

Children and Youth Snapshot



2012 Provincial
Snapshot

So ... How are we
doing?

New Brunswick Health Council

New Brunswickers have a right to be aware of the decisions being made, to be part of the decision-making process, and to be aware of the outcomes delivered by the health system and its cost.

The New Brunswick Health Council will foster this transparency, engagement, and accountability by engaging citizens in a meaningful dialogue, measuring, monitoring, and evaluating population health and health service quality, informing citizens on the health system's performance and recommending improvements to health system partners.

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Child and Youth Advocate (Office)

The mandate of the Child and Youth Advocate is to Investigate complaints against administrative decisions and acts of officials of the NB government, agencies or organizations, and any of the municipalities of the province to determine if the decisions or actions were unreasonable, unjust, oppressive or discriminatory, or made under a mistake of law or fact, or contrary to law or by an abuse of discretion. As well as:

- Ensuring the rights and interests of children and youths are protected;
- Ensuring the views of children and youths are heard and considered where those views might not otherwise be advanced;
- Ensuring children and youths have access to approved services and that complaints about these services receive appropriate attention;
- Acting as an advocate for the rights and interests of children and youths in general;
- Empowering children, youths and their families to self-advocate about unacceptable treatment;
- Voicing the concerns of youths in a broader systemic context to inform and influence legislation, policy and practice;
- Looking into broader problems affecting groups of children and youths that can be better or only resolved through systemic changes.

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Children and Youth Snapshot

Executive Summary

-Executive Summary-

There have always been overlaps in the concepts of children’s rights and well-being that challenge the relevant policy making and monitoring. The government has the primary responsibility for the realization of children’s rights as well as ensuring child well-being¹. The United Nations *Convention on the Rights of the Child* (1989), which is the most important international human rights instrument outlining the rights of children, recognizes children as individual rights holders, implying the fact that children have rights for their immediate well-being as well as their development as future citizens². In addition, while listening to the voice of the child is one of the four general principles of the *Convention*, this principle takes more relevance in the study of well-being. The more recent focus on subjective well-being means that several studies are now focusing on how children and youth perceive their well-being^{3,4,5}.

To support policy making and enforcement of children’s rights and well-being, it is key to measure the two concepts in order to develop a baseline and to evaluate and monitor the progress towards fulfilling both their rights and well-being. Accordingly, a joint venture has been established between the Child and Youth Advocate Office, and the New Brunswick Health Council, with the former’s mandate focusing on the rights perspective, and the latter being responsible for measuring, monitoring and evaluating population health and well-being. (Table: Child rights and well-being indicators).



	Child Rights Indicators	Child Well-Being Indicators
Framework	Measuring implementation of the state’s child rights obligations under international law.	Measuring progress towards what is desired, as expressed in policy outcomes or otherwise.
Context	Examines the interaction between children, the state and society	Reveals the ‘state’ of children’s lives
Emphasis	Strengthening the capacity of rights holders to claim their rights and duty bearers to fulfill their obligations.	Improving knowledge to ensure children achieve their full potential
Types of Data	Use of qualitative and quantitative data	Primarily uses quantitative but can include qualitative
Data Analysis	Disaggregation of data to identify how different groups are faring is imperative.	Disaggregation of data becoming more common
Voice of Children	Obtaining the views of the child is essential	The integration of subjective well-being is emerging

Source: Kennan, D., Keenaghan, C., O’Connor, U., Kinlen, L. & McCord, J. (2011). *A Rights-Based Approach to Monitoring Children and Young People’s Well-Being*. Children and Youth Program. UNESCO

1. Bequele, A. (2010) ‘Monitoring the commitment and child-friendliness of governments: A new approach from Africa’, *Child Abuse & Neglect*, 34(1), 34-44
2. Charalambous, S. (2009) ‘Making Children a Policy Priority - what tools have been developed to monitor child well-being and how can this influence the policy agenda?’, in *Monitoring Child Well-being: Better Policy and Practice*, Cyprus, 11-13 November 2009, Eurochild.
3. Keenaghan, C. and Kilroe, J. (2008) *A Study on the Quality of LifeTool KIDSCREEN for Children and Adolescents in Ireland Results of the KIDSCREEN National Survey 2005*, Dublin: Office of the Minister for Children
4. Fattore, T., Mason, J. and Watson, E. (2007) ‘Children’s conceptualisation(s) of their well-being’, *Social Indicators Research*, 80(1), 5-29.
5. Nic Gabhainn and Sixsmith (2005) *Children’s Understandings of Well-Being*, Centre for Health Promotion Studies and The National Children’s Office

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This collaboration resulted in a comprehensive framework for child and youth rights and well-being, and a report released in November 2011, compiling a wide set of indicators that served as a baseline. This year, the Children and Youth Snapshot 2012 builds on the Child and Youth Rights and Well-being Framework and serves as a follow up on the status of health and well-being of our children and youth in New Brunswick.

During the past year, we welcomed feedback on improving the Framework at various summits, presentations and workshops with a variety of stakeholders, leading to the addition of 18 indicators. These indicators represent the health and well-being of Aboriginal youth (based on the results of the NB Student Wellness Survey) and the physical environment (air pollution).

One hundred and sixty-six (166) indicators were either updated (148) or added new (18) for this year's report which totaled 258 indicators.

The main objective of this Executive Summary is to provide a description of how New Brunswick children and youth are doing in the following five areas:

1. Overall child and youth health and well-being
2. Services contributing to child and youth well-being
3. Lifestyles and behaviours of children and youth
4. The socio-economic context of children and youth in New Brunswick
5. The state of the physical and social environment around children and youth

How is the overall health and well-being of children and youth progressing?

Overall, NB's rank on most health outcomes is either in the caution zone or lagging. Despite the increase in the reported level of life satisfaction, NB did not improve on its rank in comparison to its counterparts. Although children and youth report better self-rated health and mental health, higher diabetes prevalence rates and increases in hospitalized cases for mental diseases and disorders are noted as well as more sexually transmitted diseases (Chlamydia), increases in low birth weight babies and infant mortality, and increases in years of life lost from injuries.

From a well-being and rights perspective, fewer children are ready for kindergarten upon assessment, which can influence child development. NB school aged children (in pre- Grade 6) achieve relatively better performance in math and sciences whereas students in higher grades achieve better performance outcomes related to languages.

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How are our services contributing to child and youth well-being?

It is of special concern observing the reduction in reported access to a regular medical doctor for youth. In addition, mental health services seem to be facing an increasing demand with more youth reporting seeing a professional for emotional reasons, yet efficiency and access to mental health services seem to be getting worse, possibly contributing to the increase in hospitalization for mental health conditions overall.

At the early childhood level, a wide range of variability exists in the provision of universal hearing screening for newborns, leading to an overall reduction in the number of newborns screened per population.

The education system continues to provide more child care spaces and increased services for children with special needs.

What lifestyles and behaviours are NB children and youth adopting?

Engagement in challenging activities and high-quality interactions with others contribute to the level of life satisfaction, thus contributing to the development of positive behaviours^{6,7}.

The findings demonstrated increasing levels of participation in certain types of sports activities like jogging, running, basket ball, and hockey coupled with a reduction in the level of participation in other popular team sports like soccer and volleyball, which could potentially have an impact on the trends of pro-social behaviors of children and youth. An increasing interest in dancing is also noticed, with an overall higher level of participation in non-sport activities (especially those organized by the school) jumping from 41% to 53%.

This positive trend in activities and school-related initiatives is also coupled with an increase in the students reporting having the opportunity to participate in exercise, and that their school environment helped them develop a more positive attitude towards physical activity which has been shown to contribute positively to students' social skills⁸.

More students report having the opportunity to take courses in the skilled trades and to participate in career related learning experiences. However, less students report having access to cultural activities (either through or separate from school) or arts courses.

Despite the general trend for more activities, NB children and youth do not match up well with their counterparts in other provinces when it comes to active commuting to and from school. In addition, families and parents do not seem to be reinforcing positive active lifestyles, as more adults are adopting sedentary unhealthy habits (watching TV for long hours).

Pregnancy in teenagers has been associated with significantly increased risk ($P < 0.05$) of delivery of very and moderately preterm births and Low Birth Weight babies^{9,10}. In New Brunswick, there seems to be an increasing trend of teens giving birth (3rd worst in Canada), which could be possibly linked to the observed increase in low birth weights.

6. Park, N. (January 2004). The Role of Subjective Well-Being in Positive Youth Development. The ANNALS of the American Academy of Political and Social Science (591- 1): 25-39

7. King, G., McDougall, J., Dewit, D., Hong, S., Miller, L., Offord, D., Meyer, K. & LaPorta, J. (December 2005). Pathways to children's academic performance and prosocial behavior: Roles of physical health status, environmental, family and child factors. International Journal of Disability, Development and Education (52-4): 313-344

8. Howie, L.J.D, Lukacs, S.L., Pastor, P.N., Reuben, C.A., & Mendola, P. (March 2010). Participation in Activities Outside of School Hours in Relation to Problem Behavior and Social Skills in Middle Childhood. Journal of School Health (80-3): 119-125

9. Mapanga KG. (1997). The perils of adolescent pregnancy. World Health (50):16-18.

10. Natural Resources Canada. Atlas of Canada. Online: <http://atlas.nrcan.gc.ca/site/english/maps/health/status/lowbirthweight/1>

-Executive Summary-

Despite the fact that a bigger proportion of children are exclusively breast fed, breastfeeding is getting less popular which ultimately can impact childhood obesity and development potential¹¹.

What is the socioeconomic context of NB children and youth?

As a result of the aging population, the representation of children and youth in the population is shrinking, which is starting to reflect on lower school enrollment, yet with a smaller proportion of students G9-12, and a bigger proportion of students K-5.

Unemployment rates for those above 15 years old are increasing and employment rates are dropping by all educational levels including the holders of diplomas and university degrees, a fact that might direct children and youth away from academic achievement and result in higher dropout rates. As for employed youth, almost 47% of New Brunswickers 15 to 19 years of age are part of the labor force (which is considerably higher than the Canadian average of 40.4%). As per the 2011 Grade 12 Exit Survey , more than 50% of grade 12 students worked more than 6 hours per week in part-time employment , with 37% working more than 10 hours per week. Although work can provide great benefits to youth, their participation in the workforce can also pose threats to their rights and well-being, as increased work time might impinge upon the time available for the exercise of other rights and can therefore affect well-being.

At the level of social services, New Brunswick seems to be providing more families with social assistance. Food insecurity seems to be going in the right direction (especially in comparison to the rest of Canada which is getting worse).

Crime severity is dropping, as well as overall youth crime rates; at the level of intervention, fewer children are incarcerated, and more are put on probation (yet we are still lagging as compared to other provinces).

What is the state of the physical and social environment surrounding NB children and youth?

Research has shown a high correlation of sense of community with physical and mental health. Individuals who feel isolated and alienated from their communities, or who lack supportive friends and family, often experience poorer health status than those individuals who have a robust social network. Communities can require that the design of neighbourhoods incorporate factors where people feel closer to each other and therefore feel at their ease to talk to their neighbours and share activities with them. The width of streets and distance from front porches between neighbours, location of trees and green space, and height and size of buildings can greatly influence behaviour and the way of life of residents.

In New Brunswick, youth seem to be feeling less respected at schools, and are experiencing feelings of less community belonging, although they are having the highest sense of belonging among their Canadian counterparts (with a leap from rank 4 to rank 1). This is an important asset to build on as it empowers the feelings of connectedness and reflects on the mental fitness and level of life satisfaction of children and youth. On the other side, in terms of civic engagement, youth are less interested in practicing their civic rights in terms of voting and participation in the elections.

11. León-Cava, N., Lutter, C., Ross, J. & Martin, L. (2002). Quantifying the Benefits of Breastfeeding: A Summary of the Evidence. Pan American Health Organization.

12. Stanton, E.A. (March 2009). Greenhouse Gases and Human Well-Being: China in a Global Perspective. Stockholm Environment Institute. Working Paper WP-US-0907

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Fewer children are seeking refuge and requiring service from the child witness program for family violence. The factors contributing to this trend need further investigation. At school, youth report more teachers showing a positive attitude towards healthy living, yet this is in contrast to the low percentage of youth reporting that the school environment promotes healthy eating and access to healthy food and snacks.

From an ambient environment perspective, indicators of Green House Gases emissions seem to be among the worst in Canada, thus signaling potential air quality risk and exposures.

Climate change also presents risks to human health where there are associated increases in heat stress, respiratory illnesses, and the transmission of insect- and waterborne diseases¹², with children reported as one of the vulnerable groups¹³.

What is New Brunswick doing?

The Government of New Brunswick has already embarked on strategic planning and performance measurement and monitoring initiatives aimed at setting targets that address many key areas explained. The government launched a strategy map 2012-2013 aimed at “Providing quality services to support a prosperous, fair and just society for New Brunswick”. The map has an ambitious vision for 2015 aimed at “A stronger economy and an enhanced quality of life, while living within our means”. Mainstreaming quality of life objectives and targets within all government departments strategies and plans creates opportunities for focus on health and wellbeing determinants, supported by a culture of accountability towards achieving excellence in performance.

This interest in wellness and quality of life was translated at the departments’ level by an increase in the budget for wellness, and continued implementation of the Provincial Wellness Strategy with targets focusing on physical activity, healthy eating, exposure to tobacco, and mental fitness. In addition, more well-being and health related strategies are being developed like the New Brunswick Public Health Nutrition Framework for Action 2012-2016, the Comprehensive Diabetes Strategy for New Brunswickers 2011-2015, the Action Plan for Mental Health in New Brunswick 2011-18, and the Framework for the Prevention of Unintentional Injury in New Brunswick. A Poverty Reduction Strategy has been in place since 2008 targeting some socio-economic determinants of children and youth wellbeing.

From an integrated perspective, the Executive Council Office committed to the application of a child lens to policy development in New Brunswick, and accordingly the Child and Youth Well-being Framework and this annual snapshot represent a tool for yearly provincial monitoring.

Building on all of the above mentioned initiatives, New Brunswick is helping to create the culture to improve the well-being of children and youth.

-Child and Youth- Rights and Well-being Framework

The Framework

-The Framework-

Why this Framework?

The goal of this framework is to give New Brunwickers a better perspective of the well-being of New Brunswick Children and Youth through a variety of available local indicators. It will also highlight areas where we can as New Brunwickers have an influence on the future development of our children and youth by ensuring the best possible programs and policies are being used and/or developed. These children and youth are our future. Let's work together to ensure they have the best health, well-being and opportunities available to them.



What is the Framework?

The Child and Youth Rights and Well-being Framework uses indicators and measures that help reflect determinants of health and well-being. However, as simple as the concept sounds, there is no unique, universally accepted way of actually measuring child and youth well-being that emerges from the academic literature.

We have chosen to represent child and youth well-being through a 9 question framework, linked to various available indicators or measures in New Brunswick. These questions take into account outcomes, the determinants of health^A, and the performance of program and policies in place in New Brunswick that have an influence on children and youth. Health determinants are the social economic and physical environment, the personal health practices and behaviours, the individual capacity and coping skills, the human biology, Early childhood development and health services.

The Rights and well-being Framework has also been linked to the UN *Convention on the Rights of the Child*^B. Most of the Articles listed as "rights" in the *Convention* are associated with this Rights and Well-being Framework. Almost every country has agreed to these rights. "Rights" are things every child and youth should have or be able to do. 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 best for a child in a given situation, and what is critical to life and protection of harm.

Policymakers, program managers and service providers in different sectors may be tempted to focus on the parts of the framework that address their sector most directly. However, the allocation of indicators to each part of the framework is a subjective exercise, given the interdependence of children's rights and the conditions measured by the indicators/data that affect all aspects of their well-being. Therefore, we encourage readers to consider the data across the framework in seeking to understand its implications for their work.

A Provincial View

In this framework we look at the child and youth New Brunswick population (0 to 19 years old), showing male and female averages in relation to the overall provincial average of both sexes combined. Wherever possible we have included a Canadian average so we can show where New Brunwickers stand in relation to the other Canadian provinces and territories. There will be very few indicators where comparison is possible since much of the data is being supplied by New Brunswick databases supplied by various provincial government departments.

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

What are the Rights of the Child and Youth? Created by UNICEF Canada

UN Convention on the Rights of the Child In Child Friendly Language^c

"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 and Youth Snapshot

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)
1 - Total population (2011, count)	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
2 - Total number of census families (2011)	All population	217,790	X	X	224,590	9,389,695	X
3 - Average number of persons in a census family (2011)	All population	2.8	X	X	2.7	2.9	8*/10
4 - Percentage of population with English as language most spoken at home (2011, %)	All population	68.67	68.32	68.04	68.17	64.10	9/10
5 - Percentage of population with French as language most spoken at home (2011, %)	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
12 - Total enrolment in school (2011-2012, count)	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
13 - Enrolment in school by English language of instruction (2011-2012, %)	K to Grade 12	54.71	57.18	50.75	54.05	X	X
14 - Enrolment in school by French language of instruction (2011-2012, %)	K to Grade 12	28.58	28.44	29.00	28.71	X	X
15 - Enrolment in school by French Immersion language of instruction (2011-2012, %)	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
1.a Aboriginal youth who have pro-social behaviours [being helpful, respectful, thoughtful, etc] (2009-2010, %) (NEW)	Grade 6 to 12	--	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
3 - Youth who participate in sports organized by the school (2011-2012, %)	Grade 12	40.2	47	37	42	X	X
4 - Youth who participate in sports not organized by the school (2011-2012, %)	Grade 12	45.6	52	35	43	X	X
5 - Youth who participate in activities organized by the school (2011-2012, %)	Grade 12	41	53	52	53	X	X
6 - Youth who participate in activities not organized through the school (2011-2012, %)	Grade 12	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
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)	Grade 6 to 12	--	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
17 - Physical activity youth participated in the last 3 months: WALKING (2011, %)	12 to 19 years old	74.4	59.2	85.9	71.9	65.9	4/10
18 - Physical activity youth participated in the last 3 months: JOGGING OR RUNNING (2011, %)	12 to 19 years old	52.8	66	75.4	70.4	62.7	1/10
19 - Physical activity youth participated in the last 3 months: BICYCLING (2011, %)	12 to 19 years old	47.5	53.3	33.1	43.7	45.4	4/10
20 - Physical activity youth participated in the last 3 months: HOME EXERCICES (2011, %)	12 to 19 years old	46.1	48.9	57.3	52.9	43.7	1/10
21 - Physical activity youth participated in the last 3 months: SWIMMING (2011, %)	12 to 19 years old	46	44.7	61.8	52.8	42.8	3/10
22 - Physical activity youth participated in the last 3 months: GARDENING / YARD WORK (2011, %)	12 to 19 years old	35.7	50.1	29.1	40.1	31.1	1/10
23 - Physical activity youth participated in the last 3 months: SOCCER (2011, %)	12 to 19 years old	34.3	36.6	17	27.3	34.8	9/10
24 - Physical activity youth participated in the last 3 months: POPULAR / SOCIAL DANCE (2011, %)	12 to 19 years old	34	23.9	56.8	39.5	27.7	4/10
25 - Physical activity youth participated in the last 3 months: BASKETBALL (2011, %)	12 to 19 years old	33.4	44.3	25.8	35.5	37.7	7/10
26 - Physical activity youth participated in the last 3 months: VOLLEYBALL (2011, %)	12 to 19 years old	24.3	22.2	19.3	20.8	28.4	10/10
27 - Physical activity youth participated in the last 3 months: BOWLING (2011, %)	12 to 19 years old	21.1	17.4	12.1	14.9	17.4	7/10
28 - Physical activity youth participated in the last 3 months: ICE HOCKEY (2011, %)	12 to 19 years old	17.8	27.7	9.2	18.9	15.9	4/10
29 -Physical activity youth participated in the last 3 months: BASEBALL / SOFTBALL (2011, %)	12 to 19 years old	17.7	22	23.7	22.8	14.9	2/10
30 – Youth labor participation rate (2010, %) (NEW)	15 to 19 years old	--	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
33 - Youth who plan to vote, once they are legally entitled to, in municipal, provincial or federal elections (2012, %)	Grade 12	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) **Bold** = Updated indicator
 (Updated indicators exclude the territories – 10 maximum) X =Data unavailable
 K = Kindergarten

*=Another province has the same ranking

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 ⁶	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 ^E	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 ^e	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
Dental Health	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
	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
	20 - Child who ate dinner with parent day before survey (2010-2011, %)	Grade 4 to 5		75	79	77	X	X
Children and Youth Health Behaviours	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
Children and Youth Health Behaviours	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

Lagging (last 3 places)

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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	68	62	1*/7	
	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	F: 74	F:72	F:82	F:77	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	F: 77	F:72	F:82	F:77	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	A: 80	A:74	A:84	A:79	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	A: 69	A:70	A:85	A:78	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	F: 60	F:57	F:68	F:62	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	A:81	A:73	A:82	A:77	X	X	
	8 - Provincial exam average – Francophone sector only, Sciences and Technologies assessment Grade 5 (2011-12, %)	Grade 5	F: 62	F:62	F:63	F:63	X	X	
	9 - Provincial exam average – by sector, Math assessment Grade 5 (2011-12, %)	Grade 5	A:61 F: 71	A:62 F:72	A:66 F:73	A:64 F: 72	X	X	
	10 - Provincial exam average – Anglophone sector only, English reading comprehension assessment Grade 7 (2011-12, %)	Grade 7	A:70	A:65	A:74	A:69	X	X	
	11 - Provincial exam average – Francophone sector only, Sciences and Technologies assessment Grade 8 (2011-12, %)	Grade 8	F: 66	F:64	F:65	F:65	X	X	
	12 - Provincial exam average – by sector, Math assessment Grade 8 (2011-12, %)	Grade 8	A:58 F:70	A:58 F:64	A:57 F:66	A:58 F:65	X	X	
	13 - Provincial exam average – Francophone sector only, French assessment Grade 8 (2011-12, %)	Grade 8	F: 64	F:61	F:68	F:64	X	X	
	14 - Provincial exam average – Anglophone sector only, English reading comprehension assessment Grade 9 (2011-12, %)	Grade 9	A: 73	A:70	A:77	A:74	X	X	
	15 - Provincial exam average – Anglophone sector only, English writing assessment Grade 9 (2011-12, %)	Grade 9	A: 79	A:75	A:90	A:82	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	A:33 F:70	X	X	A:33 F:72	X	X	
	17 - Provincial exam average – Francophone sector only, French assessment Grade 11 (2011-12, %)	Grade 11	F: 61	F:61	F:66	F: 63	X	X	
	18 - Provincial exam average – Francophone sector only, Math assessment Grade 11 (2011-12, %)	Grade 11	F: 66	F:65	F:65	F:65	X	X	
	Social and Emotional Development	19 - Youth satisfied or very satisfied with life (2011, %)	12 to 19 years old	96.1	97.4	97.4	97.4	96.9	5/10
		20 - Youth satisfied with mental fitness needs related to school (2009-2010, %)	Grade 6 to 12		75	84	80	X	x
21 - Aboriginal satisfied with the availability of extracurricular activities at his/her school (2007, %)		6 to 14 years old		X	X	72	74	6/7	
22 - Child receiving special needs services [including Integrated Day Care Services and Enhanced Support Worker] (2011-12, count)		Early childhood	474	X	X	612	X	X	
23 - Youth who feel respected at school (2011-12, %)		Grade 12	83	81	78	80	X	X	
School Connectedness	24 - Youth who feel connected to their school (2009-2010, %)	Grade 6 to 12		80	86	83	X	X	
	24.a - Aboriginal youth who feel connected their school (2009-2010, %) (NEW)	Grade 6 to 12	--	76	78	77	x	X	
	25 - Child who feels connected to his/her school (2010-2011, %)	Grade 4 to 5		80	87	83	X	X	

Legend:

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

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X=Data unavailable
 K = Kindergarten
 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	25.9	X	X
	2 - Teens who gave birth (2009, crude birth rate 1,000 females)	15 to 19 years old	20.8	--	20.9	20.9	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	25.1	X	X
Tobacco use	4 - Youth who have smoked in the last 30 days (2009-2010, %)	Grade 6 to 12		14	10	12	X	X
	4. a. Aboriginal youth who have smoked in the last 30 days (2009-2010, %) (NEW)	Grade 6 to 12	--	24	25	25	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	76	X	X
	6 - Youth in contact with second-hand smoke at home (2009-2010, %)	Grade 6 to 12		24	22	23	X	X
	7 - Child who lives with people who smoke or use tobacco (2010-2011, %)	Grade 4 to 5		31	30	31	X	X
	8 - People are allowed to smoke inside home as reported by parent (2010-2011, %)	Parents K-5		X	X	5	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	32	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	23.9	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	61	X	X
	11.a. Aboriginal youth who consume sweetened non-nutritious beverages (1 or more) (2009-2010, %) (NEW)	Grade 6 to 12	--	71	67	69	X	X
	12 - Child who consumes any sweetened non-nutritious beverages yesterday (2010-2011, %)	Grade 4 to 5		60	52	57	X	X
	13 - Youth who have high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2009-2010, %)	Grade 6 to 12		18	13	16	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	26	X	X
	14 - Child who has high levels of oppositional behaviours [being defiant, disrespectful, rude, etc.] (2010-2011, %)	Grade 4 to 5		27	16	22	X	X
	15 - Youth who always wear a helmet when using a bicycle (2009-2010, %)	12 to 19 years old		45.5	46.6	46	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	11.04	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	19.8	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	62.6	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	2,183	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	3,037	2,735	3/6
Environment & Climate Change	21- Greenhouse Gas emissions per person (2010, tonnes CO2e) (NEW)	All population	--	X	X	24.5	20.3	8/10



Legend:

Doing Well (ranked 1, 2, 3)

Caution

Lagging (last 3 places)

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



Children and Youth Snapshot

Data Sources and Providers

Data sources:

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

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

EXPRESSION

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

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

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5 – How well are we promoting healthy children and youth development?

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