian Fitness and Lifestyle Research Institute has found that children from higher-income families have a 25% higher participation rate in organized sports than children from lower income families. Socio-economic disparities in sport should also be tracked in the future in New Brunswick in order to reduce barriers.

Overall, however, it is the follow-on health benefits of active recreation which compel the strategic focus on improving the percentage of youth who report spending the recommended amount of time in moderate to vigorous physical activity. The benefits will not only improve youth health but will hopefully nurture lifelong habits with generational impacts.

### Target 3: Increase the easy availability of healthy food in schools, to bring the percentage to 90% by 2015

In the opinion of Grade 12 students across the Province, 44% of our schools do not provide easy access to health food and snacks.<sup>49</sup> Whether it is predominately a matter of putting only healthy food options in schools or predominately a matter of educating youths about what foods are healthy, this indicator needs to go up. The Department of Education has been addressing this challenge in several ways and currently its Policy 711 establishes minimum requirements for healthy foods in public schools by setting standards for healthy food awareness, food options available in schools and sale of food in and through the public school system. One way in which this policy could be improved in order to ensure healthy food choices exist and the perception of such improved is to modify the policy to insist on engaging youth voice in the implementation and monitoring of the policy.



<sup>49</sup> Framework Table 5; Indicator 16.



To play, recreate or perform on stage or on the field you have to eat well. Athletes **all** know this. We cannot fully enjoy Article 31 rights if we are not eating right. Parents have a duty here and so do schools.

A promising initiative is the Céd'ici program piloted at the Centre Communautaire Sainte-Anne in Fredericton this year. In this program, large industrial food services providers have

been replaced by a community run cooperative which now runs both school cafeterias in the Primary and Secondary schools as well as the coffee shop which used to operate independently with the community centre.

The Céd'ici program and menus have been developed by a master chef in consultation with pupils and student councils, and have vastly improved the healthy food choices on the menu. The Cooperative is committed to buying locally grown produce and has increased vegetarian meal choices throughout the week. Students also say the food actually tastes better. Costs are kept low to keep meal prices low, but profits are reinvested in the Youth drop-in centre, student councils, their programs, and other community organizations which provided the seed capital to run the cooperative. A fixed percentage of revenues each year is also directed to support meal programs for needy families and a separate percentage is directed to a long term community endowment fund.

These programs, and others like it in the province, can easily be replicated in other school communities around the province and the Department of Education and Early Childhood should formally evaluate the outcomes from this initiative and help support such pilots in other communities.

## Target 4: Cut the percentage of overweight youth by 25% by 2015

The number of adolescents in New Brunswick who see their health as being very good or excellent has gone up on average, from 64.9% to 66.4%.<sup>50</sup> This is somewhat below the Canadian figure of 68.2%.<sup>51</sup> In New Brunswick we see there may seem to be some emerging differentiation of youth perception of their health between genders. For boys, the percentage that see their health as being very good or excellent increased from 64.3% to 69.2%, while girls decreased marginally from 66.5% to 63.5%.<sup>52</sup>

# 25%

of male youths in Grades 6 to  
12 in New Brunswick are  
overweight

Youth who consider themselves overweight went up for both males and females.<sup>53</sup> We remain above the national average. Perhaps the most telling aspect of this indicator, though, is the discrepancy between male and female adolescents in their perception of their weight. Female adolescents are still considerably more likely to consider themselves overweight (20.9% for females compared to 8.3% for males).<sup>54</sup> This statistic is a reflection of perception, of course – but it is not a function of distorted perception of body image for female adolescents. The most recent data shows that female youths in this general age cohort (grades 6 to 12) who actually are overweight or obese is at 20%.<sup>55</sup> The latest data shows that perception of being overweight among females is at 20.9%. Perception and reality appear to be closely aligned for female youth, but not so for boys 25% of whom are reportedly overweight or obese.

Male youths' perception of their body weight is, however, very inaccurate. The most recent data shows the percentage of male youths in this general age cohort (grades 6 to 12) who are overweight or obese to be at 25%. Male youths' perception of being overweight is at 8.3%. This is a great

<sup>50</sup> Framework Table 4; Indicator 10

<sup>51</sup> Framework Table 4; Indicator 10

<sup>52</sup> Framework Table 4; Indicator 10

<sup>53</sup> Framework Table 4; Indicator 22

<sup>54</sup> Framework Table 4; Indicator 22

<sup>55</sup> Framework 2011 Table 4; Indicator 21

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

divide between perception and reality. It would appear that body weight education and action are needed to address this situation.

Conversely, 11% of school-aged children in New Brunswick in Grades Kindergarten to 5 are underweight.<sup>56</sup> This is a very concerning Indicator of health. The most recent figures show this situation continuing through adolescence, as 9% of male youth in New Brunswick are underweight.

Bringing a greater percentage of children and youth within healthy weight ranges will require further efforts. The Child and Youth Advocate very emphatically supports the global best-practice of New Brunswick's Wellness Strategy. The Children's Rights and Well-being Framework contains a wealth of information taken from this strategy's Student Wellness Survey. In these times of budget cuts it is encouraging to note that the government has doubled the budget for the Well-being Strategy and the provincial Sport Plan. These new investments must serve to mobilize communities if we are to achieve the objectives.

*Whenever you trace the origin of a skill or practices which played a crucial role in the ascent of man, we usually reach the realm of play.*

-Eric Hoffer

<sup>56</sup> Framework Table 4; Indicator 26

## Target 5: Reduce the prevalence of diabetes among 12-19 year olds by 70% to bring it below the national average

The prevalence of diabetes among adolescents is well above the national average and the highest of all the Provinces.<sup>57</sup> While very small sample sizes make it difficult to analyze this type of data due to poor reliability, given the published rates in this year's Framework in New Brunswick of 3.3% among boys and 0% among girls, there is clearly need for further inquiry. The indicators are troubling enough to underscore the need for reliable provincial data and to inquire also into the apparently greater incidence among boys.<sup>58</sup> Parents and government have roles to play in tackling the problem of high diabetes rates. For instance, we need to keep an eye on other indicators that may be related to this issue. As an example, 53% of parents with children in grades Kindergarten to 5 ate at a fast food restaurant during the week before being surveyed.<sup>59</sup> We need to redouble our efforts to make school and home sanctuaries of healthy food. We need to promote creative activity initiatives for school such as "walking buses", "standing desks" and "adventure playgrounds." And we need to monitor Indicators in the Children's Rights and Well-being Framework related to physical and mental health in Table 4.

Meanwhile, the Framework will be improved every year, and may in the future capture indicators such as the average daily steps of children and youth in New Brunswick. The Canadian Fitness and Lifestyle Research Institute tracks this and we can see that New Brunswick is third to last among all Canadian Provinces and Territories in this category, and that we are below the daily step count target recommended to meet daily physical activity guidelines.



<sup>57</sup> Framework Table 4; Indicator 3

<sup>58</sup> Framework Table 4; Indicator 3

<sup>59</sup> Framework Table 3; Indicator 19



## REST and LEISURE: TARGETS 6-7

### Target 6: Increase the percentage of youth who sleep more than 8 hours a night by 20% by 2015

The Children's Rights and Well-being Framework suggests that only 52% of youth in grades 6 to 12 in New Brunswick get more than 8 hours of sleep per night.<sup>60</sup> According to the National Sleep Foundation, the **minimum amount** of sleep needed from age 10 to 17 is 8 ½ to 9 ¼ hours per night.

AGE	SLEEP REQUIRED
Newborns (0-2 months)	12-18 hours
Infants (2-11 months)	14-15 hours
Toddlers (1-3 years)	12-14 hours
Pre-schoolers (3-5 years)	11-13 hours
Elementary school children (5-10 years)	10-11 hours
Pre-teens and Teens (10-17 years)	8½-9½ hours
Adults (18+ years)	7-9 hours

Sleep is essential. We all know this, but most of us have loose boundaries around how many hours of sleep we require in

<sup>60</sup> Framework Table 5; Indicator 28

order to get by. What must be addressed is that children and adolescents can develop physical and psychological health problems when deprived of sleep. What we are seeing is a monumental culture shift in sleep patterns for adolescents. Some experts are referring to it as a sleep-deprivation epidemic. The consequences can be dire. Lack of adequate sleep has been linked to adverse physical health effects such as obesity and diabetes, and also to adverse mental health effects such as anxiety and depression.

Our laws and policies relating to youth who have jobs must ensure adequate time for sleep. It is no easy task to balance homework, part-time jobs, leisure time, artistic and cultural activities and recreational activities with required amounts of sleep. Parents play the most important role in helping their children attain some equilibrium. We urge parents to ensure that there are no cell phones, televisions or computers in their children's bedrooms at bedtime. Physical exercise through play and recreational activities is also important to ensure good sleep habits. Government's role is to contribute to

greater public awareness in relation to the importance of

sleep and rest in the child's development.

## **Target 7: Decrease the percentage of youths who are spending more than two hours a day in screen/phone time by 10% by 2015**

60% of our youth in grades 6 to 12 spend more than 2 hours per day in sedentary activities such as watching TV, using the Internet and talking on the phone.<sup>61</sup> 68% of Aboriginal youth in those grades do.<sup>62</sup> The Canadian Sedentary Behaviour Guidelines recommend no more than 2 hours of recreational screen time per day. Screen time and adverse health outcomes have been linked in a considerable body of research. This is not surprising, due to, among other things, the interconnectedness between screen time and lack of sleep. High levels of screen time, staying up late and lacking sleep have been linked to physical inactivity and obesity.

We see in this year's Framework that the percentage of adults aged 20 and over who watched more than 15 hours of television in a given week went up to 34%.<sup>63</sup> All these adults may not be parents, of course. What it suggests though, is that today's children may face a dangerous future. We are not proving to be good role models for our children – according to the Canadian Health Measures Survey only 15%

of adults in Canada meet the adult benchmark of 150 minutes of physical activity per week. At school and at home, youth must be encouraged to interrupt sedentary behaviour with activity. They must be provided with environments and role models that support physically active lifestyles. This is another area where youth can lead the change; peer influence has been found to have a domino effect on youth physical activity. When one youth is converted to an active, healthy lifestyle, his or her closest friends often become converted as well.



<sup>61</sup> Framework Table 2; Indicator 13

<sup>62</sup> Framework Table 2; Indicator 13a

<sup>63</sup> Framework Table 3; Indicator 20

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

A further looming threat to our children's health is the advent of cyberbullying. Although we presently lack a large body of rigorous, comprehensive research on the issue of cyberbullying, it is not unreasonable from the available evidence to conclude that the problem is pervasive and growing. We all know that cyberbullying is a particularly devastating form of mental violence, as the harassment can spread to innumerable people and its imprint cannot easily be erased. It presently appears that cyberbullying occurs to a large degree in the late night hours, with perpetrators and victims checking texts and logging onto Facebook or looking at other websites instead of sleeping.

The threat to rest and the addition of stress that cyberbullying can cause are urgent issues to address. Harassment and abuse that can result in psychological harm constitute mental violence and therefore necessitate protection under Article 19 of the *Convention on the Rights of the Child*. We must be extremely careful, though, of the form that this protection takes. A broad approach is necessary to minimize

cyberbullying, with attention to root causes. At a root level this issue is about how we manage our relations with others and whether we are able to see in others their equal human dignity. Again, schools can play a major role by fostering a culture of empathy and mutual respect. Parents and communities also have major parts to play, as do children themselves. With the high percentages we see in the Children's Rights and Well-being Framework of students who do not feel respected at or connected to their schools, bullying will thrive. In order to create this type of cultural change and to instill a culture of children's rights, institutional leadership is required and partnerships have to be engaged at every level in society.

Addressing bullying is about addressing the ways in which we manage our relations with others, and whether we are able to see in others their equal human dignity.

## ARTS and CULTURE: TARGETS 8-9

### Target 8: Increase the percentage of youth who feel their school has provided them with opportunities to participate in cultural activities to 80% by 2015

43% of students in their final year of high school Report that they feel their school has not provided them with any opportunity to participate in cultural activities organized through school.<sup>64</sup> Fees for arts and culture outside of school can be prohibitive for many families. Schools should offer and fund these opportunities in order to provide New Brunswick's children with more equal access.

More than one in five students in Grade 12 report that they had no opportunity to take elective courses they were interested in and passionate about.<sup>65</sup> 54% of students in their final year of high school report that they feel they have no opportunity to participate in cultural activities outside of school.<sup>66</sup> A diversity of offerings by schools is important in order to allow certain youth to build self-esteem and find

pursuits that engage their creativity outside of the standard offerings.



<sup>64</sup> Framework Table 9; Indicator 11

<sup>65</sup> Framework Table 9; Indicator 15

<sup>66</sup> Framework Table 9; Indicator 12

## Target 9: Increase the percentage of youth who can take courses in fine arts to 90% by 2015

Twenty four percent of students in their final year of high school report that they had *no opportunity* in high school to take courses in the fine arts.<sup>67</sup> However, when we break this statistic down between Francophone and Anglophone students responding we see that nearly 82% of Anglophone students report having such opportunities while only 54% of Francophone students report the same. Conversely Francophone students report having more opportunities for cultural activities organized by school (71.7%) than their Anglophone counterparts (59.6%). These indicators provide insight into youth perceptions. What do they tell us about the perceived priority the educational system gives to arts and culture? What do they tell us about youth priorities in relation to arts and culture?

If we take the child's right to participate in the arts and culture of their community seriously, we must strive to do better. Looking also to the aims of education set out in Article 29 of the *Convention*, we should endeavor to provide fine arts education to every high school student and ensure that every student who wants to specialize in these areas of study has opportunities to do so.

Too often in New Brunswick, high school students are put to the choice of taking visual arts or music, but not both. There is rarely any option for creative writing, multi-media or film studies. Too often also music teachers are taxed with carrying a full teaching load and the expectation that they will run band programs, choirs and glee clubs on evenings and weekends. Drama programs are almost always extra-curricular pursuits and art and music classes are sometimes sacrificed as optional curriculum when dollars are scarce.



<sup>67</sup> Framework Table 9; Indicator 17

Art is the only way to  
run away without  
leaving home

Twyla Tharp

New Brunswick's rich literary and artistic tradition demands better. The talent of our youth poured out in Battle of the Arts, *Accrocs de la chanson* and in film and literary festivals around the province also demands more. When the New Brunswick Youth Orchestra won gold in Vienna at the Summa Cum Laude Music Festival in 2010, the Province and Canada cheered, and yet there is still no feeder system for this talented orchestra.

One encouraging development is the expansion of the *Sistema* children's orchestra program from Moncton to Saint-John and Rexton. This program of social development and inclusion provides opportunities for growth and resilience for all who want to join through musical education. There is no reason why the *Sistema* success stories that grade school teachers in Moncton are now familiar with cannot be replicated in other communities. The Province should report broadly on its monitoring and evaluation of this promising program, support its expansion to all regions of the province and replicate its success in Francophone and First Nations communities.





## Implementing the Action Plan

This plan should be carried out with a focus on the four general principles of the *Convention on the Rights of the Child*. The first of those is the right to provision and protection of rights without discrimination, i.e. the right to substantive equality (Article 2). The second is the right to have the best interests of the child be a primary concern in decisions that affect children (Article 3). The third is the right to maximum survival and development (Article 6). And the fourth is the right of children and adolescents to express their views freely in all matters affecting him or her (Article 12).

*Play is the highest form of research.*

Albert Einstein

Youth engagement can and should form a major part of all initiatives (per Article 12). For example, by including the opinions and ideas of children and youth in any planning for play environments. The end-users should be able to express their opinions on where money is to be spent and how. Children and youth should be actively involved in the administration and governance of the organizations that enable their rights to play, rest, recreation, leisure, arts and culture. Youth organizations such as Youth Matters, the Fédération des jeunes francophones, and the Mi'kmaq Maliseet Atlantic Youth Council, and others can aid in youth engagement pieces.

To implement Article 31 rights according to the non-discrimination principle of Article 2, there should be a strong focus on what measures can be taken to improve the enjoyment of Article 31 rights by disabled young persons, those in care, those in the youth criminal justice system, and other groups traditionally subject to discrimination.

We hope that this Action Plan forms a significant part of this pursuit.

## Conclusion

New Brunswick is well on its way as a Canadian leader in children's rights implementation. We have an independent Legislative Officer with a broad mandate for child rights advocacy that is largely consistent with the Paris Principles, and we have a government and government departments that are committed to work in unison with the Child and Youth Advocate for the betterment of children in our Province. We have seen great commitments to children's human rights in our Province, and we are witnessing the emergence of training in children's rights for social workers, corrections officials, educators, medical professionals, lawyers and many others in New Brunswick.

The Child and Youth Advocate has undertaken five years of data reporting on children's rights in New Brunswick, and now we have a truly exceptional partner in the New Brunswick Health Council. The Framework that has emerged from this union holds, we believe, incredible promise for ensuring that the rights of children and youth are no longer hidden rights.

The outreach that both the New Brunswick Health Council and the Child and Youth Advocate have undertaken to promote this Framework and its potential uses is intended to add to the growing understanding of children's rights and well-being in this Province. The State of the Child Report that you hold in your hands and the accompanying Children's Rights and Well-being Framework launches Child Rights Awareness Week. Last year was the inaugural year for this celebration,

created in New Brunswick. This year Child Rights Awareness Week is a national celebration, with events planned across the country. These efforts play a small but (we hope) meaningful part of efforts to promote and protect children's rights in New Brunswick and Canada as a whole.

Government has a prominent role to play in providing for opportunities for children to enjoy their rights. Government also has a role in promoting children's rights to teachers, daycare workers, social workers, health workers, professionals in the criminal justice system, policy makers and any other adults who work with youth. In fact, government has an obligation to expand the knowledge base of *all* New Brunswickers in *all* the rights of the child.

Government also has an obligation under the *Convention* to promote parental responsibility in creating balanced lives for their children, with adequate time for play, recreation, rest, leisure, arts and culture. It is often a Herculean task to balance the demands of school, homework, part-time employment, and volunteer participation with time spent engaged in play, recreational activities, rest, leisure, and arts and culture.

We know that there is more we can do for our youth. The percentage of adolescents in New Brunswick who are satisfied or very satisfied with life has risen slightly.<sup>1</sup> Still, it is worrying that nearly 3% of adolescents are not satisfied with life. More

## PLAY ON! CHILDREN HELPING CHILDREN: The 2012 State of the Child Report

must always be done. We have to work tirelessly for our children and youth. We have to allow them to live lives of dignity and fulfillment, respecting their rights and teaching them to respect the rights of others. And we must let them play.

There still exist significant gaps in available data to measure children's rights. This reflects the relatively recent emergence of a broad public understanding that children have human rights and deserve particular protection. Data collection in New Brunswick will surely improve. The New Brunswick Health Council and the Child and Youth Advocate will continue to press for this. We want the Framework to better measure the diversity of children and youth in our Province. We want data disaggregated by ethnicity, sexual orientation, age, disability, nationality, and by other grounds. We want the fullest possible picture of our children and youth.

To achieve the fullest development possible of our children, governments must seek to adhere to and promote all rights in the *Convention on the Rights of the Child* in a holistic manner. This requires adequate depth of data collection and analysis. When we measure, we are better able to evaluate services to children and youth.

In five years' time Canada will Report again to the UN

Committee on the Rights, of the Child on our country's progress in implementing the *Convention*. We believe that New Brunswick can be ready with children's rights and well-being models and outcomes that will lead the country. Many of the pieces are in place and need to come together in a Provincial plan for children that will unify and direct the efforts of all parts of government.

The Framework attempts to bring together data and make it easily accessible across government departments, the not-for-profit sector, the research community, and all other interested groups. This is not to say that each indicator in the Framework will always give a readily-apparent picture. Nor is it to say that the State of the Child Report will provide readers a complete picture of the potential ramifications of each indicator. What we hope is that researchers and policy developers and others will use this data to delve more deeply, searching for fuller portrayals of the multitude of facets of children's rights and well-being.

We know that the Framework has proven its value in the present, but we look forward to the trend analysis that will begin to emerge in year three. In the meantime, we will watch closely to see the uses to which policy-makers will put this Framework and whether the realization of children's rights in our province can be improved.

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# Children's Rights and Well-being Framework 2012

**The Framework**

# Who should use the framework :

- Community and neighborhood residents
- Young people
- Educators
- Youth workers
- Community leaders
- Employers and business people
- Healthcare providers
- Parents / Grandparents
- Media representatives
- Religious leaders
- After-school caregivers and coaches
- Community agencies
- Youth groups
- Policy and decision-makers
- Local Government representatives
- Local coalitions and networks



# UN Convention on the Rights of the Child (In Child-Friendly Language)

Created by UNICEF Canada

**"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.**

## Article 1

Everyone under 18 has these rights.

## Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

## Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

## Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

## Article 6

You have the right to be alive.

## Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

## Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

## Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

## Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## Article 11

You have the right to be protected from kidnapping.

## Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

## Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

## Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

## Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

## Article 16

You have the right to privacy.

## Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

## Article 18

You have the right to be raised by your parent(s) if possible.

## Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

## Article 20

You have the right to special care and help if you cannot live with your parents.

## Article 21

You have the right to care and protection if you are adopted or in foster care.

## Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

## Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

## Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

## Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

## Article 26

You have the right to help from the government if you are poor or in need.

## Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

## Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

## Article 29

Your education should help you use and develop your talents and

abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

## Article 31

You have the right to play and rest.

## Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

## Article 33

You have the right to protection from harmful drugs and from the drug trade.

## Article 34

You have the right to be free from sexual abuse.

## Article 35

No one is allowed to kidnap or sell you.

## Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

## Article 37

No one is allowed to punish you in a cruel or harmful way.

## Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

## Article 39

You have the right to help if you've been hurt, neglected or badly treated.

## Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

## Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

## Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

## Articles 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

This is not an official version of the *Convention on the Rights of the Child*. The official *Convention* can be found online at: <http://www2.ohchr.org/english/law/crc.htm>

# -Child and Youth- Rights and Well-being Framework - The questions-

1 – How diverse are children and youth in New Brunswick?	Diversity
2 – How well are children and youth expressing themselves in New Brunswick?	Expression
3 - What kinds of families and communities do New Brunswick's children and youth live in?	Family and Community
4 - How healthy are New Brunswick's children and youth?	Health
5 - How well are we promoting healthy child and youth development?	Healthy Development
6 - How well are New Brunswick's children and youth learning?	Learning
7 - What factors can affect children and youth adversely?	Adverse Factors
8 - How safe and secure are New Brunswick's children and youth?	Safety and Security
9 - How is New Brunswick performing in regards to the Rights and Well-being of children and youth?	System Performance

# -Child and Youth- Rights and Well-being Framework

## 1 – Diversity

Demographic Information

## 2 – Expression

Positive sense of expression

## 3 – Family and Community

Family Economic Situation

Parental Health Behaviours

Family and Community Connectedness

Children in Non-Parental Care

## 4 - Health

Morbidity

Disability

Child and Youth Health

Mental Health

Unhealthy Weight

## 5 – Healthy Development

Pre and Post Natal

Early Learning

Physical or Mental Health

Dental Health

Vision Health

Children and Youth Perceptions of Healthy Living

Children and Youth Health Behaviours

## 6 – Learning

Transition to Primary School

Literacy and Numeracy

Social and Emotional Development

School Connectedness

## 7 – Adverse Factors

Teen pregnancy

Drug Use

Tobacco Use

Alcohol Use

Other Negative Behaviours of Children or Youth

Environment & Climate Change

## 8 – Safety and Security

Injuries

Child Abuse and Neglect

Children as victims of violence

Child and Youth who feel safe

Social Assistance

Youth Admissions to Correctional Services

## 9 – System Performance

# Children's Rights and Well-being Framework 2012

**Provincial Results**

## 1 – How diverse are children and youth in New Brunswick?

### UN Convention on the Rights of the Child: General Principles; Articles 1,2,3,6,12

	Age or Grade	NB "2011 report"	Male	Female	NB	Canada	Rank (NB to Canada)
<b>1 - Total population (2011, count)</b>	All population	729,997	366,440	384,730	751,171	33,476,688	X
a) 0 to 4 years old (2011, % of total population)	0 to 4 years old	4.72	5.07	4.67	4.86	5.61	8/10
b) 5 to 9 years old (2011, % of total population)	5 to 9 years old	5.33	5.08	4.69	4.88	5.41	8*/10
c) 10 to 14 years old (2011, % of total population)	10 to 14 years old	6.16	5.67	5.10	5.38	5.74	8/10
d) 15 to 19 years old (2011, % of total population)	15 to 19 years old	6.53	6.44	5.79	6.10	6.51	9/10
e) 0 to 19 years old (2011, % of total population)	0 to 19 years old	22.73	22.25	20.25	21.22	23.26	9/10
f) 20 to 64 years old (2011, % of total population)	20 to 64 years old	62.52	62.66	61.99	62.32	61.97	4/10
g) 65 and up years old (2011, % of total population)	65 + years old	14.75	15.08	17.77	16.46	14.77	2/10
<b>2 - Total number of census families (2011)</b>	All population	217,790	X	X	224,590	9,389,695	X
<b>3 - Average number of persons in a census family (2011)</b>	All population	2.8	X	X	2.7	2.9	8*/10
<b>4 - Percentage of population with English as language most spoken at home (2011, %)</b>	All population	68.67	68.32	68.04	68.17	64.10	9/10
<b>5 - Percentage of population with French as language most spoken at home (2011, %)</b>	All population	29.41	27.90	27.98	27.94	20.40	2/10
6 - Percentage of the Aboriginal identity population who speak an Aboriginal language most often at home (2006, %)	All population		8.8	8.5	8.7	11.8	7/13
7 - Percentage of population who are immigrants (2006, %)	All population		3.47	3.85	3.67	19.80	8/10
8 - Percentage of population with Aboriginal identity(2006, %)	All population		2.46	2.44	2.45	3.75	7/10
9 - Percentage of population 15 years and over with postsecondary certificate, diploma or degree (2006, %)	All population		44.50	44.75	44.63	50.70	7/10
10 - Percentage of the Aboriginal identity population 15 years and over with postsecondary certificate, diploma or degree (2006, %)	All population		40.75	38.82	39.72	34.53	3/13
11 – Population 15 years and over reporting hours looking after children without pay (2006, %)	All population		32.04	39.20	35.74	37.51	7/10
<b>12 - Total enrolment in school (2011-2012, count)</b>	K to grade 12	104,421	52,662	49,917	102,579	X	X
a) Kindergarten to grade 5 (2011-2012, % of total enrolment in school)	K to grade 5	41.41	41.80	42.47	42.13	X	X
b) Grade 6 to 8 (2011-2012, % of total enrolment in school)	Grade 6 to 8	22.91	23.02	22.89	22.96	X	X
c) Grade 9 to 12 (2011-2012, % of total enrolment in school)	Grade 9 to 12	35.52	35.00	34.45	34.73	X	X
d) Returning graduates (2011-2012, % of total enrolment in school)	Returning graduates	0.16	0.18	0.19	0.19	X	X
<b>13 - Enrolment in school by English language of instruction (2011-2012, %)</b>	K to Grade 12	54.71	57.18	50.75	54.05	X	X
<b>14 - Enrolment in school by French language of instruction (2011-2012, %)</b>	K to Grade 12	28.58	28.44	29.00	28.71	X	X
<b>15 - Enrolment in school by French Immersion language of instruction (2011-2012, %)</b>	K to Grade 12	16.72	14.38	20.25	17.24	X	X

Demographic  
Information

### Ranking for Diversity:

1 = most amount  
10 = least amount  
(out of the 10 provinces)  
\*=Another province has the same ranking

**Bold** = Updated indicator

X =Data unavailable  
K = Kindergarten



## 2 – How well are children and youth expressing themselves in New Brunswick?

UN Convention on the Rights of the Child: Civil Rights and Freedoms; Articles 7,8,13,14,15,16,17,37

	Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
1 - Youth who have pro-social behaviours [being helpful, respectful, thoughtful, etc] (2009-2010, %)	Grade 6 to 12		66	79	73	X	X
<b>1.a Aboriginal youth who have pro-social behaviours [being helpful, respectful, thoughtful, etc] (2009-2010, %) (NEW)</b>	<b>Grade 6 to 12</b>	--	62	74	68	X	X
2 - Child who has pro-social behaviours [being helpful, respectful, thoughtful, etc](2010-2011, %)	Grade 4 to 5		62	79	71	X	X
<b>3 - Youth who participate in sports organized by the school (2011-2012, %)</b>	<b>Grade 12</b>	40.2	47	37	42	X	X
<b>4 - Youth who participate in sports not organized by the school (2011-2012, %)</b>	<b>Grade 12</b>	45.6	52	35	43	X	X
<b>5 - Youth who participate in activities organized by the school (2011-2012, %)</b>	<b>Grade 12</b>	41	53	52	53	X	X
<b>6 - Youth who participate in activities not organized through the school (2011-2012, %)</b>	<b>Grade 12</b>	27.9	28	28	28	X	X
7 - Child who usually take part in physical activities not organized by school [such as biking, dancing, sports or games] after school (2010-2011, %)	Grade 4 to 5		69	67	68	X	X
8 - Aboriginal child or youth who plays sports one or more times per week (2006, %)	6 to 14 years old		X	X	67	68	4*/7
9 - Youth who have moderate to high level of autonomy [choices] (2009-2010, %)	Grade 6 to 12		67	74	71	X	X
10 - Child who has moderate to high level of autonomy [choices] (2010-2011, %)	Grade 4 to 5		81	84	82	X	X
11 - Youth who have moderate to high level of competency (2009-2010, %)	Grade 6 to 12		73	79	76	X	X
12 - Child who has moderate to high level of competency (2010-2011, %)	Grade 4 to 5		75	83	79	X	X
13 - Youth who spend 2 hours or less per day in sedentary activities [watching TV/movies, video games, computer time, messaging or talking on the phone] (2009-2010, %)	Grade 6 to 12		35	44	40	X	X
<b>13.a- Aboriginal youth who spend 2 hours or less per day in sedentary activities [watching TV/movies, video games, computer time, messaging or talking on the phone] (2009-2010, %) (NEW)</b>	<b>Grade 6 to 12</b>	--	29	35	32	X	X
14 - Child who spends 2 hours or less on screen time on most days [watching TV video games, computer time] (2010-2011, %)	Grade 4 to 5		32	46	38	X	X
<b>17 - Physical activity youth participated in the last 3 months: WALKING (2011, %)</b>	<b>12 to 19 years old</b>	74.4	59.2	85.9	71.9	65.9	4/10
<b>18 - Physical activity youth participated in the last 3 months: JOGGING OR RUNNING (2011, %)</b>	<b>12 to 19 years old</b>	52.8	66	75.4	70.4	62.7	1/10
<b>19 - Physical activity youth participated in the last 3 months: BICYCLING (2011, %)</b>	<b>12 to 19 years old</b>	47.5	53.3	33.1	43.7	45.4	4/10
<b>20 - Physical activity youth participated in the last 3 months: HOME EXERCICES (2011, %)</b>	<b>12 to 19 years old</b>	46.1	48.9	57.3	52.9	43.7	1/10
<b>21 - Physical activity youth participated in the last 3 months: SWIMMING (2011, %)</b>	<b>12 to 19 years old</b>	46	44.7	61.8	52.8	42.8	3/10
<b>22 - Physical activity youth participated in the last 3 months: GARDENING / YARD WORK (2011, %)</b>	<b>12 to 19 years old</b>	35.7	50.1	29.1	40.1	31.1	1/10
<b>23 - Physical activity youth participated in the last 3 months: SOCCER (2011, %)</b>	<b>12 to 19 years old</b>	34.3	36.6	17	27.3	34.8	9/10
<b>24 - Physical activity youth participated in the last 3 months: POPULAR / SOCIAL DANCE (2011, %)</b>	<b>12 to 19 years old</b>	34	23.9	56.8	39.5	27.7	4/10
<b>25 - Physical activity youth participated in the last 3 months: BASKETBALL (2011, %)</b>	<b>12 to 19 years old</b>	33.4	44.3	25.8	35.5	37.7	7/10
<b>26 - Physical activity youth participated in the last 3 months: VOLLEYBALL (2011, %)</b>	<b>12 to 19 years old</b>	24.3	22.2	19.3	20.8	28.4	10/10
<b>27 - Physical activity youth participated in the last 3 months: BOWLING (2011, %)</b>	<b>12 to 19 years old</b>	21.1	17.4	12.1	14.9	17.4	7/10
<b>28 - Physical activity youth participated in the last 3 months: ICE HOCKEY (2011, %)</b>	<b>12 to 19 years old</b>	17.8	27.7	9.2	18.9	15.9	4/10
<b>29 - Physical activity youth participated in the last 3 months: BASEBALL / SOFTBALL (2011, %)</b>	<b>12 to 19 years old</b>	17.7	22	23.7	22.8	14.9	2/10
<b>30 - Youth labor participation rate (2010, %) (NEW)</b>	<b>15 to 19 years old</b>	--	46.6	46.9	46.6	40.4	8*/10
31 - Youth who volunteered outside school without being paid, in the last year, (2009-2010, %)	Grade 6 to 12		70	82	76	x	x
<b>33 - Youth who plan to vote, once they are legally entitled to, in municipal, provincial or federal elections (2012, %)</b>	<b>Grade 12</b>	78.4	72	66	69	x	x

Positive sense of expression

**Legend:**

Doing Well (ranked 1, 2, 3)
Caution
Lagging (last 3 places)

(Includes all provinces and territories when data is available -13 maximum) (Updated indicators exclude the territories – 10 maximum)

**Bold** = Updated indicator  
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 K = Kindergarten

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## 3 - What kinds of families and communities do New Brunswick's children and youth live in?

### UN Convention on the Rights of the Child: Family Environment and Alternative Care; Articles 5,9,10,11,18,19,25,39

		Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
Family Economic Situation	1 - Living in low-income family (under 17 years old) (2006, %)	Under 17 years old		X	X	16	17.5	3/10
	2 – Unemployment rate (2011, %)	15 and over	9.3	X	X	9.5	7.5	8/10
	3 - No high school diploma (25 years and older) (2006, %)	25 and over		23.1	19	21	15.4	8/13
	4 - Living in a single parent family (2011, %)	Under 18 years old	16.3	X	X	16.1	16.3	5/10
	5 - Family receiving Social Assistance or Welfare benefits (2012, % out of all families with children at home)	All families	5.88	X	X	5.95	X	X
	6 - Family support payments received (2010-2011, %)	All population	89	X	X	91	85	2*/6
	7 - Aboriginal on Social Assistance or Welfare benefits as source of income (2006, %)	15 and over		X	X	10	16	
	8 - Food insecurity in homes with children 0 to 5 present, moderate and severe (2007-2008, %)	0 to 5 years old		X	X	5.2 <sup>E</sup>	4.9	5/13
	9 - Food insecurity in homes with children 6 to 17 present, moderate and severe (2007-2008, %)	6 to 17 years old		X	X	8.7	5.2	11/13
	10 - Food insecurity in homes with children less than 18 years old, moderate and severe (2007-2008, %)	Less than 18		X	X	7.3	5.1	10/13
	11 - % Household spending on shelter based on average household spending (2010, %) (NEW)	All population	--	X	X	23.7	28.3	2/10
Parental Health Behaviours	12 - Parents who eat 5 or more fruits or vegetables a day (2010-2011, %)	Parents - K to 5		X	X	47	X	X
	13 - Parents who did not consume sweetened non-nutritious beverages day before (2010-2011, %)	Parents - K to 5		X	X	54	X	X
	14 - Parents being very physically active at least 30 minutes 3 or more times per week (2010-2011, %)	Parents - K to 5		X	X	58	X	X
	15 - Parents who spend 2 hours or less per day in sedentary activity [in front of a screen] (2010-2011, %)	Parents - K to 5		X	X	90	X	X
	16 - Parents who participate in leisure activities [crafting, singing, listening to music, playing the piano, etc] (2010-2011, %)	Parents - K to 5		X	X	86	X	X
	17 - Parents who say they ate breakfast yesterday with children (2010-2011, %)	Parents - K to 5		X	X	55	X	X
	19 - Parents who did not eat at a fast food restaurant in the last week (2010-2011, %)	Parents- K to 5		X	X	47	X	X
	20 - Adults who watched TV more than 15 hours in the last week (2011, %)	20 and over	32.4	X	X	34	31	7/10
Family and Community Connectedness	21 - Youth sense of belonging to their community, somewhat strong or very strong (2011, %)	12 to 19 years old	81.9	79.8	79.9	79.9	74.4	1/10
	22 - Youth satisfaction with mental fitness needs related to friends (2009-2010, %)	Grade 6 to 12		77	85	81	X	X
	23 - Youth satisfaction with mental fitness needs related to family (2009-2010, %)	Grade 6 to 12		70	82	83	X	X
Children in Non-Parental Care	24 - Families receiving subsidies for adopted children with special needs (2012, count)	Under 18 years old	309	X	X	322	X	X
	25 - Infants placed for adoption[public adoption] (2012, count)	Infants	<10	X	X	<10	X	X
	26 - Private adoptions (2012, count)	Under 18 years old	31	X	X	27	X	X
	27 - International adoptions (2012, count)	Under 18 years old	73	X	X	31	X	X



#### Legend:

Doing Well (ranked 1, 2, 3)
Caution
Lagging (last 3 places)

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## 4 - How healthy are New Brunswick's children and youth?

### UN Convention on the Rights of the Child: Health and Welfare; Articles 2,6,18,23,26,27

		Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
Morbidity	1 - Low birth weight (2009, %)	At birth	5.5	5.6	6.5	6.1	6.1	7/10
	2 - Congenital malformations, deformations and chromosomal abnormalities (2009, rate per 100,000)	At birth	Under development – will be available next year					
	3 - Prevalence of diabetes among youth(2011, %)	12 to 19 years old	x	3.3	0	1.7	0.5	10/10
	4 - Prevalence of asthma among youth(2011, %)	12 to 19 years old	15.3	6.3	21.4	13.6	11.8	4/9
	5 - Prevalence of asthma in Aboriginal (2006, %)	6 to 14 years old		x	x	22	14	7/7
	6 – Youth who have sexually transmitted infections - Chlamydia rate (2011, rate per 100,000)	15 to 19 years old	1,272.9	484	2194	1,318	X	X
Disability	7 - Functional health, good to full (2009-2010, %)	12 to 19 years old		84.3	80.7	82.6	84.7	6/13
	8 - Injuries in the past 12 months causing limitation of normal activities (2009-2010, %)	12 to 19 years old		34.3	27.7	31.1	26.5	12/13
	9 - Aboriginal with one or more activity limitation often (2006, %)	6 to 14 years old		x	x	9	11 <sup>E</sup>	6*/7
Child and Youth Health	10 - See their health as being very good or excellent (2011, %)	12 to 19 years old	64.9	69.2	63.5	66.4	68.2	6/10
	11 - Aboriginal who see their health as being very good or excellent (2006, %)	6 to 14 years old		x	x	82	x	2*/7
	12 - See their mental health as being very good or excellent (2011, %)	12 to 19 years old	71.1	81.5	73.6	77.7	77.3	4/10
Mental Health	13 - Childhood/adolescence disorder [behavioural and learning disorders] (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	7.11	10.5	4.82	7.60	2.45	X
	14 - Depressive episode (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	6.81	5.05	11.21	8.20	5.24	X
	15 - Stress reaction / adjustment disorder (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	4.85	4.50	9.12	6.87	3.57	X
	16 - Schizotypal/delusional disorder (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	1.57	1.50	0.78	1.13	1.01	X
	17 - Mood (affective) disorder (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	1.33	1.64	3.0	2.33	0.53	X
	18 - Anxiety disorder (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	1.21	0.95	1.56	1.27	1.05	x
	19 - Eating disorder (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	0.96	0.14	1.17	0.67	1.01	x
	20 - Rate of hospitalized cases for mental diseases and disorders (2011-2012, cases admitted to hospital per 10,000)	0 to 18 years old	30.97	33.70	41.44	37.66	19.43	x
Unhealthy weight	21 - Youth with unhealthy weight (overweight and obese) (2009-2010, %)	Grade 6 to 12		25	20	23	x	x
	22 - Youth who consider themselves overweight (2011, %)	12 to 19 years old	12.8	8.3	20.9	14.2	12.9	8/10
	23 - Child with unhealthy weight (overweight and obese) (2010-2011, %)	Grade K to 5		35	38	36	x	x
	24 - Youth with unhealthy weight (underweight) (2009-2010, %)	Grade 6 to 12		8	7	7	x	x
	25 - Youth who consider themselves underweight (2011, %)	12 to 19 years old	7.1	13.7	1.8	8.1	7.6	7/10
	26 - Child with unhealthy weight (underweight) (2010-2011, %)	Grade K to 5		9	13	11	x	X

#### Legend:

Doing Well (ranked 1, 2, 3)

Caution

Lagging (last 3 places)

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## 5 - How well are we promoting healthy child and youth development?

**UN Convention on the Rights of the Child: Health and Welfare- Health Behaviours and Standard of Living; Articles 3,6,18,23,24,26,27**

		Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
Pre and Post natal	1 - Expectant mother receiving prenatal benefits (2011-2012,% of live births)	All expectant mother	20.01	0	19.7	19.7	X	X
	2 - Universal newborn and infant hearing screening (2011-2012, %)	Newborn and infant	87.8	X	X	86.1	X	X
	3 - Breastfeeding initiation (2011, %)	12 and up	82	X	69.5	69.5	88.4	9/10
	4 - Proportion of infants exclusively breastfed at 6 months (2011, %)	12 and up	18.7 <sup>e</sup>	X	20.9	20.9	27.8	8/8
	5 - Proportion of Kindergarten children meeting immunization requirements (2009-2010, %)	K		X	X	91.4	X	X
Early Learning	6 - Total approved available child care spaces (2011-2012, count)	Child in childcare	20,319	X	X	21,695	X	X
	7 - Early intervention services (2011-2012, monthly average)	Early childhood	1,774	X	X	1,802	X	X
Physical or Mental Health	8 - Youth who had a medical doctor visit within the last year (2009-2010, %)	12 to 19 years old		66.3	74.6	70.3	70.9	7/13
	9 - Youth who saw or talked to a health professional about emotional or mental health within the last year (2011, %)	12 to 19 years old	11.1	7.3	23.6	15.1	10.6	10/10
	10 - Youth who have moderate to high level of mental fitness [having a positive sense of how they feel, think and act] (2009-2010, %)	Grade 6 to 12		84	89	87	X	X
	10.a. Aboriginal youth who have moderate to high level of mental fitness [having a positive sense of how they feel, think and act] (2009-2010, %) (NEW)	Grade 6 to 12	--	75	79	78	X	X
	11 - Child who has moderate to high level of mental fitness [having a positive sense of how they feel, think and act] (2010-2011, %)	Grade 4 to 5		77	84	80	X	X
Dental Health	12 - Youth who visited a dental professional within the last year (2009-2010, %)	12 to 19 years old		83.2	81.9	83.9	82.0	X
	13 - Aboriginal who visited a dental professional within the last year (2009-2010, %)	6 to 14 years old		x	X	78	71	5*/7
Vision Health	14 - Youth who saw or talked to an eye professional within the last year (2009-2010,%)	12 to 19 years old		38.3	46.8	42.5	45.3	X
Children and Youth Perceptions of Healthy Living	15 - Teachers show a positive attitude towards healthy living (2011-2012, %)	Grade 12	72.5	73	76	75	X	X
	16 - School promoted healthy eating by providing easy access to healthy food and snacks (2011-2012, %)	Grade 12	67.3	66	66	66	X	X
	17 - Healthy food choices noticed by youths in schools [at sporting or other events, for fundraising, in the canteen / cafeteria, lower prices for healthier foods, etc] (2009-2010, %)	Grade 6 to 12		56	65	61	X	X
	18 - Physical activity of parents, as reported by a youth [at least 3 times in the last week] (2009-2010,%)	Grade 6 to 12		X	X	42	X	X
	19 - Parent is physically active, as reported by child (2010-2011,%)	Parents - K to 5		X	X	65	X	X
Children and Youth Health Behaviours	20 - Child who ate dinner with parent day before survey (2010-2011, %)	Grade 4 to 5		75	79	77	X	X
	21 - Youth walking and bicycling that is done only as a way of getting to and from work or school (2011, %)	12 to 19 years old	30.1	26.5	29.1	27.7	52.8	9/10
	22 - Youth who spend at least 90 minutes a day in a combination of moderate and hard physical activity (2009-2010, %)	Grade 6 to 12		48	33	40	X	X
	22.a. Aboriginal youth who spend at least 90 minutes a day in a combination of moderate and hard physical activity (2009-2010, %) (NEW)	Grade 6 to 12	--	50	35	42	X	X
	23 - Child who is very physically active for at least 30 minutes 3 or more times per week (2010-2011, %)	Grade 4 to 5		80	79	80	X	X
	24 - Youth who eat breakfast daily (2009-2010, %)	Grade 6 to 12		45	32	41	X	X
	24.a. Aboriginal youth who eat breakfast daily (2009-2010, %) (NEW)	Grade 6 to 12	--	35	28	31	X	X
	25 - Child who eats breakfast daily (2010-2011, %)	Grade 4 to 5		68	72	70	X	X
	26 - Youth who eat 5 or more fruits or vegetables a day [not including juices] (2009-2010, %)	Grade 6 to 12		24	25	24	X	X
	26.a. Aboriginal youth who eat 5 or more fruits or vegetables a day [not including juices] (2009-2010, %) (NEW)	Grade 6 to 12	--	25	26	25	X	X
27 - Child who eats 5 or more fruits or vegetable a day [not including juices] (2010-2011, %)	Grade 4 to 5		47	55	50	X	X	
28 - Youth who sleep more than 8 hours a night (2009-2010, %)	Grade 6 to 12		50	52	52	X	X	
29 - Youth who have never tried smoking by grade 12 (2009-2010, %)	Grade 6 to 12		54	64	60	X	X	
29.a. Aboriginal youth who have never tried smoking by grade 12 (2009-2010, %) (NEW)	Grade 6 to 12	--	57	49	52	X	X	
30 - Youth who use sun screen on their body in summer months (% reported using sun screen always and often) (NEW)	12 to 19 years		--	27	55	41	X	X

### Legend:

Doing Well (ranked 1, 2, 3)

Caution

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## 6 - How well are New Brunswick's children and youth learning?

### UN Convention on the Rights of the Child: Education, Play, Leisure and Cultural Activities; Articles 28,29,31

		Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)	
Transition to primary school	1 - Aboriginal who attended an early childhood development or preschool program (2007,%)	6 to 14 years old		X	X	<b>68</b>	62	<b>1*/7</b>	
	2 - Percentage of students having achieved an appropriate or strong performance on silent reading assessment in Grade 2 – Francophone sector only (2011-12, %)	Grade 2	<b>F: 74</b>	<b>F:72</b>	<b>F:82</b>	<b>F:77</b>	X	X	
Literacy and Numeracy	3 - Percentage of students having achieved an appropriate or strong performance on oral reading assessment in Grade 2 – Francophone sector only (2011-12, %)	Grade 2	<b>F: 77</b>	<b>F:72</b>	<b>F:82</b>	<b>F:77</b>	X	X	
	4 - Percentage of students having achieved an appropriate or strong performance on a reading comprehension assessment in Grade 2 – Anglophone sector only (2011-12, %)	Grade 2	<b>A: 80</b>	<b>A:74</b>	<b>A:84</b>	<b>A:79</b>	X	X	
	5 - Percentage of students having achieved an appropriate or strong performance on a writing assessment in Grade 2 – Anglophone sector only (2011-12, %)	Grade 2	<b>A: 69</b>	<b>A:70</b>	<b>A:85</b>	<b>A:78</b>	X	X	
	6 - Percentage of students having achieved an appropriate or strong performance on silent reading assessment in Grade 4 – Francophone sector only (2011-12, %)	Grade 4	<b>F: 60</b>	<b>F:57</b>	<b>F:68</b>	<b>F:62</b>	X	X	
	7 - Percentage of students having achieved an appropriate or strong performance on a reading comprehension assessment in Grade 4 – Anglophone sector only (2011-12, %)	Grade 4	<b>A:81</b>	<b>A:73</b>	<b>A:82</b>	<b>A:77</b>	X	X	
	8 - Provincial exam average – Francophone sector only, Sciences and Technologies assessment Grade 5 (2011-12, %)	Grade 5	<b>F: 62</b>	<b>F:62</b>	<b>F:63</b>	<b>F:63</b>	X	X	
	9 - Provincial exam average – by sector, Math assessment Grade 5 (2011-12, %)	Grade 5	<b>A:61 F: 71</b>	<b>A:62 F:72</b>	<b>A:66 F:73</b>	<b>A:64 F: 72</b>	X	X	
	10 - Provincial exam average – Anglophone sector only, English reading comprehension assessment Grade 7 (2011-12, %)	Grade 7	<b>A:70</b>	<b>A:65</b>	<b>A:74</b>	<b>A:69</b>	X	X	
	11 - Provincial exam average – Francophone sector only, Sciences and Technologies assessment Grade 8 (2011-12, %)	Grade 8	<b>F: 66</b>	<b>F:64</b>	<b>F:65</b>	<b>F:65</b>	X	X	
	12 - Provincial exam average – by sector, Math assessment Grade 8 (2011-12, %)	Grade 8	<b>A:58 F:70</b>	<b>A:58 F:64</b>	<b>A:57 F:66</b>	<b>A:58 F:65</b>	X	X	
	13 - Provincial exam average – Francophone sector only, French assessment Grade 8 (2011-12, %)	Grade 8	<b>F: 64</b>	<b>F:61</b>	<b>F:68</b>	<b>F:64</b>	X	X	
	14 - Provincial exam average – Anglophone sector only, English reading comprehension assessment Grade 9 (2011-12, %)	Grade 9	<b>A: 73</b>	<b>A:70</b>	<b>A:77</b>	<b>A:74</b>	X	X	
	15 - Provincial exam average – Anglophone sector only, English writing assessment Grade 9 (2011-12, %)	Grade 9	<b>A: 79</b>	<b>A:75</b>	<b>A:90</b>	<b>A:82</b>	X	X	
	16 - Percentage students performing at intermediate level or higher on English as a Second Language or French as a Second Language - Oral Proficiency Assessment (2011-12, %)	Grade 10	<b>A:33 F:70</b>	X	X	<b>A:33 F:72</b>	X	X	
	17 - Provincial exam average – Francophone sector only, French assessment Grade 11 (2011-12, %)	Grade 11	<b>F: 61</b>	<b>F:61</b>	<b>F:66</b>	<b>F: 63</b>	X	X	
	18 - Provincial exam average – Francophone sector only, Math assessment Grade 11 (2011-12, %)	Grade 11	<b>F: 66</b>	<b>F:65</b>	<b>F:65</b>	<b>F:65</b>	X	X	
	Social and Emotional Development	19 - Youth satisfied or very satisfied with life (2011, %)	12 to 19 years old	<b>96.1</b>	<b>97.4</b>	<b>97.4</b>	<b>97.4</b>	<b>96.9</b>	<b>5/10</b>
		20 - Youth satisfied with mental fitness needs related to school (2009-2010, %)	Grade 6 to 12		75	84	<b>80</b>	X	x
21 - Aboriginal satisfied with the availability of extracurricular activities at his/her school (2007, %)		6 to 14 years old		X	X	<b>72</b>	74	<b>6/7</b>	
22 - Child receiving special needs services [including Integrated Day Care Services and Enhanced Support Worker] (2011-12, count)		Early childhood	<b>474</b>	X	X	<b>612</b>	X	X	
23 - Youth who feel respected at school (2011-12, %)		Grade 12	<b>83</b>	<b>81</b>	<b>78</b>	<b>80</b>	X	X	
School Connectedness	24 - Youth who feel connected to their school (2009-2010, %)	Grade 6 to 12		80	86	<b>83</b>	X	X	
	24.a - Aboriginal youth who feel connected their school (2009-2010, %) (NEW)	Grade 6 to 12	--	<b>76</b>	<b>78</b>	<b>77</b>	x	X	
	25 - Child who feels connected to his/her school (2010-2011, %)	Grade 4 to 5		80	87	<b>83</b>	X	X	

#### Legend:

Doing Well (ranked 1, 2, 3)

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 A: Anglophone  
 F: Francophone

## 7 - What factors can affect children and youth adversely?

**UN Convention on the Rights of the Child: Special Protection Measures- adverse factors; Articles 22,29,33,34,35,36,37,38,39,40**

		Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
Teen pregnancy	1 - Teen pregnancy rate (2009, rate per 1,000 females)	15 to 19 years old		--	25.9	<b>25.9</b>	X	X
	2 - Teens who gave birth (2009, crude birth rate 1,000 females)	15 to 19 years old	20.8	--	20.9	<b>20.9</b>	14.2	8/10
Drug Use	3 - Youth who have used marijuana within the last year (2007, %)	Grade 7, 9, 10, 12		27	23.4	<b>25.1</b>	X	X
Tobacco use	4 - Youth who have smoked in the last 30 days (2009-2010, %)	Grade 6 to 12		14	10	<b>12</b>	X	X
	4. a. Aboriginal youth who have smoked in the last 30 days (2009-2010, %) (NEW)	Grade 6 to 12	--	24	25	<b>25</b>	X	X
	5 - Youth who have a family member [parent, step-parent, guardian, brother or sister] who smokes (2009-2010, %)	Grade 6 to 12		75	76	<b>76</b>	X	X
	6 - Youth in contact with second-hand smoke at home (2009-2010, %)	Grade 6 to 12		24	22	<b>23</b>	X	X
	7 - Child who lives with people who smoke or use tobacco (2010-2011, %)	Grade 4 to 5		31	30	<b>31</b>	X	X
	8 - People are allowed to smoke inside home as reported by parent (2010-2011, %)	Parents K-5		X	X	<b>5</b>	X	X
	9 - Youth in contact with second-hand smoke in the past week in a vehicle (2009-2010, %)	Grade 6 to 12		33	31	<b>32</b>	X	X
Alcohol use	10 - Youth heavy drinking (getting drunk) in the last 30 days (2007, %)	Grade 7, 9, 10, 12		24.5	23.3	<b>23.9</b>	25.8	1 / 4
Other Negative Behaviours of children or youth	11 - Youth who consume sweetened non-nutritious beverages (1 or more) (2009-2010, %)	Grade 6 to 12		68	56	<b>61</b>	X	X
	11.a. Aboriginal youth who consume sweetened non-nutritious beverages (1 or more) (2009-2010, %) (NEW)	Grade 6 to 12	--	71	67	<b>69</b>	X	X
	12 - Child who consumes any sweetened non-nutritious beverages yesterday (2010-2011. %)	Grade 4 to 5		60	52	<b>57</b>	X	X
	13 - Youth who have high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2009-2010, %)	Grade 6 to 12		18	13	<b>16</b>	X	X
	13. a. Aboriginal youth who have high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2009-2010, %) (NEW)	Grade 6 to 12	--	27	25	<b>26</b>	X	X
	14 - Child who has high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2010-2011, %)	Grade 4 to 5		27	16	<b>22</b>	X	X
	15 - Youth who always wear a helmet when using a bicycle (2009-2010, %)	12 to 19 years old		45.5	46.6	<b>46</b>	31.2	5/12
	16 - Youth who use protective mouth equipment (for hockey) or protective head gear [for skating, rollerblading, downhill skiing, or snowboarding] (2009-2010, %)	12 to 19 years old		14.69	7.29	<b>11.04</b>	11.81	X
	17 - Youth who have been a passenger with an impaired driver within the last year (2007, %)	Grade 7, 9, 10, 12		18.7	21.2	<b>19.8</b>	18.9	4/4
	18 - Youth safe sex - those that engaged in sexual activity and used a condom (2007, %)	Grade 7, 9, 10, 12		66.3	59.6	<b>62.6</b>	61.3	1 / 4
	19 - Violent crime done by youth (2011, rate of 100,000 youth population)	12 to 17 years old	2,606	X	X	<b>2,183</b>	1,756	5/6
	20 - Property crime done by youth (2011, rate of 100,000 youth population)	12 to 17 years old	4,372	X	X	<b>3,037</b>	2,735	3/6
Environment & Climate Change	21- Greenhouse Gas emissions per person (2010, tonnes CO2e) (NEW)	All population	--	X	X	<b>24.5</b>	20.3	8/10



### Legend:

Doing Well (ranked 1, 2, 3)

Caution

Lagging (last 3 places)

(Includes all provinces and territories when data is available -13 maximum) **Bold** = Updated indicator  
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 \*=Another province has the same ranking K = Kindergarten

## 8 - How safe and secure are New Brunswick's children and youth?

**UN Convention on the Rights of the Child: Special Protection Measures- safety and security; Articles 22,29,33,34,35,36,37,38,39,40**

	Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)	
Injuries	1 - Child and youth rate of hospitalized cases for injuries (2008-2009, cases admitted to hospital per 10,000)	0 to 19 years old	X	X	<b>41.4</b>	25.8	X	
	2 - Age-adjusted rate of ATV Injuries (2009-2010, rate per 100,000 population)	All population	X	X	<b>17.8</b>	10.5	<b>8/11</b>	
	3 - Age-adjusted rate of cycling Injuries (2009-2010, rate per 100,000 population)	All population	X	X	<b>12.6</b>	13.6	<b>8/13</b>	
	4 - Number of New Brunswick teen workers aged 15-19 who suffered a workplace accident (2011, count)	15 to 19 years old	<b>404</b>	<b>271</b>	<b>86</b>	<b>357</b>	X	
	5 - Rate of New Brunswick teen workers aged 15-19 who suffered a workplace accident (2011, rate per 1,000 youth employed)	15 to 19 years old	<b>2.13</b>	X	X	<b>1.98</b>	X	
Child abuse & neglect	6 - Child under 16 receiving child protection services (2012, rate per 1,000)	Under 16 years old	<b>21.7</b>	X	X	<b>22.0</b>	X	
Children as victims of violence	7 - Child seeking refuge in transition housing (2011-2012, rate per 1,000)	0 to 19 years old	<b>3.23</b>	X	X	<b>2.83</b>	X	
	8 - Child involved in Child Witnesses of Family Violence Program (2011-2012, rate per 1,000)	0 to 19 years old	<b>3.78</b>	X	X	<b>3.28</b>	X	
Children and Youth who feel safe	9 - Youth who have never been bullied (2009-2010, %)	Grade 6 to 12	41	30	<b>35</b>	X	X	
	10 - Child who feels safe at school (2010-2011, %)	Grade 4 to 5	84	90	<b>87</b>	X	X	
	11 - Child who feels comfortable talking to an adult at school about bullying (2010-2011, %)	Grade 4 to 5	82	85	<b>83</b>	X	X	
	12 - Students with special needs who feel safe – Anglophone sector Only (2008-2009, %)	Grade 6 to 12	X	X	<b>72.5</b>	X	X	
Social Assistance	13 - Youth (16 to 18 years old) receiving social assistance money (2012, % of total youth 16 to 18 years old)	16 to 18 years old	<b>0.65</b>	<b>0.46</b>	<b>0.99</b>	<b>0.71</b>	X	
Youth Admissions to Correctional Services	14 - Youth - Total correctional services (2010-2011, actual count)	12 to 17 years old	<b>1,716</b>	<b>1116</b>	<b>364</b>	<b>1,480</b>	43610	X
	a) Youth - pre-trial detention (2010-2011, % of youth - total correctional services)	12 to 17 years old	<b>18.8</b>	<b>19.8</b>	<b>23.35</b>	<b>20.68</b>	30.3	X
	b) Youth - provincial director remand (2010-2011, % of youth-total correctional services)	12 to 17 years old	<b>5.3</b>	<b>4.12</b>	<b>6.32</b>	<b>4.66</b>	0.61	X
	c) Youth - total secure custody (2010-2011, % of youth - total correctional services)	12 to 17 years old	<b>5.9</b>	<b>4.66</b>	<b>5.49</b>	<b>4.86</b>	3.38	<b>6/7</b>
	d) Youth - total open custody (2010-2011, % of youth - total correctional services)	12 to 17 years old	<b>4.4</b>	<b>3.58</b>	<b>3.85</b>	<b>3.65</b>	3.05	X
	e) Youth - total community sentences (2010-2011, % of youth-total correctional services)	12 to 17 years old	<b>65.6</b>	<b>67.83</b>	<b>60.99</b>	<b>66.15</b>	62.67	<b>4/7</b>
	15 - Aboriginal youth - total correctional services (2010-2011, actual count)	12 to 17 years old	<b>105</b>	<b>53</b>	<b>33</b>	<b>86</b>	7525	X
	a) Aboriginal youth - pre-trial detention (2010-2011, % of Aboriginal - total correctional services)	12 to 17 years old	<b>25.7</b>	<b>20.75</b>	<b>6.06</b>	<b>15.12</b>	40.88	X
	b) Aboriginal youth - provincial director remand (2010-2011, % of Aboriginal - total correctional services)	12 to 17 years old	<b>3.8</b>	<b>0</b>	<b>12.12</b>	<b>4.65</b>	2.33	X
	c) Aboriginal youth -total secure custody (2010-2011, % of Aboriginal - total correctional services)	12 to 17 years old	<b>7.6</b>	<b>5.66</b>	<b>9.09</b>	<b>6.98</b>	4.23	<b>5/5</b>
	d) Aboriginal youth - total open custody (2010-2011, % of Aboriginal - total correctional services)	12 to 17 years old	<b>8.6</b>	<b>0</b>	<b>0</b>	<b>0</b>	3.57	X
	e) Aboriginal youth - total community sentences (2010-2011, % of Aboriginal - total correctional services)	12 to 17 years old	<b>54.3</b>	<b>73.58</b>	<b>72.73</b>	<b>73.26</b>	49	<b>2/7</b>
	16 - Youth incarceration rate (2010, rate per 10,000 young persons)	12 to 17 years old	<b>10.5</b>	X	X	<b>8.2</b>	X	<b>7/9</b>
	17 - Youth probation rate (2010, rate per 10,000 young persons)	12 to 17 years old	<b>95.6</b>	X	X	<b>97.6</b>	X	<b>5/8</b>
	18- Multi-Disciplinary Conferences for youth in correctional services (2011- count) (NEW)	12 to 17 years old	--	X	X	<b>268</b>	X	X
19- Reintegration leaves for youth in secure custody (Count, 2011-2012) (NEW)	12 to 17 years old	--	X	X	<b>68</b>	X	X	
20- Escorted leaves for youth in secure custody (Count, 2011-2012) (NEW)	12 to 17 years old	--	X	X	<b>374</b>	X	X	

### Legend:

Doing Well (ranked 1, 2, 3)

Caution

Lagging (last 3 places)

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 \*=Another province has the same ranking K = Kindergarten



## 9 - How is New Brunswick performing in regard to the Rights and Well-being of children and youth?

### UN Convention on the Rights of the Child: Special Protection Measures- adverse factors; Articles 1-40

	Age or Grade	NB "2011 report"	Male	Female	NB Average	Canada	Rank (NB to Canada)
1 - Life expectancy (2007-2009, years)	At birth	80.2	77.5	82.8	80.2	81.1	5*/10
2 - Sudden Infant Death Syndrome (SDS) (2010, rate per 100,000)	0 to 1 year old	0.45	0	0	0	X	X
3 - Infant mortality rate (2009, rate per 1,000)	0 to 1 year old	4.1	5.9	5.7	5.8	4.9	7/10
4 - Child and youth premature deaths from cancer (2006-2010, years of life lost, rate per 10,000)	0 to 19 years old	19.98	17.66	19.53	18.56	X	X
5 - Child and youth premature deaths from injuries (2006-2010, years of life lost, rate per 10,000)	0 to 19 years old	73.70	94.79	57.9	76.9	X	X
6 - Child and youth premature deaths due to suicides / self-inflicted injuries (2006-2010, years of life lost, rate per 10,000)	0 to 19 years old	20.30	27.32	11.86	19.82	X	X
7 - Kindergarten school-readiness, by sectors (2011-2012%)	Pre K to K	A: 79.7 F:82.2	X	X	A:73 F:84	X	X
8 - Youth who have a regular medical doctor (2011, %)	12 to 19 years old	95.2	93.8	92.3	93.1	85.2	3/10
9 - Youth psychological well-being score (2009-2010, %)	12 to 19 years old		77.7	79.4	78.9	X	X
10 - Youth who feel their school has provided them with opportunities to participate in exercise or physical activity other than phys. ed. class (2011-12, %)	Grade 12	77.5	78	79	78	X	X
11 - Youth who feel they had opportunities in high school to participate in cultural activities organized through school (2011-12, %)	Grade 12	62.7	55	60	57	X	X
12 - Youth who feel they had opportunities in high school to participate in cultural activities separate from school (2011-12, %)	Grade 12	48.4	46	47	46	X	X
13 - Youth who feel their school has helped them develop positive attitudes towards physical activity (2011-12, %)	Grade 12	68.5	74	68	71	X	X
14 - Youth who feel their school has helped them to develop positive attitudes towards healthy living and active living (2011-12, %)	Grade 12	72.6	75	75	75	X	X
15 - Youth who had the opportunities in high school to participate in elective courses that they were interested in and passionate about (2011-12, %)	Grade 12	77.0	74	79	77	X	X
16 - Youth who had the opportunities in high school to take courses in the skilled trades (2011-12, %)	Grade 12	57.4	69	50	59	X	X
17 - Youth who had the opportunities in high school to take courses in the fine arts (2011-12, %)	Grade 12	76.7	70	81	76	X	X
18 - Youth who had the opportunities in high school to participate in career related learning experiences (2011-12,%)	Grade 12	64.2	64	70	67	X	X
19 - Youth planning to begin studies at a college or university after high school graduation, (2011-12, %)	Grade 12	78.9	73	83	78	X	X
20 - School drop out (2010-2011, %)	Grade 7 to 12	2.0	2.2	1.7	2.0	X	X
21 - School drop out - by sector(2010-2011, %)	Grade 7 to 12	A: 2.1 F: 1.7	A:2.3 F:2.0	A:1.9 F:1.4	A:2.1 F:1.7	X	X
22 - 20 to 24 year-olds without a high school diploma and not in school (2007-2010, %)	20 to 24 years old		X	X	8.1	8.9	4/10
23 - Youth crime severity index (2011, index)	12 to 17 years old	97.6	X	X	78.7	82.6	6/10
24 - Youth violent crime severity index (2011, index)	12 to 17 years old	68.7	X	X	58.6	88.6	3/10
25 - Youth non-violent crime severity index (2011, index)	12 to 17 years old	119.5	X	X	93.9	78.1	7/10
26.a - Total youth crime rate (Charged) (2011, rate of all Criminal Code violations -excluding traffic- per 100,000)	12 to 17 years old		X	X	2,825	2,415	4*/7
26.b- Total youth crime rate (Not Charged) (2011, rate of all Criminal Code violations -excluding traffic- per 100,000)	12 to 17 years old	8,208	X	X	3,620	3,150	4/7
27 - Food insecurity at home, moderate and severe (with or without children present) (2011, %)	12 and over	8.7	X	X	8.5	7.4	8/10
28 - Employment rate by those 15 and up with less than grade 9 (2011, %)	15 and over	20	21.1	12	17.0	19.6	7/8
29 - Employment rate by those 15 and up with some high school (2011, %)	15 and over	41.2	41.3	32.7	37.0	40.2	7/8
30 - Employment rate by those 15 and up with high school diploma (2011, %)	15 and over	61.8	69.0	53.4X	61.1	61.8	4/8
31 - Employment rate by those 15 and up with either a post-secondary certificate, diploma or degree (2011, %)	15 and over	73.5	68.1	66.6	67.3	71.0	7/8
32 - Percentage of service delivery done within 30 days (from referral to first visit) for child and youth mental illness (2011-2012, %)	Under 18 years old	44.8	40.0	42.0	41.0	X	X

### Legend:

Doing Well (ranked 1, 2, 3)

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 (Updated indicators exclude the territories – 10 maximum) K = Kindergarten  
 \*=Another province has the same ranking A: Anglophone  
 Bold = Updated indicator F: Francophone

# Children's Rights and Well-being Framework

**Data Sources and Providers**

# Data sources:

## 1 – How diverse are children and youth in New Brunswick?

### DIVERISTY

1. Statistics Canada, 2011 Community Profiles, 2011 Census, Catalogue no. 98-316-XWE, (2011), [online], from < [www.statcan.gc.ca](http://www.statcan.gc.ca) >.
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## 2 – How well are children and youth expressing themselves in New Brunswick?

### EXPRESSION

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2. Government of New Brunswick, Department of Wellness, Culture and Sport, *Student Wellness Survey Kindergarten to Grade 5, 2010-2011* [2010-2011].
3. Government of New Brunswick, Department of Education and Early Childhood Development, 2012 Grade 12 Exit Survey *What's on Your Mind?* (2011-2012).
4. Government of New Brunswick, Department of Education and Early Childhood Development, 2012 Grade 12 Exit Survey *What's on Your Mind?* (2011-2012).
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## 3 - What kind of families and communities do New Brunswick's children and youth live in?

### FAMILY AND COMMUNITY

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## 4 – How healthy are New Brunswick’s children and youth?

### HEALTH

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## 6 – How well are New Brunswick’s children and youth learning?

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