



# OH CANADA!

Our kids  
deserve better.



**Global Goal 12:** Ensure sustainable production and consumption

Canada ranks  
**6**



**Global Goal 4:** Ensure inclusive and equitable quality education for all

Canada ranks  
**8**



**Global Goal 8:** Promote full and productive employment and decent work for all

Canada ranks  
**11**



**Global Goal 10:** Reduce inequality within and among countries

Canada ranks  
**14**



**Global Goal 11:** Make cities inclusive, safe, resilient and sustainable

Canada ranks  
**19**



**Global Goal 3:** Ensure healthy lives and promote well-being

Canada ranks  
**29**



**Global Goal 1:** End poverty in all its forms everywhere

Canada ranks  
**32**



**Global Goal 2:** End hunger, achieve food security and improved nutrition

Canada ranks  
**37**



**Global Goal 16:** Promote peaceful and inclusive societies

Canada ranks  
**37**

**UNICEF REPORT CARD 14**  
Canadian Companion

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## CANADIAN COMPANION TO UNICEF REPORT CARD 14

*Oh Canada! Our kids deserve better*

Visit [unicef.ca/irc14](http://unicef.ca/irc14) for UNICEF Report Card 14, *Building our Future: Children and Sustainable Development Goals in Rich Countries*, infographics and background papers. Data sources and full references are cited in the Report Card.

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# CAN CANADA BE THE BEST PLACE IN THE WORLD TO GROW UP?

## A message from President and CEO, David Morley

The answer to this question is a resounding 'yes'. It must be, for the alternative is an unacceptable reality for too many of our children.

UNICEF Canada's report *Oh Canada! Our kids deserve better* focuses attention on an alarming pattern in our children's well-being that demands urgent attention. Over the past ten years, Canada's middle ranking among wealthy countries on UNICEF Indices measuring the state of children and youth has remained unchanged. More worrying are the widest gaps between Canada and the top performing nations that present themselves in child health, violence experienced by children and children's own sense of well-being. These gaps are symptoms of higher rates of poverty, social competition and stress, all of which affect children and can alter the trajectory of their lives.

We stand out among nations for many of the wrong reasons.

For too long, too many children have been living a life that doesn't measure up to the ideas held by Canadians across the country I've spoken to. Many think of Canada as a country of safety, of peace and of shared prosperity. We think our children are healthy and happy. This report shows us there is still a considerable distance to go for this to be true for all children in Canada.

We've seen improvements in many areas, but progress has slowed and Canada's children remain stuck in the middle among rich nations. Yet Canada has the innovation, capacity and resources to move the needle. So why isn't Canada already the best place in the world to grow up in? Why do we rank 25th out of 41 rich nations?

*Oh Canada! Our kids deserve better* distills the data into a comprehensive picture of childhood in Canada. It highlights the areas where we're performing well, where we're falling behind and where we must actively turn our attention.

It is only by better understanding the state of our children that we can begin to design solutions and direct smarter investments to see real progress in their lives.

There is no greater priority for any nation than the well-being of its children. It's up to all of us – individual Canadians, the private sector and all levels of government – to come together and ensure all of our children from coast to coast to coast are safe, healthy, educated and have dreams for their futures – dreams they can achieve.

Sincerely,



David Morley  
President and CEO  
UNICEF Canada

# SUSTAINABLE CHILDHOODS

In September 2015, 193 nations, including Canada, came together to set universal targets for the world: the Sustainable Development Goals, or SDGs.

The Global SDGs are an ambitious global agenda. They not only aim to end extreme poverty and hunger by 2030, but are also designed to provide lifelong education for all, protect the planet, and promote peaceful and inclusive societies – and they include goals and targets to protect children from violence, combat climate change and reduce inequality. In achieving the Global Goals by 2030, we have the potential to grant every child a fair chance in life, ensuring them health, safety, education and empowerment.

The most telling sign of a nation's progress is the state of its children and youth – a sensitive indicator of the well-being of people, prosperity and the planet. The universal concept of child well-being is rooted in the Convention on the Rights of the Child (CRC), but the Agenda for Sustainable Development adds new dimensions, including reducing inequality and stemming climate change. Progress across all these dimensions will be vital to children's well-being around the world and in Canada. On the other side of the coin, a society cannot be inclusive and sustainable without prioritizing the well-being of its children and youth. UNICEF's league tables over the past decade have brought this into sharper focus: the best-performing countries for children also enjoy economic prosperity and pursue environmental sustainability. Canada is, in the minds of many, a big, clean, safe and healthy nation. But the data in this Report Card suggest it is not so very clean, safe or healthy for its children and youth.

UNICEF Report Card 14 measures rich countries according to the state of their children – including how equitably and sustainably they create the conditions for their well-being. It ranks the world's 41 high-income countries in league tables of their performance on each of 27 indicators of child and youth well-being, aligned to official targets for achievement of 10 of the 17 SDGs<sup>1</sup>. Of the 27 indicators, Canada has data to report on 21<sup>2</sup>. In a composite Index of Child and Youth Well-being and Sustainability,<sup>3</sup> Canada is in a middle position at 25th place.

Canada does comparatively well in some aspects of child well-being and lags behind in others. All countries have areas for improvement; all rank in the middle or bottom third on at least two of the nine SDGs. A remarkably wide range of countries achieve the top rank in at least one of the 27 indicators. Generally, Canada's highest-ranking indicators relate to education and the somewhat softer impact of the Great Recession over the past decade on parental and youth employment in contrast to peer nations. It may surprise few that the Nordic countries are sustaining better, more equitable outcomes for children in more areas of their lives, but they are now joined by Germany and rising performers including Korea, Slovenia and Japan.

Four UNICEF Indices have measured and compared the state of Canada's children and youth from different angles over the past decade (see figure 6). The UNICEF Indices are not directly comparable as somewhat different indicators are used, but they reveal a pattern. Canada's middle ranking hasn't improved. Close to a third of our peer nations have advanced up the rankings, while almost half have moved down them, mostly related to the impact of the recent recession. Since the first Index in 2007, the United Kingdom has advanced eight places up the rankings, from 21st to 13th place. Our lack of movement up the Index should be of great concern. What can and should we be doing differently to improve the well-being of children and youth in Canada? Why isn't Canada one of the best places in the world to grow up?

When we look at the specific indicators that make up this most recent index, in Canada, 7 of the 21 indicators have improved and 8 have worsened (see figure 4). This is concerning because the trend over the past several decades has been improvement in the majority of well-being indicators. While that improvement was not significant enough to move us up the overall rankings compared to our peer nations, it was a change in the right direction. Worsening indicators should raise alarm bells. If our peer nations can achieve better outcomes for children and youth, so can we.

When we measure the “Possibility Gaps,” the distance between Canada’s outcomes and those of the best-performing nations for each indicator, there is a consistent pattern revealed by UNICEF’s Indices (see figure 5). The widest gaps are in child health, violence experienced by children, and children’s own sense of well-being. Recent evidence suggests that countries with poorer outcomes in these three areas typically have higher income inequality. Along with high income inequality come high rates of poverty, social competition and stress, which may contribute to these poorer outcomes for children and youth.<sup>4</sup> They affect children broadly and make life more difficult for the poorest. Income inequality also sustains wider inequality among Canada’s children in other well-being outcomes, and it may help explain Canada’s lack of progress in the rankings.<sup>5</sup>

Many countries at the top of the league tables have high economic prosperity, but the high GDP of some lower in the rankings like USA and New Zealand shows that the economic wealth of a nation isn’t sufficient to lift child and youth well-being. It is the support at the family level that is also important – along with critical policies that support child and youth well-being. Countries at the top of the Index have improved or sustained greater overall income equality and high-quality, universal early childhood programs including parental leave and integrated early health, development and learning. The values of a nation also matter. Countries that rank at the top tend to have a stronger collective commitment to child well-being and give greater priority to public investments in children from birth. Some, like the United Kingdom, that have adopted similar policies have climbed up the rankings. Lessons from these top performers must be considered in Canada if we are going to build the momentum we need and take the actions that are required as a nation to move out of the middle ranking and achieve great outcomes for our children and youth.

1 There are 17 SDGs with 169 targets. For Report Card 14, UNICEF focused on the Goals and targets with the greatest direct impact on children and youth in high-income country contexts.

2 Indicators for which Canada has no data are noted in the Appendix.

3 Countries of the European Union (EU) and the Organization for Economic Co-operation and Development (OECD).

4 See UNICEF Report Card 13 (2016).

5 Ibid.

# GREAT CHILDHOODS

No generation should have to settle rather than dream.

The standards achieved by the highest-performing nations should contribute to debate in Canada about how to achieve them here. Data provided through reports such as UNICEF Report Cards are critical to understanding where we are successful as a nation and where we can make improvements, and help us set goals for where we need to go. But data for data's sake is not valuable – it must drive action. In the past, we have focused considerable debate on the data: What is the best way to measure child poverty? Are immunization rates in Canada really that low? Those are important questions, but they aren't the questions that will move us forward. What if we focused instead on how we might create better outcomes? The data are a starting point for debate: Why does Canada rank so low on the Index and why haven't we seen any momentum up these indices over the past decade? Are we content to be good, or do we want great outcomes for our children and youth? What will it take to move up the Index? The universal SDG Agenda is a window of opportunity to bring about a dramatic change in the well-being of children across Canada, including Indigenous children and youth. As a baseline year, the 150th birthday of Canada's Confederation could be the point of departure to accelerate and push past mediocrity.<sup>6</sup>

Clearly, better is possible. It is also measurable within a short timeframe when a society has clear targets and smart policies. The well-being of children is a shared responsibility among families, communities, the private sector and public institutions, but all of the well-being indicators in the Report Card are influenced by social values and by policy choices at all levels of government. The Canadian Companion to

UNICEF Report Card 14 highlights the actions that could have the greatest impact across a range of indicators. Canada's recent advances in public policy and investment for children, including child-focused income benefits, may create measurable progress in the coming years. There remains considerable distance to cover to achieve the quality, universal policies that are clearly working in the top-performing nations, including parent/child leave benefits, early child development programs and measures to further reduce child poverty and broader income inequality. Will Canadians call on our political leaders to act quickly and with determination to improve the well-being of children and young people? And will we all do our part as individuals and communities? There is an untapped wealth in social innovation for and with children and youth. Where indicator rankings are lowest and the "Possibility Gaps" are widest, we can invest, direct policies and services, and innovate other actions to close them. We also need to ask if our investments, policies, programs and actions need retooling to address the aspects of children's lives where indicators are eroding: the "Progress Gaps."

These are disruptive, uncertain times, but one thing has become crystal clear. To "build a strong, fair Canada built for change," the national agenda ushered in with the federal budget this year, we need to build strong, fair childhoods. We need better outcomes to enable our children and young people to thrive in a rapidly changing society in a rapidly changing world.

Are we ready?

<sup>6</sup> See UNICEF Report Card 7 (2007), UNICEF Report Card 9 (2010), UNICEF Report Card 11 (2013) and UNICEF Report Card 13 (2016).

## Measuring and monitoring the state of children and youth in the Sustainable Development Goals

For the past 70 years, UNICEF has played a leading role in advocating for and developing better data on the situation of children and youth worldwide. We've created regular progress reports on the state of children, innovations like our indices and new approaches to measuring child poverty and inequality. We have built the capacity in more than 100 countries for data relating to the well-being of children including the Multiple Indicator Cluster Survey (MICS) – the world's largest children's census. We work with governments and agencies in data collaboratives to create and standardize approaches to indicators and surveys. We are developing innovative ways with and for children and youth to create their own data, like U-Report and Wellbot.

The Sustainable Development Goals and targets expand the typical frameworks of child and youth well-being, but they also exclude some important indicators. Of the SDG indicators directly focused on children, some are more relevant than others to children in high-income countries. Some of the indicators recognize and have direct relevance to Indigenous children, who are deprived of some of the basic living conditions enjoyed by non-Indigenous children. SDG indicators range across the "ecology" of childhood, from outcomes in children and youth to indicators related to family, social and institutional conditions around them and across their lifecourse. Different social and institutional conditions explain most of the differences in child well-being across affluent nations.

The primary lens for the SDG targets is their contribution to broad social well-being and prosperity within a sustainable environment. They are seen by the world leaders and partners who shaped them as the necessary prerequisites for sustainable development. A focus on comprehensive child and youth well-being would include more indicators and typically would exclude some of the SDG indicators. So, the child-focused SDG indicators can be integrated with comprehensive child well-being monitoring, and play their part in national sustainable development monitoring.

A considerable challenge is the lack of data – particularly internationally comparable data – to measure many of the SDG targets. The indicators in UNICEF Report Card 14 adhere as closely as possible to a range of relevant SDG targets for which there is internationally comparable data, as a starting point. They are not an exhaustive set of child-focused SDG indicators, nor of child and youth well-being, but are curated to cover a wide set of SDG goals. As a custodian for ten of the global SDG indicators and co-custodian for the remaining seven, UNICEF supports national and international partners in meeting the data demands of the SDGs, including the development of child-related indicators, global data standards and national statistical capacity building. Measuring progress - or the lack of it - in the well-being of children and youth is essential to policy-making, to the cost-effective allocation of limited resources and to transparency and accountability. Like all countries, Canada has data gaps to fill to measure the SDGs, which will contribute to better monitoring of the state of Canada's children.

## UNICEF league table of child and youth well-being across Sustainable Development Goals (SDGs)

Country	No poverty	Zero hunger	Good health and well-being	Quality education	Decent work and economic growth
Norway	1	4	5	9	5
Germany	8	8	4	7	6
Denmark	4	2	21	5	10
Sweden	6	9	13	16	7
Finland	2	15	16	1	15
Iceland	3	17	2	27	18
Switzerland	5	3	12	11	2
Republic of Korea		5	10	3	12
Slovenia	11	27	11	23	9
Netherlands	7	6	6	17	8
Ireland	9	31	22	13	37
Japan	23	1	8	10	1
United Kingdom	16	34	15	20	31
Luxembourg	19	12	14	25	3
Austria	10	10	9	26	24
Spain	28	26	3	12	36
Estonia	18	20	26	21	14
Portugal	30	32	1	24	26
France	15	7	17	14	20
Czech Republic	17	16	25	22	13
Australia	12	28	23	39	23
Croatia	20	14	24	36	35
Poland	22	24	32	31	4
Italy	31	23	18	19	30
<b>Canada</b>	32	37	29	8	11
Belgium	14	11	19	6	28
Cyprus	13	30		34	21
Latvia	27	21	27	18	16
Malta	24	39	28	2	29
Slovakia	21	19	34	35	19
Greece	29	35	20	33	32
Hungary	26	22	31	30	33
Lithuania	25	25	33	29	27
New Zealand		18	38	15	34
Israel	36	13	7	28	22
Turkey		40	37	41	
United States	33	36	36	32	17
Mexico	34	41	30	4	40
Romania	37	33	35	40	25
Bulgaria	35	38	39	38	39
Chile		29	40	37	38

Higher Average Lower insufficient data

	Reduced inequalities	Sustainable cities and communities	Responsible consumption and production	Peace, justice and strong institutions
	2	2	13	30
	9	24		15
	3	20	19	10
	11	6	21	5
	4	5	11	29
	1	8	27	1
	7	27	31	7
	16		22	23
	10		2	13
	12	34	33	14
	8	1	8	9
	32	33	36	8
	6	14	9	16
	15	31	28	19
	13	18	30	28
	28	16	16	4
	29	4	4	35
	27	7	1	27
	34	23	25	21
	31	26	24	6
	17	3	18	18
	18	11	14	11
	23	17	10	20
	20	30	15	2
	14	19	6	37
	19	36	32	32
	5	22		36
	25		12	38
	21	32		12
	24	10	29	26
	36	28	17	3
	30	21	23	17
	33		5	31
	26	9	35	33
	39	37	34	25
	22	29	3	22
	35	13	20	40
	41	15		
	38	12	37	24
	40	25	7	34
	37	35	26	39

The league table summarizes the overall findings of this Report Card. Countries are listed in order of their average performance across nine Sustainable Development Goals. Goal 5 (Gender) is also included in the Report Card, but there were too many gaps in the available data for the results to be incorporated into this composite table. Before goals with multiple indicators are ranked, each indicator has been normalized using a z-scores method and averaged using equal weights. Each country's rank within a particular goal is shown, ranging from 1 for the highest performer to 41 for the lowest.

**Figure 1: How Canada ranks by Sustainable Development Goal (SDG)**

Position	Sustainable Development Goal (SDG)	Rank	Distance from Mean Ranking
<b>Top</b>	Responsible Consumption and Production	6	13
	Quality Education	8	13
	Decent Work and Economic Growth	11	10
	Reduced Inequalities	14	7
<b>Middle</b>	Sustainable Cities and Communities	19	0
<b>Bottom</b>	Good Health	29	-9
	No Poverty	32	-13
	Zero Hunger	37	-16
	Peace, Justice and Strong Institutions	37	-17

**Figure 3: Index of Child and Youth Well-being and Sustainability (2017)**

Rank	Country
1	Norway
2	Germany
3	Denmark
4	Sweden
5	Finland
6	Iceland
7	Switzerland
8	Korea
9	Slovenia
10	Netherlands
11	Ireland
12	Japan
13	United Kingdom
14	Luxembourg
15	Austria
16	Spain
17	Estonia
18	Portugal
19	France
20	Czech Republic
21	Australia
22	Croatia
23	Poland
24	Italy
25	Canada
26	Belgium
27	Cyprus
28	Latvia
29	Malta
30	Slovakia
31	Greece
32	Hungary
33	Lithuania
34	New Zealand
35	Israel
36	Turkey
37	United States
38	Mexico
39	Romania
40	Bulgaria
41	Chile

**Figure 2: How Canada ranks by indicator**

Indicator	Rank	Value	Best Performing Country
Basic Learning Proficiency	4	80.8%	83.1%
Children in Jobless Households	4	4.2%	2.1%
Awareness of Environmental Problems	6	71.0%	82.0%
Income Advantage Gap	11	32.9%	20.6%
Teen Mental Health	14	22.0%	14.2%
Teen Drunkenness	17	7.2%	1.7%
Breastfeeding	18	30%	71%
Preschool Participation	19	96.5%	99.9%
Air Pollution in Cities	19	9.7 PM2.5 $\mu$	4.8 PM2.5 $\mu$
Excluded Youth (NEET)	20	7.1%	2.0%
Bottom-end Income Inequality	23	51.6%	34.2%
Teen Births	23	9.5/1,000	1.6/1,000
Child Income Poverty	24	22.2%	9.2%
Overall Income Inequality	24	1.12	0.70
Children's Food Security	24	11.9%	1.4%
Bullying	27	15.0%	4.5%
Social Transfers	29	21%	66%
Unhealthy Weight	29	25.0%	8.3%
Neonatal Mortality	31	3.6/1,000	0.9/1,000
Teen Suicide	31	8.5/100,000	1.7/100,000
Child Homicide	33	0.90/100,000	0.00/100,000

**Figure 4: Canada’s progress in 21 indicators of child and youth well-being**

Indicators that have improved over time	Indicators that have worsened over time	<b>NOTE:</b> The changes over time may not in all cases be statistically significant; any direction of improvement or decline is included.
<ul style="list-style-type: none"> <li>+ Overall Income Inequality</li> <li>+ Child Income Poverty</li> <li>+ Neonatal Mortality</li> <li>+ Teen Drunkenness</li> <li>+ Teen Births</li> <li>+ Teen Suicide</li> <li>+ Child Homicide</li> </ul>	<ul style="list-style-type: none"> <li>- Income Advantage Gap</li> <li>- Basic Learning Proficiency</li> <li>- Excluded Youth (NEET)</li> <li>- Bottom-end Income Inequality</li> <li>- Air Pollution in Cities</li> <li>- Unhealthy Weight</li> <li>- Teen Mental Health</li> <li>- Bullying</li> </ul>	

**Figure 5: Indicators by size of the Canadian “Possibility Gaps” (largest to smallest)**

Rank	Possibility Gaps	<b>NOTE:</b> The “Possibility Gap” is a theoretical measure of the difference between Canada and the best performing country in each indicator (calculated as the difference between the values as a percentage of the best performing country value). The larger the gap, the more room for improvement.
1	Child Homicide	
2	Children’s Food Security	
3	Teen Births	
4	Teen Suicide	
5	Teen Drunkenness	
6	Neonatal Mortality	
7	Excluded Youth (NEET)	
8	Bullying	
9	Unhealthy Weight	
10	Child Income Poverty	
11	Air Pollution in Cities	
12	Children in Jobless Households	
13	Social Transfers for Children	
14	Overall Income Inequality	
15	Income Advantage Gap	
16	Breastfeeding	
17	Teen Mental Health	
18	Bottom-end Income Inequality	
19	Awareness of Environmental Problems	
20	Preschool Participation	
21	Basic Learning Proficiency	

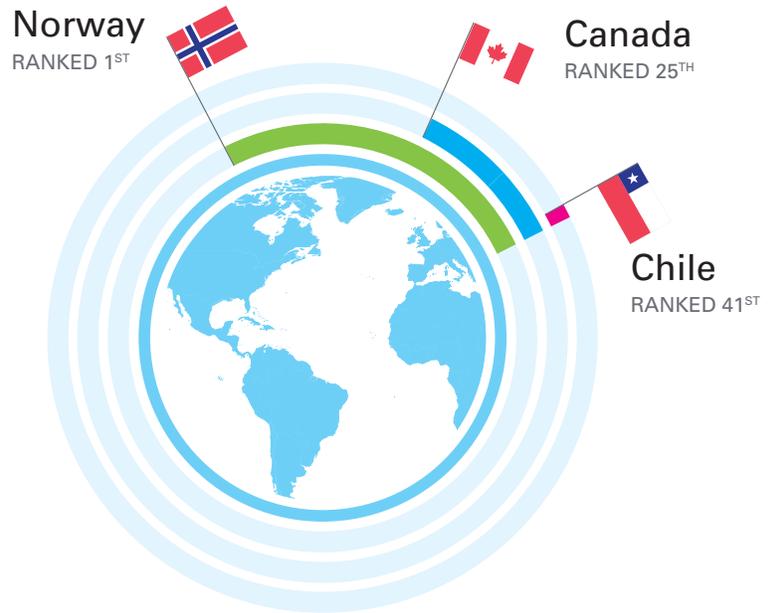
**Figure 6: Comparison of UNICEF Index rankings over time**

Country	UNICEF Index of Child Well-being (Report Card 7) 2007	UNICEF Index of Child Inequality (Report Card 9) 2010	UNICEF Index of Child Well-being (Report Card 11) 2013	UNICEF Index of Child Inequality (Report Card 13) 2016	UNICEF Index of Child and Youth Well-being and Sustainability (Report Card 14) 2017
Norway	7	7	2	2	1
Germany	11	12	6	14	2
Denmark	3	1	11	1	3
Sweden	2	8	5	23	4
Finland	4	2	4	2	5
Iceland		5	3	20	6
Switzerland	6	4	8	2	7
Korea					8
Slovenia			12	9	9
Netherlands	1	3	1	6	10
Ireland	9	6	10	7	11
Japan					12
United Kingdom	21	21	16	14	13
Luxembourg		18	7	29	14
Austria	18	9	18	5	15
Spain	5	20	19	22	16
Estonia			23	8	17
Portugal	17	14	15	19	18
France	16	11	13	28	19
Czech Republic	15	16	14	11	20
Australia				13	21
Croatia				12	22
Poland	14	13	21	27	23
Italy	8	23	22	32	24
Canada	12	10	17	26	25
Belgium	10	15	9	29	26
Cyprus					27
Latvia			28	10	28
Malta				24	29
Slovakia		19	23	31	30
Greece	13	22	25	14	31
Hungary	19	17	20	14	32
Lithuania			27	25	33
New Zealand					34
Israel				35	35
Turkey				34	36
United States	20	24	26	18	37
Mexico					38
Romania			29	21	39
Bulgaria				33	40
Chile					41

# Canada's rank on the Index of Child and Youth Well-being and Sustainability

# 25<sup>TH</sup>

# OUT OF 41 COUNTRIES



**Global Goal 12:** Ensure sustainable production and consumption

Canada ranks **6**



**Global Goal 4:** Ensure inclusive and equitable quality education for all

Canada ranks **8**



**Global Goal 8:** Promote full and productive employment and decent work for all

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Canada ranks **32**



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Canada ranks **37**



**Global Goal 16:** Promote peaceful and inclusive societies

Canada ranks **37**



**NOTE:** These Indices and rankings are not directly comparable as different indicators and measurement approaches are used, but a number of indicators are consistent and the data reveal some consistent patterns. UNICEF Report Cards 7, 11 and 14 are based on national averages for each indicator of child and youth well-being; Report Cards 9 and 13 measure equality gaps within indicators.

# CANADA AT THE TOP

Canada performs well in indicators related to our strong, universal public education system – as it does consistently – particularly now that public policy is starting to catch up to peer nations in the provision of preschool child development and learning opportunities.

As many wealthy countries suffered considerable job and income losses during the Great Recession in contrast to Canada, our performance in related indicators of children’s material well-being and social inclusion is also comparably better. Our moderate level of income inequality looks fairly benign in contrast to some other high-income countries, but UNICEF research suggests that moderate income inequality may be associated with mediocre child well-being outcomes on average, and persistent inequality gaps among Canada’s children.<sup>7</sup> There are encouraging signals that Canada may be starting to turn the tide against child poverty and income inequality, but the poorest group (the bottom 10% by family income) has made fewer gains than everyone else. Erosion in the income advantage gap, the NEET rate, and mental and physical health may be signs of the continuing impacts of inequality.

## RESPONSIBLE CONSUMPTION AND PRODUCTION (GOAL 12)

— Canada ranks 6



### Awareness of Environmental Problems

Top performer:

**PORTUGAL — 82.0%**

Possibility Gap:<sup>8</sup>

**11**

PERCENTAGE POINTS

Average:

**62.1%**

Canada:

**71.0%**

(RANKS 6)

Direction of change:<sup>9</sup>

**N/A**

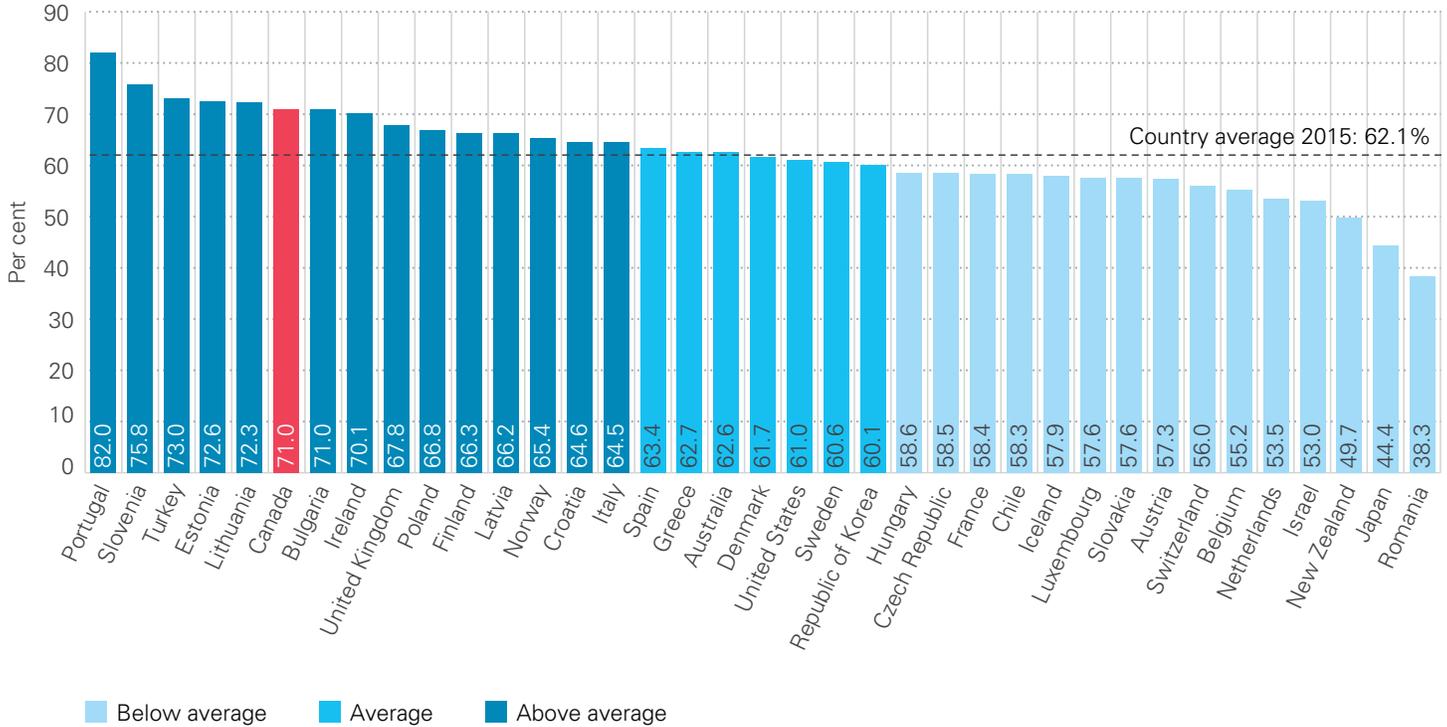
SDG 12 to achieve sustainable consumption and production includes few child-focused targets and indicators. Indicator 12.8.8 is the most directly relevant target involving children and youth in high-income countries, with available data to measure the level of environmental

awareness among students. Canada is not known as a world leader in sustainable consumption and production according to indicators such as waste production, material consumption or carbon emissions per capita. However, the greater young people’s understanding of the impact

of human activity on their environment, the more they will be able to contribute to progress towards sustainability.

Figure 7 shows that most young people in high-income countries are aware of current environmental challenges: an average of 62 per cent

**Figure 7: Percentage of 15-year-old students familiar with five or more environmental issues**



of 15-year-olds are familiar with at least five of seven key issues at age 15:

- greenhouse gases in the atmosphere
- use of genetically modified organisms (GMOs)
- nuclear waste
- the consequences of clearing forests for other land use
- air pollution
- extinction of plants and animals
- water shortage

Canada is a strong performer, with 71 per cent of youth aware of these issues. In general, air pollution had the highest level of recognition, with around 83 per cent of students having some knowledge of this. Given its prevalence and direct impacts on children and youth, this awareness is not surprising. Many youth are also aware of the extinction of plants and animals (79 per cent). Awareness of the effects of greenhouse gases fell in the middle, with 65 per cent of students

able to explain the problem. More than aware, many young people are deeply concerned about their environment and in our workshops with young people it was clear that Indigenous youth are particularly aware of and affected by interconnected environmental concerns (UNICEF Canada, 2017). Their awareness is a promising sign for the sustainability of the planet.

7 See UNICEF Report Card 13 (2016).

8 The “Possibility Gap” is the distance, or difference in values, between Canada and the top-performing country. The value may not be statistically significant in all cases.

9 The value may not be statistically significant in all cases.



## QUALITY EDUCATION (GOAL 4)

### — Canada ranks 8



#### Basic Learning Proficiency

##### Top performer:

**ESTONIA — 83.1%**

##### Possibility Gap:

**2.3**

PERCENTAGE POINTS

##### Average:

**68.6%**

##### Canada:

**80.8%**

(RANKS 4)

##### Direction of change:

**NEGATIVE**

(2.2 PERCENTAGE POINTS)

Providing inclusive, quality education is key to the SDGs. Failure to achieve basic skills and a minimum level of educational achievement imposes a high cost on individual children and on society through school dropout, lower productivity and wages, and higher unemployment. Achieving universal proficiency in fundamental skills ensures a fairer chance in life for all children and young people. At the same time, getting a balance right so that young people are self-directed learners valued for their unique capacities and dreams, with adaptable skills for a rapidly changing world of work, is a challenge in

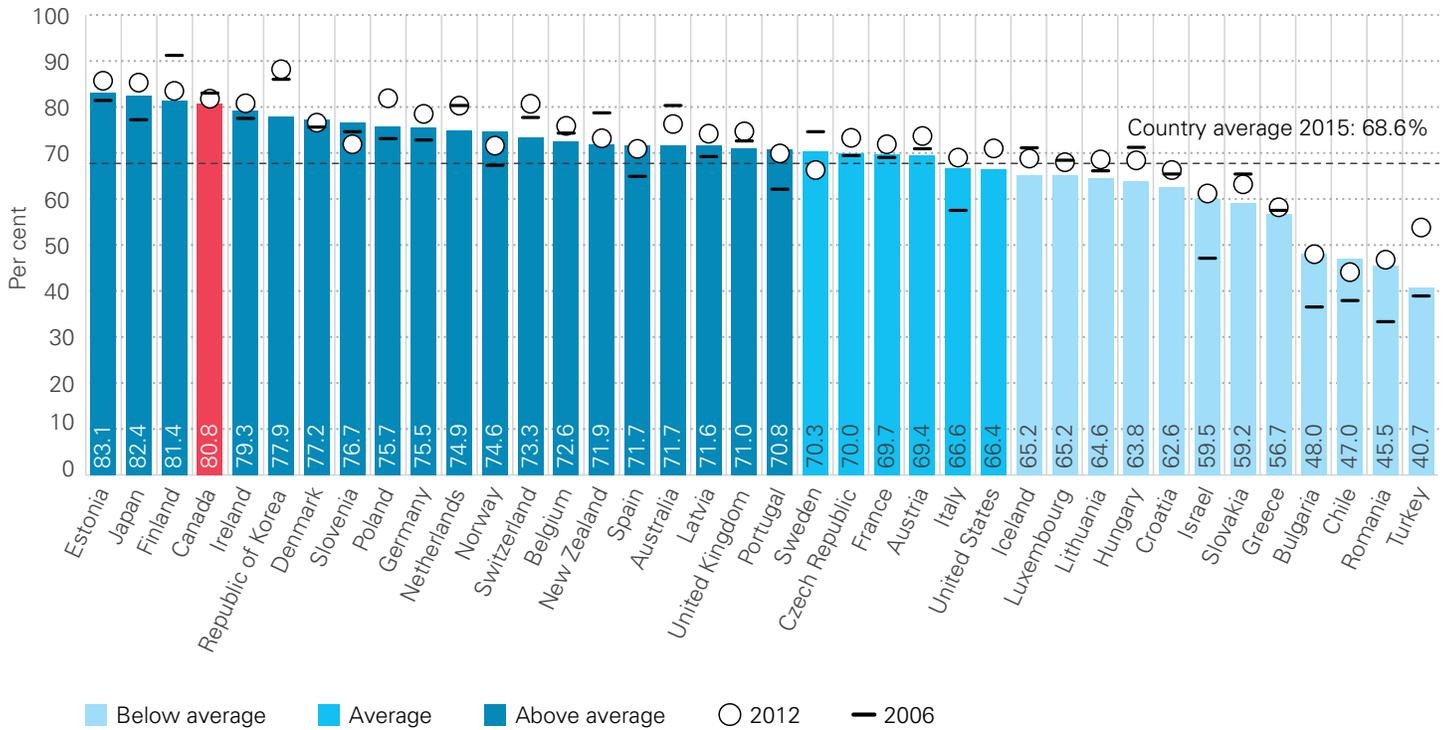
advanced education systems. Canada is developing new approaches to measure how well education systems support children's holistic learning and well-being while preparing them for futures not yet imagined.<sup>10</sup>

For now, measures of basic competency in reading, mathematics and science literacy show that even in the best-performing countries, 1 in 5 15-year-olds does not reach a level of basic competency (see figure 8). No country, no matter how wealthy or how long established its education system, approaches universal competency in reading, mathematics and science

among its 15-year-olds. Countries with broader inclusion, of over 80 per cent, are Canada, Estonia, Finland and Japan (above the average of 69 per cent). Their national educational approaches – although diverse – are evidently more successful than others in ensuring baseline competency. However, some countries make much more effective use than others of the resources they have available: the highest-performing nation of all on this measure, Estonia, has a per-capita national income that is less than half that of the other countries in the top five. Canada's performance has remained stable for many years.

<sup>10</sup> See People for Education, *Measuring What Matters* initiative.

**Figure 8: Achievement of baseline educational standards (proportion of 15-year-olds achieving baseline competency in reading, mathematics and science)**



“In Toronto we might get lots of programs, maybe the rest of Canada is lacking them.”

– Workshop Participant, 15



## Preschool Participation (ages 3 to 6)

### Top performer:

**MALTA — 99.9%**

### Possibility Gap:

**3.4**

PERCENTAGE POINTS

### Average:

**95.3%**

### Canada:

**96.5%**

(RANKS 19)

### Direction of change:

**N/A**

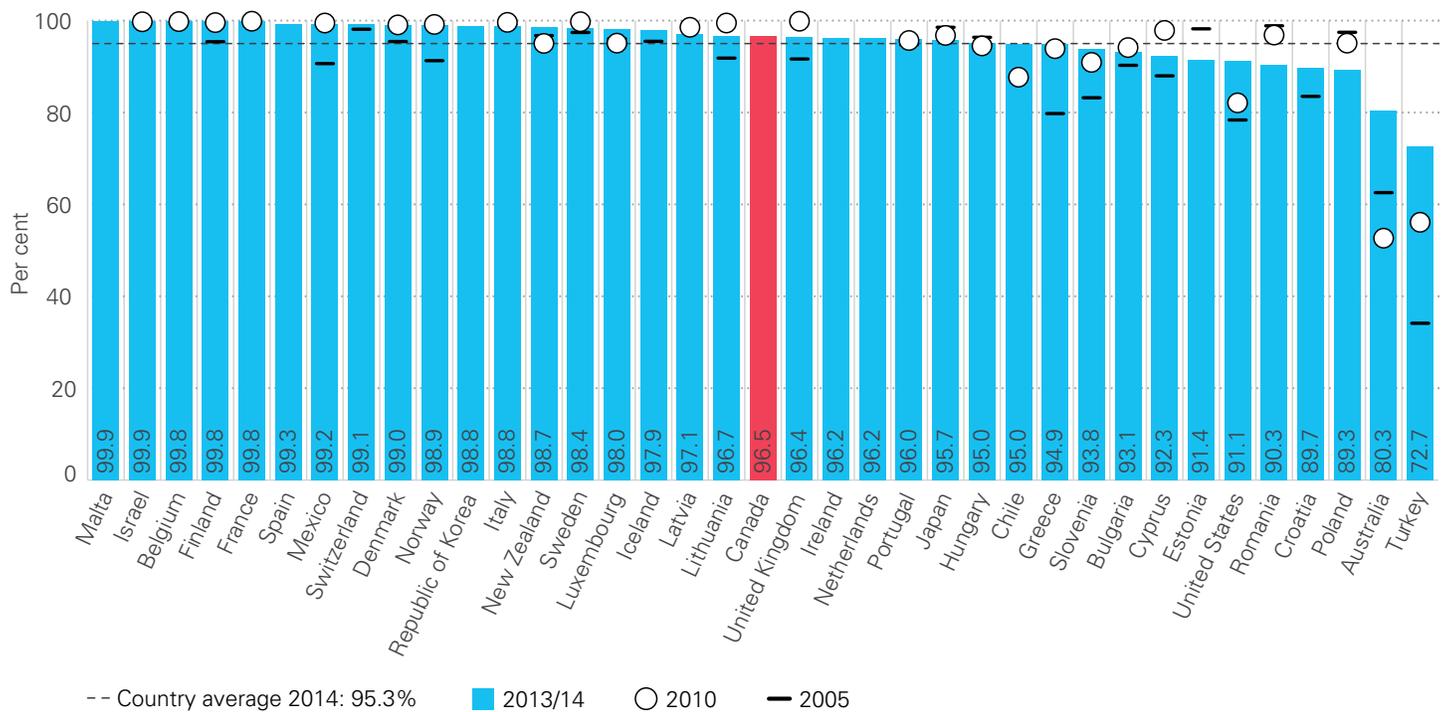
Target 4.2 of the SDGs aims to “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” Early childhood development is a driving force for sustainable development in all societies (Britto, Yoshikawa, & Boller, 2011). Through public investment in quality, universal early care and education, a good start in life can not only benefit children today, but also their communities and societies into the future. A growing body of evidence attests to the long-term benefits of high-quality preschool education and care for children aged between three and

five, highlighting positive outcomes in their development, education, health, jobs, reduced criminal behaviour and poverty reduction. These effects seem to be particularly positive for children from disadvantaged backgrounds.

Figure 9 shows that almost all children in high-income countries are benefiting from some level of organized learning one year before starting school, which begins much later in some countries than in others. On average and in Canada, over 95 per cent of children participate in formal preschool provision. Canada’s provinces and territories have made substantial progress in recent years to

provide universal preschool learning in the year before formal education starts. But it remains an outlier in the provision of universal, quality early child development opportunities for younger children. Expanding coverage is a key opportunity for Canada to put children on a track toward great, equitable outcomes. The inclusion of the federal government as a partner in a new National Framework on Early Learning and Child Care with provincial, territorial and Indigenous governments is a key step, though the initial investment and coverage are substantially less than in top-performing countries. Canada has a lot of ground to cover.

**Figure 9: Children’s participation in organized preschool learning (participation rate one year before official age for entering primary school)**



**NOTE:** Data for Canada refer to adjusted net enrolment rate, one year before the official primary entry age, both sexes (%). Data provided by Martha Friendly, Childcare Resource and Resource Unit, Canada.

### Making early learning and care programs good for kids

SDG target 4.2 emphasizes the importance of access to high-quality early childhood education and care (ECEC) as a means to achieving equity and transforming lives through good early cognitive, physical and social development. Access alone is insufficient for achieving positive child outcomes; services must also be of high quality. As a result, meeting target 4.2 means developing methods to accurately measure and monitor quality standards in ECEC (Braukauf & Hayes, 2017). At a minimum, measures of quality should capture: (a) the system design and organization (structure) of services, including qualifications, staff-child ratios and health and safety regulations; (b) practice within ECEC settings (process), including relationships, the role of play and the integration of care and education; and (c) child outcomes, including the child’s social, emotional, mental and physical well-being and equality of opportunity, as well as secondary benefits to family and community.

For national monitoring efforts key considerations include:

- Monitoring ECEC quality in different contexts. ECEC services in high-income countries vary widely in terms of decentralization, curriculum and funding structure, but the indicators of quality service provision and child outcomes are fairly universal.

- The interplay between home environment and formal care. The child's home environment and its interaction with formal settings influences child outcomes, and measures should be sensitive to this. ECEC services are most effective when there are sufficient family support policies and services such as income benefits.
- What it means to be 'ready for primary education' or 'developmentally on track'. Quality ECEC settings foster child development, and recognize children as unique, active learners and capable explorers of their environment. The concept of 'school readiness' can be problematic if it shifts the focus too far from how children learn through play – vital in developing skills such as self-regulation and attentiveness – towards a more school-like pedagogy emphasizing the development of 'basic skills' such as literacy. It can also be problematic if it fails to support children's unique developmental trajectories.

As Canada's federal, provincial, territorial and Indigenous governments develop frameworks for ECEC, they can ensure quality is high on the policy agenda by collecting data for both service provision and child-focused outcomes. This will link improvements in the quality of ECEC to other policy measures and enhance equity in access and in outcomes.

### Data Pothole

Indicator 4.2.1 measures the percentage of children under 5 years of age who are developmentally on track in health, learning and psychological well-being. Basically, the made-in-Canada Early Development Instrument provides this data (now used by many provinces), but it is not used in enough peer nations to include in the UNICEF Index. The EDI results underscore the importance of providing more early child development programs in Canada. Developmental challenges show up before children start school. EDI results also reveal the importance of a universal approach: while the income-deprived children have disproportionately more developmental challenges by age 5, the majority of children are in higher-income families.

### Data Pothole

Indicator 4.5.1 calls for parity indices for education-related SDGs. In high-income countries, children in lower-income families, Indigenous children and boys fall farther behind. Indicator 4.a.1 calls for a measure of the equitable distribution of educational resources, including computers and infrastructure for students with disabilities.

## DECENT WORK AND ECONOMIC GROWTH (GOAL 8)

— Canada ranks 11



### Excluded Youth (NEET)

#### Top performer:

**JAPAN 2.0%**

#### Possibility Gap:

**5.1**

PERCENTAGE POINTS

#### Average:

**7.1%**

#### Canada:

**7.1%**

(RANKS 20)

#### Direction of change:

**NEGATIVE**

(0.2 PERCENTAGE POINTS)

Any strategy for achieving sustainable economic development has to include opportunities for young people transitioning to adulthood to engage in full, productive employment. A key measurement of countries' success in delivering opportunities for young people and an official SDG indicator (8.6.1) is the share of youth aged 15-24 not in education, employment or training (NEET). Given the focus on children in this report, in figure 10 we measure NEET for ages 15-19. In Canada and on average across wealthy countries, 7 per cent or 1 in 13 young people is not in employment, education or training. NEET rates have fluctuated in Canada and in most countries over the past decade, particularly since the Great Recession ended, as more young people graduate high school and continue post-secondary education. But for some, constrained education and employment opportunities discourage high school engagement

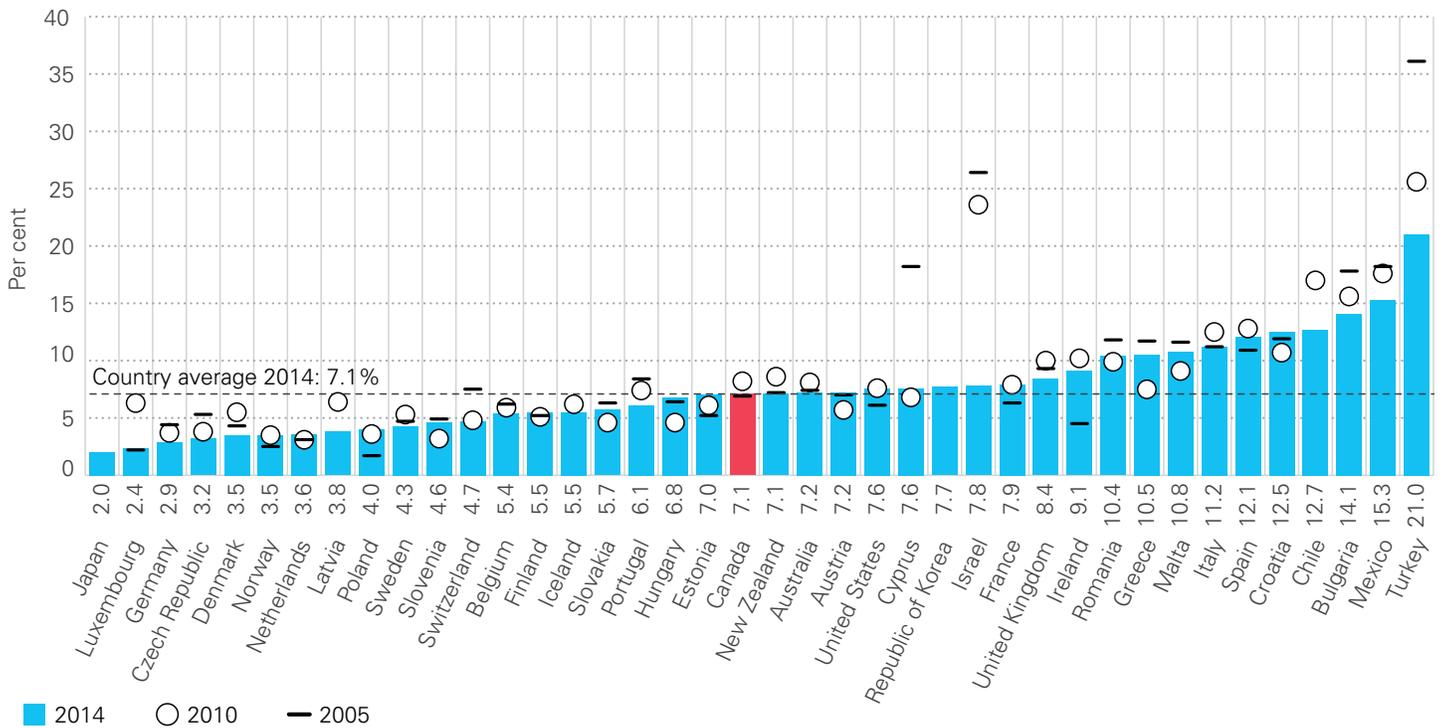
and achievement, and contribute to poor mental and physical well-being. Many young people not in education or at work are not developing their skills or their confidence and may be at higher risk of social isolation, involvement in risky behaviour, and poor mental and physical health (Bell & Blanchflower, 2011; Eurofound, 2012). NEET status is affected not only by opportunity at the stage when young people are transitioning to adulthood, but also by opportunity in the early years, since those starting life with fewer advantages tend to accumulate disadvantage. Young people who don't complete high school and who become homeless are typically part of the NEET population.

The solutions include a focus on creating affordable and diverse education opportunities for young people from the early years through high school and post-secondary years,

and creating decent employment. Canada's governments at all levels, private-sector employers like RBC, and programs such as Pathways to Education have been adjusting to make education and employment more inclusive through a range of programs. Support for "green" jobs and apprenticeships could also help power the sustainability agenda. Opportunities within these measures need to include the most vulnerable, including Indigenous children and children in care. Making the Shift is a new social innovation approach that aims to help ensure that homeless young people achieve housing stability and family supports that are essential to stay in school or access training and employment.<sup>12</sup> Given Canada's average performance in NEET, we have a lot of work ahead to close the gap with the best-performing countries, which achieve NEET rates that are half of Canada's.

11 See *Making the Shift*, The Homeless Hub: <http://homelesshub.ca/blogs/making-shift>.

**Figure 10: Proportion of youth (aged 15-19) not in education, employment or training (NEET rate)**



### Children in Jobless Households

Top performer:

**JAPAN — 2.1%**

Possibility Gap:

**2.1**  
PERCENTAGE POINTS

Average:

**9.0%**

Canada:

**4.2%**  
(RANKS 4)

Direction of change:

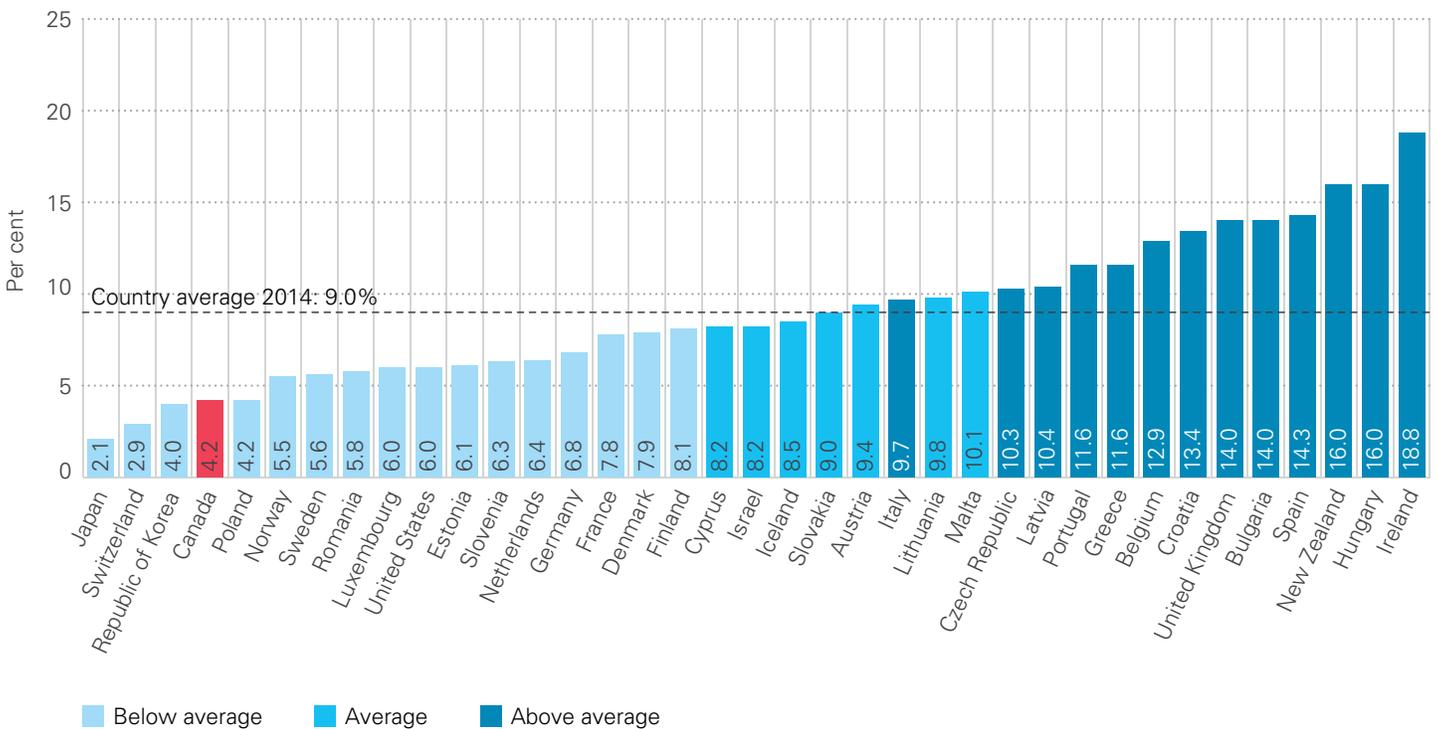
**NO CHANGE**

Another key indicator related to Goal 8 is adult unemployment. Growing up in a household where no adult works has been linked to a greater risk of income poverty (OECD, 2011), poorer education achievement, bullying and being NEET (Schoon et al., 2012). Figure 11 shows the proportion of children living in households where nobody has a paid job. About one in ten children in the countries surveyed lives in a household where

no one works for pay, and the rate has worsened in many rich countries since the Great Recession. The results range from 2 per cent of children in Japan to 19 per cent in Ireland. In Canada, only 4 per cent of children live in jobless families – half the average across peer nations. This compares very favourably, though the rate has not improved in recent years. Instead, Canada has a substantial proportion of “working poor” families.

Most Canadian children in low-income families have at least one parent who works full-time. Our particular challenge is to create decent jobs that pay a living wage, and continue to improve child-focused income benefits and universal services to ensure children are not deprived at a vulnerable stage of life by employment conditions and children’s services that fail to include all Canadians.

**Figure 11: Proportion of children under 18 in jobless households (based on self-defined economic status of adults)**



### Data Pothole

Goal 8 includes indicators of the percentage and number of children aged 5-17 engaged in child labour (8.7.1) and the frequency of fatal and non-fatal occupational injuries (8.8.1). Young people are particularly vulnerable to exploitative, dangerous working conditions, and there is considerable variability in these conditions across the country. As Canada works to comply with International Labour Organization treaties, data is a necessary tool to track their compliance.



**REDUCED INEQUALITIES (GOAL 10)****— Canada ranks 14****Overall Income Inequality****Top performer:****ICELAND — 0.70****Possibility Gap:****0.42****Average:****1.17****Canada:****1.12**

(RANKS 24)

**Direction of change:****POSITIVE**

(0.03 PERCENTAGE POINTS)

Much of the focus of efforts to improve child well-being is on the child poverty rate, given the negative impacts of low income on a range of child outcomes. Emerging research by UNICEF and others is bringing into sharper focus the dampening impacts of overall income inequality – the income gap between the richest and everybody else – on child well-being broadly (UNICEF, 2016). Children growing up in less equal countries tend to have worse average outcomes and more inequality among them, particularly in health, the quality of relationships children have with parents and peers, levels of violence and life satisfaction (UNICEF Office of Research, 2016). In more unequal countries, child poverty is more intractable, and children's family income plays a larger

role in determining their access to opportunities and resources.

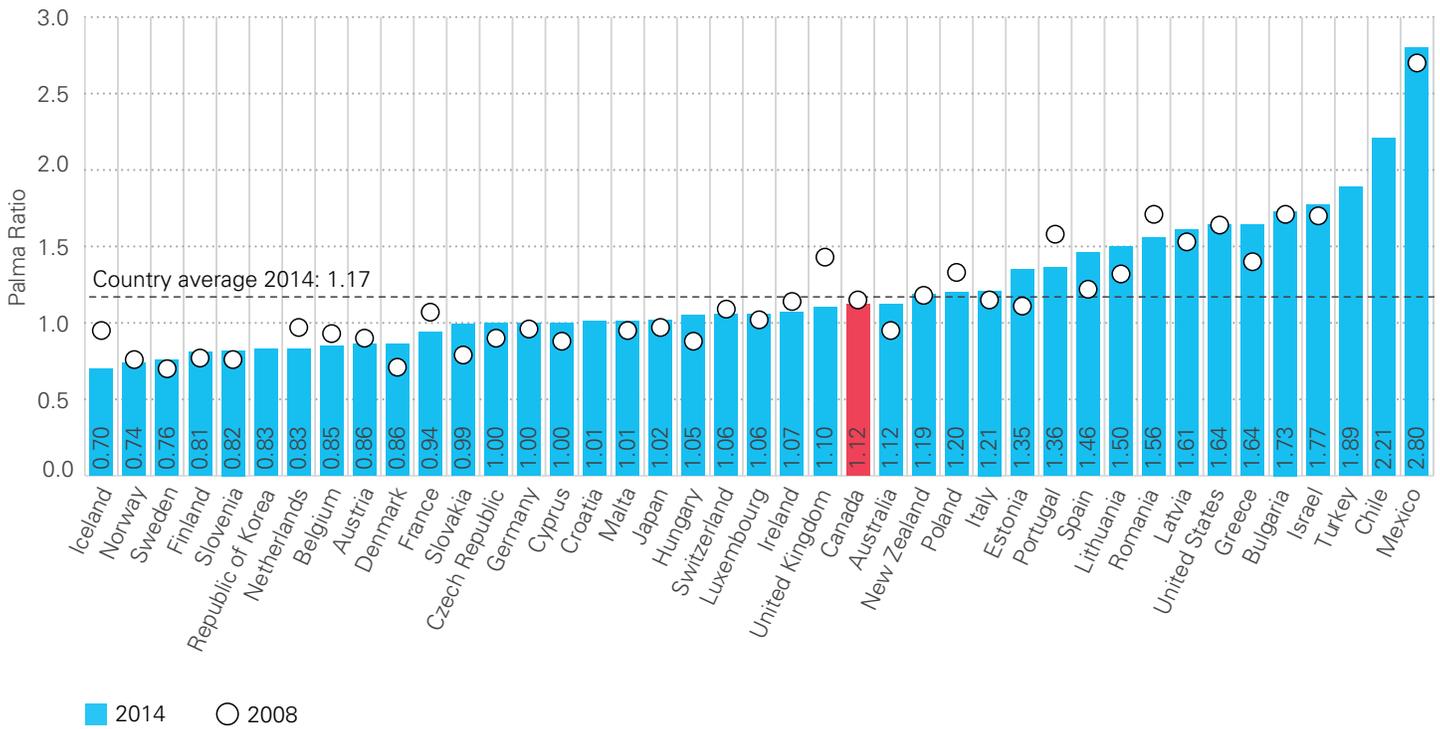
One of the key SDG indicators of inequality uses the Palma Ratio, which measures the income share of the bottom 40 per cent of the population relative to the top 10 per cent.<sup>12</sup> Figure 12 measures this inequality gap for households with children under age 18 (values below 1 indicate less inequality; values above 1 indicate more inequality).

Most high-income countries spread their wealth very unequally. In two-thirds of countries, the bottom 40 per cent of households with children have less income than the top 10 per cent. A third of these countries have Palma Ratios less than 1; they

share their wealth more equally, and it is no coincidence that they tend to have better overall child well-being outcomes. In Canada, the Palma Ratio is close to 1, a little better than the average but still more unequal than most countries. The share of total income going to the top 10 per cent of households with children is 12 per cent more than the share of the bottom 40 per cent. The persistent level of income inequality in Canada may help explain why we have been stuck in the middle of league tables of child well-being. Countries with more income equality tend to have better outcomes for children and youth. The private investment gap and the gap in public investment in children and youth also contribute to wider inequalities among children.

12 This is a child-focused adaptation of the Palma Ratio, where a value of 1.0 indicates that the income share of the top 10 per cent of the population is the same as that of the bottom 40 per cent. A value less than 1 indicates that the bottom 40 per cent receives a higher share of income than the richest 10 per cent; conversely, a value greater than 1 indicates they are receiving a smaller share.

**Figure 12: Palma Ratio of income inequality based on households with children, 2014 and 2008**



Children growing up in less equal countries tend to have worse average outcomes and more inequality among them, particularly in health, the quality of relationships children have with parents and peers, levels of violence and life satisfaction.



## Bottom-end Income Inequality

Top performer:

**ICELAND — 34.2%**

Possibility Gap:

**17.4**

PERCENTAGE POINTS

Average:

**51.2%**

Canada:

**51.6%**

(RANKS 23)

Direction of change:

**NEGATIVE**

(1 PERCENTAGE POINT)

In the spirit of the SDGs, which seek to leave no one behind, an indicator of bottom-end inequality focuses on the gap between the poorest children and children with “normal” family incomes. Figure 13 shows that in most countries, the poorest 10 per cent of households with children under age 18 have fallen farther behind the median income in their countries over the past decade. A wide gap between the poorest 10 per cent and the median in Canada shows the importance of tracking bottom-end inequality along with broader income inequality. In Canada, the income of households with children at the bottom 10th percentile of the income distribution is about half that of families

at the median.

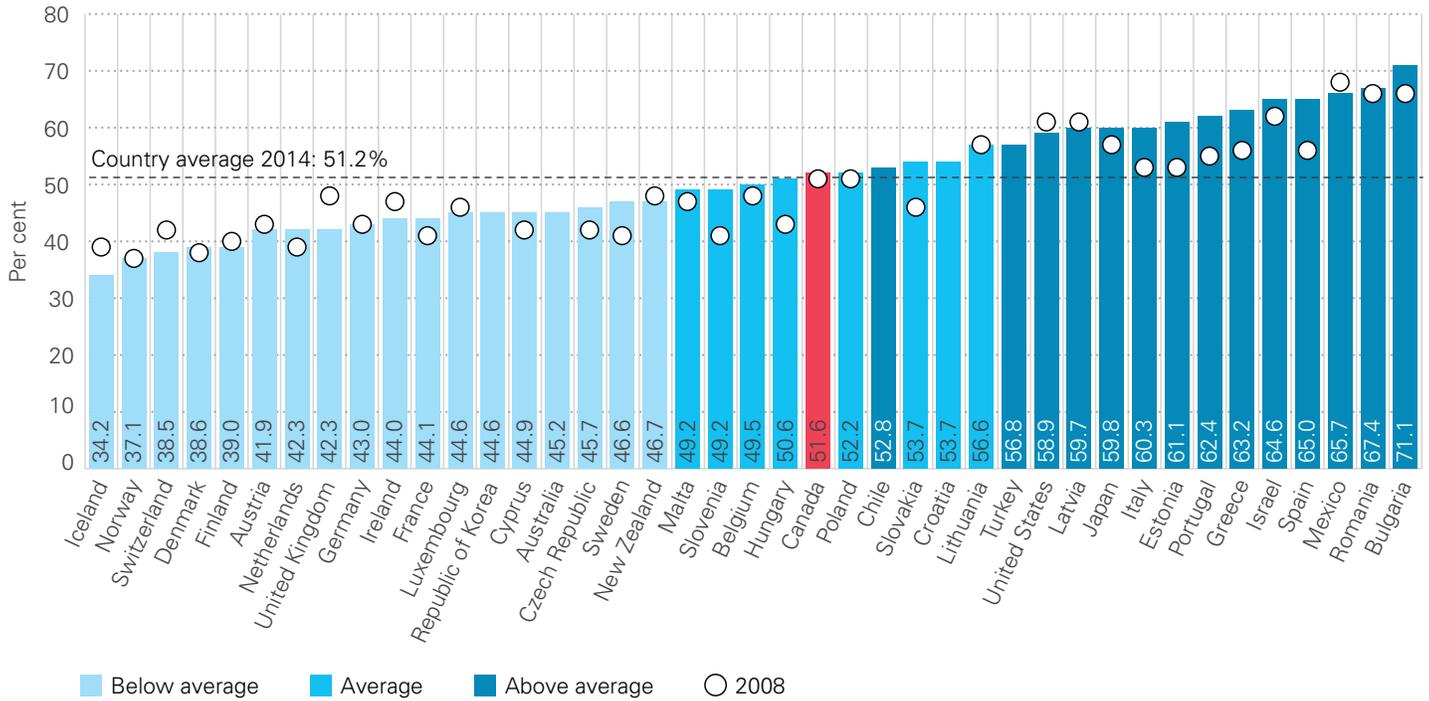
Canada is moderately unequal and close to the average values compared to peer nations measured by both the Palma Ratio and the UNICEF measure of bottom-end income inequality.<sup>13</sup> In both measures, we have failed to make progress despite a consistent annual growth in GDP (national wealth), but over time bottom-end income inequality has widened more. Wealth accumulation in Canada is not helping to close the gaps in family income and well-being among children.

Measuring bottom-end inequality not only in income but in other indicators

of child well-being such as educational achievement and health is key to aligning efforts to reach and include the most excluded children, rather than relying on population averages to decide on investments, policies and services. The Canada Child Benefit is a progressive, universal program intended to benefit children broadly but particularly families with the lowest incomes. Canada needs to take a universal, progressive approach to more children’s services including parental leave benefits and ECEC. Countries that have the best child well-being outcomes generally take this approach to counter the impacts of income inequality on children and youth.

<sup>13</sup> Relative income gap (“bottom-end inequality”) is measured as the gap between household income of the child at the 50th percentile (the median) and that of the child at the 10th percentile, reported as a percentage of the median.

**Figure 13: Relative income gap between median income and that of the bottom 10 per cent of households with children, 2014 and 2008**



The Canada Child Benefit is a progressive, universal program intended to benefit children broadly but particularly families with the lowest incomes. Canada needs to take a universal, progressive approach to more children’s services including parental leave benefits and ECEC.



## Income Advantage Gap

### Top performer:

**TURKEY — 20.6%**

### Possibility Gap:

**12.3**

PERCENTAGE POINTS

### Average:

**38.1%**

### Canada:

**32.9%**

(RANKS 11)

### Direction of change:

**NEGATIVE**

(0.8 PERCENTAGE POINTS)

The adverse impacts of inequality can last a lifetime. One way in which this plays out is through the impact of socio-economic status on students' educational achievement. Children's family backgrounds cause their paths to diverge early in life, even before they start school, though early child development services can cut the gap.<sup>14</sup> Some countries allow the gap to widen as children grow, affecting educational achievement by age 15, and their future opportunities.

The Programme for International Student Assessment (PISA) has

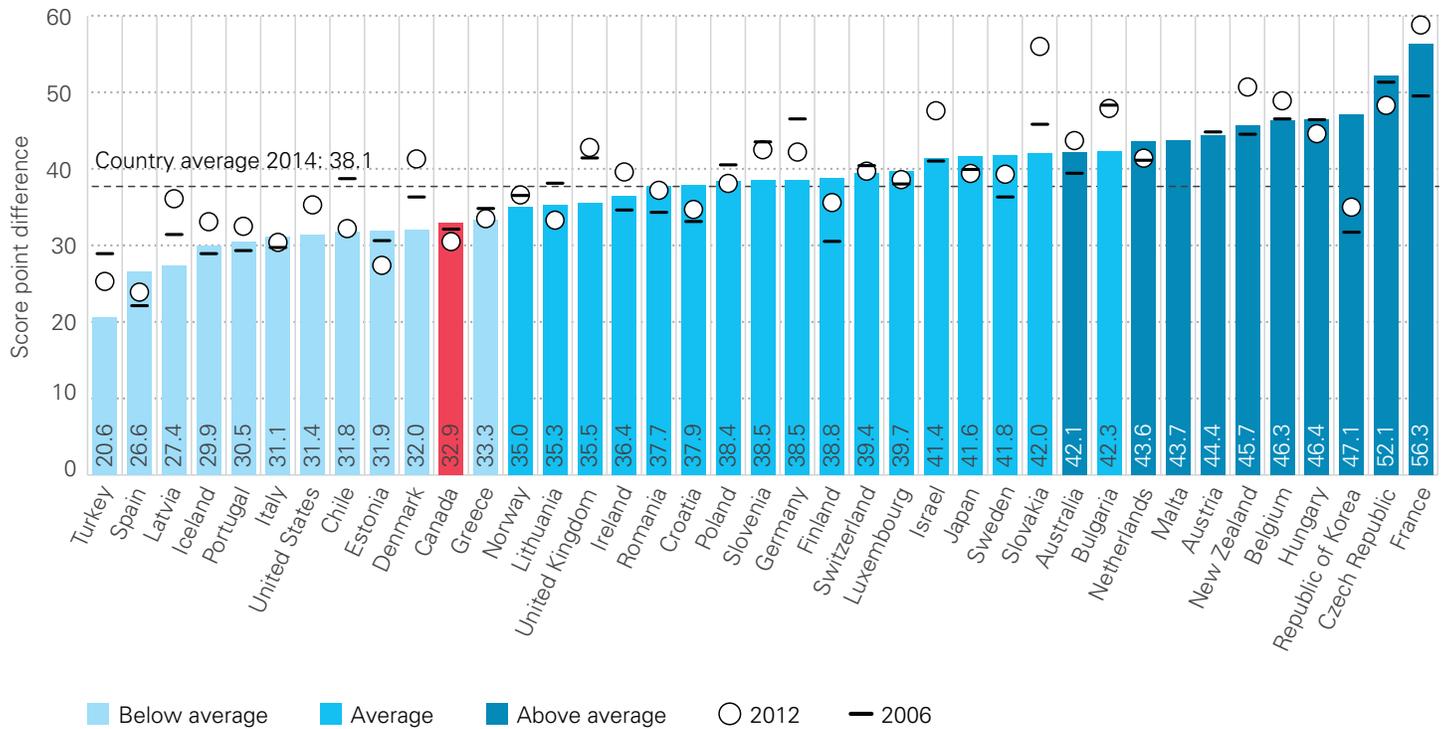
developed a broad measure of socio-economic background: the ESCS index. Figure 14 shows the association between a one-unit increase in the ESCS index and students' results in reading, mathematics and science. A higher value indicates that socioeconomic background has a greater impact on students' achievement. Socio-economic advantage leads to better school results in every high-income country. Fifteen-year-olds from more affluent families achieve substantially better educational results than their less advantaged peers. On average, the

educational difference associated with a one-unit increase in the ESCS index is equivalent to more than one year of schooling.

Canada performs better than average. However, unlike many of the top-performing countries, we haven't managed to close the gap over the past decade. To do that, the solutions lie partly in the flexibility and inclusivity of school curriculum and engagement, but also in the reach of quality ECEC and in reducing levels of child poverty and income inequality.

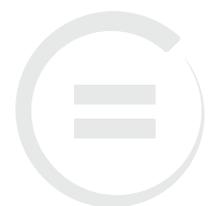
14 See Bradbury, B., Corak, M., Waldfogel, J., & Washbrook, J. (2015). *Too many children left behind: The U.S. achievement gap in comparative perspective*. New York, NY: Russell Sage Foundation; Blanden, J., & Machin, S. (2010). Intergenerational inequality in early years assessments. In K. Hansen, H. Joshi, & S. Dex (Eds.), *Children of the 21st Century: The first five years* (Vol. 2, 153–168). Bristol: The Policy Press; Brooks-Gunn, J., & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children*, 7(2), 55–71. <https://doi.org/10.2307/1602387>; and Waldfogel, J. (2013). Socio-economic inequality in childhood and beyond: An overview of challenges and findings from comparative analyses of cohort studies. *Longitudinal and Life Course Studies*, 4, 268–275. <https://doi.org/10.14301/lcs.v4i3.263>.

**Figure 14: Socio-economic advantage and school results**



### Data Pothole

Goal 10 includes an indicator of the percentage of the population reporting discrimination on a basis prohibited under international human rights law. In 2016, a Canadian Human Rights Tribunal found that the federal government discriminates in the provision of services to First Nations children. Services to which all Canada’s children are entitled are funded and provided differently for First Nations communities, with many documented cases of First Nations children going without or provided with inferior services such as specialized wheelchairs (The Jordan’s Principle Working Group, 2015). As the Government of Canada responds to better fulfil Jordan’s Principle and provide equitable services, there is a need to collect and report data to measure the access and outcomes for Indigenous children.



# CANADA IN THE MIDDLE

Goal 11 to achieve sustainable communities has few indicators directly related to children and youth for which there are internationally comparable data.

Air pollution is a universally relevant indicator of healthy environmental conditions in communities, particularly affecting growing children. But it is a limited vantage point on the Goal of “inclusive, safe, resilient and sustainable communities”. For instance, adequate housing would be another important indicator. Community safety indicators relevant to children and youth are well-developed in many parts of Canada and include a wide range reflected in the SDGs, from traffic safety and access to public transit to civic participation. All countries should have national strategies to track these indicators to fulfill their SDG obligations. In the general absence of comparable data across communities and countries, we rely on the official SDG indicator for monitoring air pollution according to annual mean levels of fine particulate matter in cities (11.6.2).

## SUSTAINABLE COMMUNITIES (GOAL 11)

— Canada ranks 19



### Air Pollution in Cities

Top performer:

**IRELAND** — 4.8 PM<sub>2.5</sub>μ

Possibility Gap:

**4.9 PM<sub>2.5</sub>μ**

Average:

**10.7 PM<sub>2.5</sub>μ**

Canada:

**9.7 PM<sub>2.5</sub>μ**

(RANKS 19)

Direction of change:

**NEGATIVE**

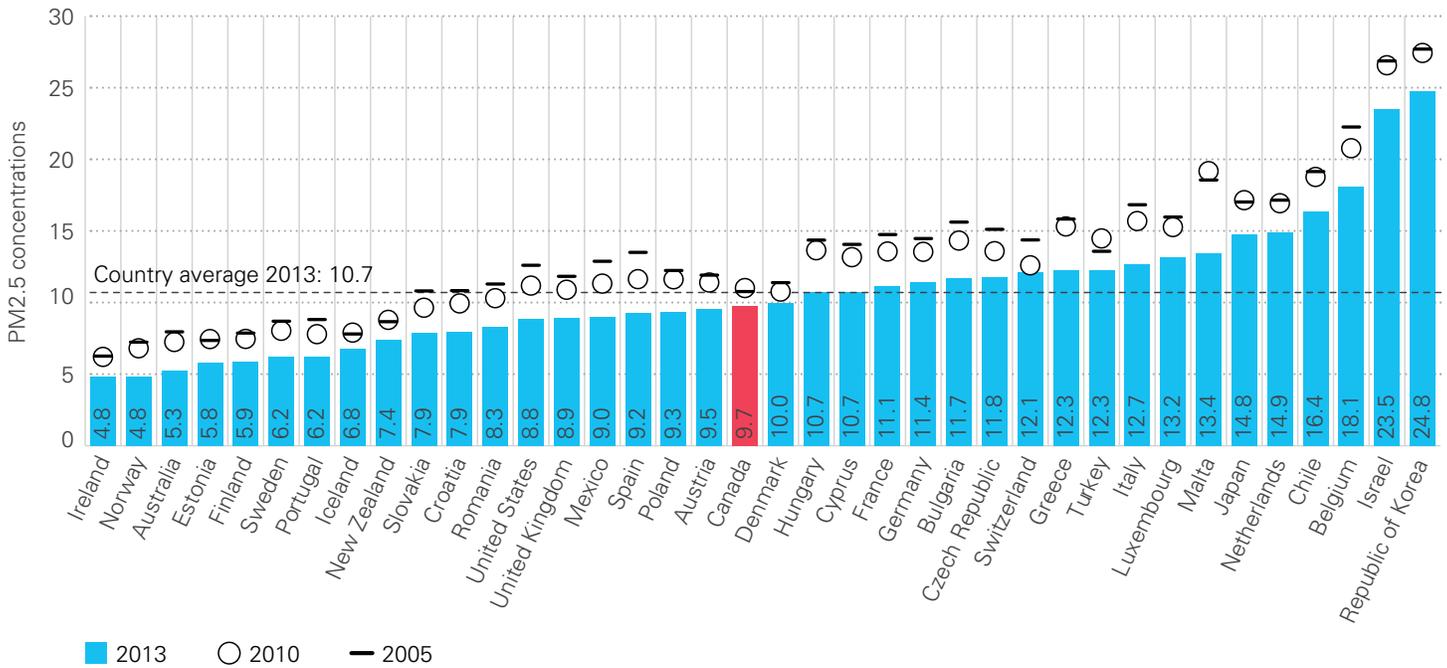
(0.5 PM<sub>2.5</sub>μ)

Children are particularly susceptible to air pollution because they breathe in more air per unit of body weight than adults. Their lungs are especially vulnerable to damage from air pollution while developing in the womb and during the first years of life, and studies indicate that ultrafine particles can do permanent damage to children’s brain tissue (UNICEF, 2016, p. 6). There is no question that making cities sustainable, safe and healthy for children requires reducing air pollution. The steady trend of urbanization makes the Goal more challenging to achieve. Outdoor play and exercise can be

harmful to health in heavily polluted environments. The decline in outdoor play is a growing concern in many high-income countries – itself a proxy indicator of child well-being because of its influence on physical and mental health, social development and many other dimensions of children’s lives. Another indicator for Goal 11 directly relevant to children is the average share of the built-up area of cities that is open space for public use for all, including by age (11.7.1). This is also relevant to the aim of supporting free, outdoor play, but there is a lack of internationally comparable data at this time.

Figure 15 shows the annual average levels of air pollution in urban areas in rich countries, measured in concentrations of PM<sub>2.5</sub>μ. This is particulate matter so fine that it is able to penetrate the lungs and enter the bloodstream, causing a variety of health problems (World Health Organization, 2016). The data have been weighted to take account of the proportion of children in each country living in urban areas. The World Health Organization has established a safe level of air quality to be below 10 micrograms of PM<sub>2.5</sub>μ per cubic metre. Nearly half of high-income

**Figure 15: Air pollution measured by annual average PM2.5 $\mu$  concentrations in urban areas, weighted by proportion of child population (0-19) living in urban areas**



countries fail to meet this standard: the average level of urban air pollution to which children in urban areas are exposed exceeds the safety threshold. Canada's average level is 9.7, just below the safe level. However, some communities have more or less air pollution, at different times of the year. Air quality has been improving over the past decade in almost all high-income countries studied: the exceptions are Canada and Turkey, where there was a deterioration. This is something of a myth-buster for Canadians, many of whom assume we are much cleaner than the more urbanized European nations and our neighbour to the south. As urbanization continues its steady increase in Canada, continuing effort is needed to curb emissions from cars, power generation and industry. Some Canadian communities are affected by

air pollution originating in the United States, though the US has made significant progress to reduce urban air pollution and has a lower level on average than Canada.

**NOTE:** The trend data for figure 15 is incorrect; the text description correctly describes an increase in Canada's urban air pollution.

“Air pollution is getting worse?  
I definitely thought it was getting better.”

– Workshop Participant, age 16



# CANADA AT THE BOTTOM

The indicators where Canada lags behind peer nations ring alarm bells. The high rate of relative income poverty and high levels of violence in children’s lives are unacceptable.

They are associated with less food security, poor mental health and more unhealthy weight. They take a big toll on children’s potential, blunt the capacity of families to thrive and generate large social and economic costs borne by all Canadians. Canada’s performance in indicators that relate to child health may be surprising and concerning to those who might assume that universal health care translates to great child health outcomes across the board. It is encouraging that many child health outcomes in Canada, as in in most high-income countries, continue to improve. Rates of neonatal mortality and adolescent “risk behaviour” such as drunkenness and teenage births have improved. But as in many wealthy countries, children’s mental health seems to be eroding as income inequality has increased. In Canada, unlike many countries, there has been little progress to reduce teen suicide. A focus on children is fundamental to the attainment of sustainable

health and broader well-being because health problems in childhood can have a lasting impact throughout life.

The variation among wealthy countries is great among many of these indicators, particularly rates of child poverty, food insecurity, adolescent suicide and chronic bullying. One of the most telling indicators of the priority a country gives its children is its investment in them. Canada is one of the wealthiest of all nations, but invests less in children than many. However, the ship is turning with the generational Canada Child Benefit introduced in 2016 and more substantial provincial/territorial child-focused benefits. We hope this will help Canada advance up the league tables. But if we want to get to the top, we must continue to catch up by reducing violence and providing the universal public services children need.

## GOOD HEALTH (GOAL 3) — Canada ranks 29



### Neonatal Mortality

Top performer:

**JAPAN — 0.9 PER 1,000**

Average:

**2.8 PER 1,000**

Canada:

**3.6 PER 1,000**  
(RANKS 31)

Possibility Gap:

**2.7 PER 1,000**

Direction of change:

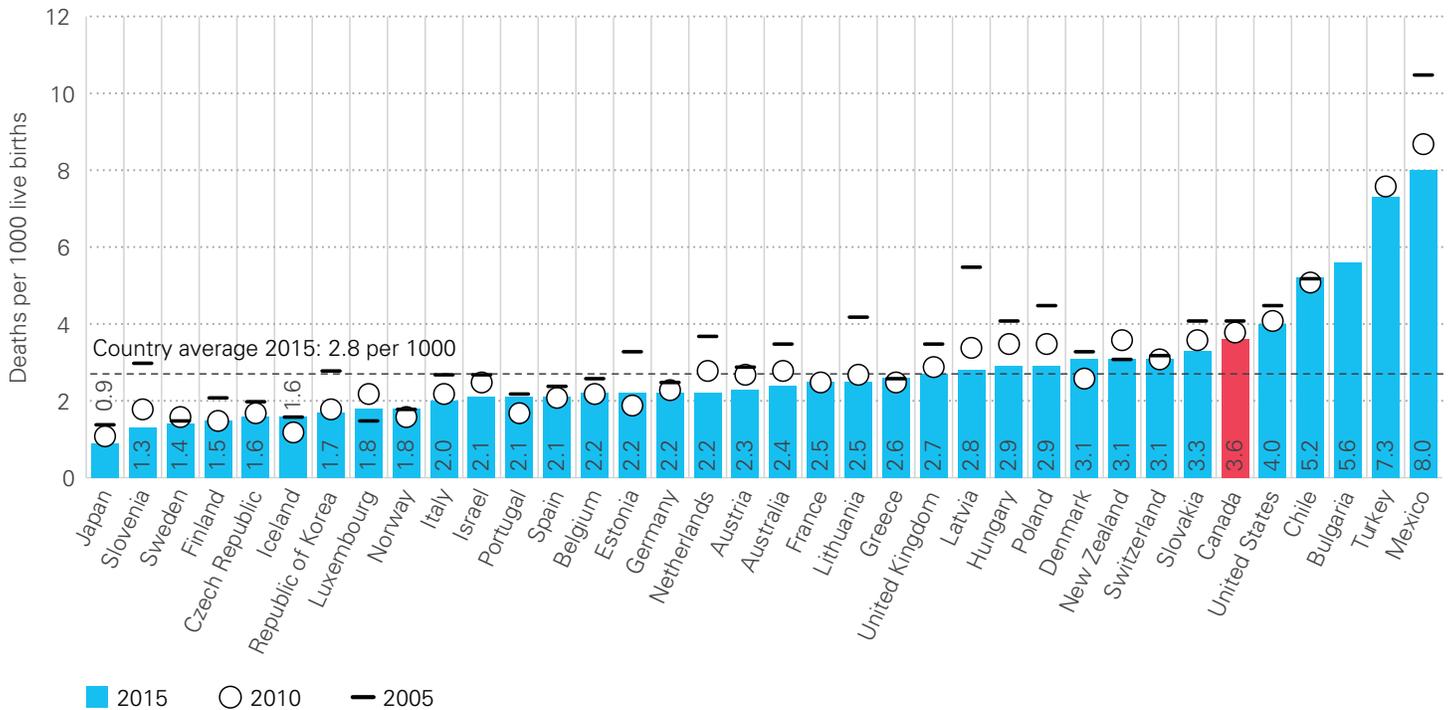
**POSITIVE**  
(0.5 PER 1,000)

The first prerequisite of child well-being is to ensure that as many children as possible survive the first year of life. The neonatal mortality rate, which tracks deaths in the first four weeks of life, is an official SDG indicator under

target 3.2. All high-income countries have reduced their neonatal mortality rates below the global target of 12 deaths per 1,000 live births, although averages in some countries hide stark differences between different social

groups. Neonatal mortality continues to fall but figure 3.1 suggests that there is still room for improvement. In 2015, an average of 2.8 children per 1,000 were dying in the first four weeks of life across rich countries. Japan has set a

**Figure 16: Neonatal mortality rates (deaths in the first 28 days of life, per 1,000 live births)**



new historic benchmark by achieving a neonatal mortality rate of 0.9 per 1,000, despite having the highest percentage of low-weight births in the OECD (a high rate of low birth weight is also a concern in Canada).<sup>16</sup>

Canada is above the rich-world average for neonatal mortality at 3.6 per 1,000. A Canadian study suggests that national differences in the registration of premature, very early gestation births call for caution in interpreting international rankings of neonatal mortality (Joseph et. al., 2012). It is not resolved how much of the difference in Canada’s ranking is attributable

to different registration practices, and therefore how much of a public health gap Canada has. U.S. studies have found that the main reason for higher infant mortality rates when compared with European nations is a very high percentage of preterm births, rather than differences in registration practices (MacDorman & Mathews, 2009). In Canada, preterm births account for two-thirds of infant deaths. Preterm births are generally linked to low income and social exclusion, and are a sensitive indicator of overall population health.

Another way to examine progress is the rate of reduction of neonatal mortality. Canada’s rate continues to decline, but Australia and the Netherlands have made substantial progress despite having already relatively low mortality rates. Over time, Canada’s rankings in international comparisons have fallen. The social determinants of pregnancy outcomes in Canada, including the impact of poverty, and the wide regional variations across Canada, call for continuing momentum to reduce infant mortality.



16 See OECD Family Database 2016: [https://www.oecd.org/els/family/CO\\_1\\_3\\_Low\\_birth\\_weight.pdf](https://www.oecd.org/els/family/CO_1_3_Low_birth_weight.pdf).

## Teen Suicide

### Top performer:

**PORTUGAL — 1.7 PER 100,000**

### Average:

**6.1 PER 100,000**

### Canada:

**8.5 PER 100,000**

(RANKS 31)

### Possibility Gap:

**6.8 PER 100,000**

### Direction of change:

**POSITIVE**

(0.2 PER 100,000)

In high-income countries, suicide is generally the leading cause of death among young people of both sexes after accidents, accounting for 17.6 per cent of all deaths. Figure 17 reflects the suicide rate for adolescents aged 15-19. The rate is lowest, at 1.7 per 100,000, in Portugal, and tends to be low in southern European countries. The highest rate, of 15.6 per 100,000, is in New Zealand. In Canada, the rate of 8.5 is above the average of 6.1 per 100,000.

Across the board, boys are more likely to die by suicide than girls – three times more likely, on average. Girls attempt suicide around twice as often as boys, though they generally choose methods that are less lethal (Beautrais, 2003; Bridge et al., 2006). In Canada,

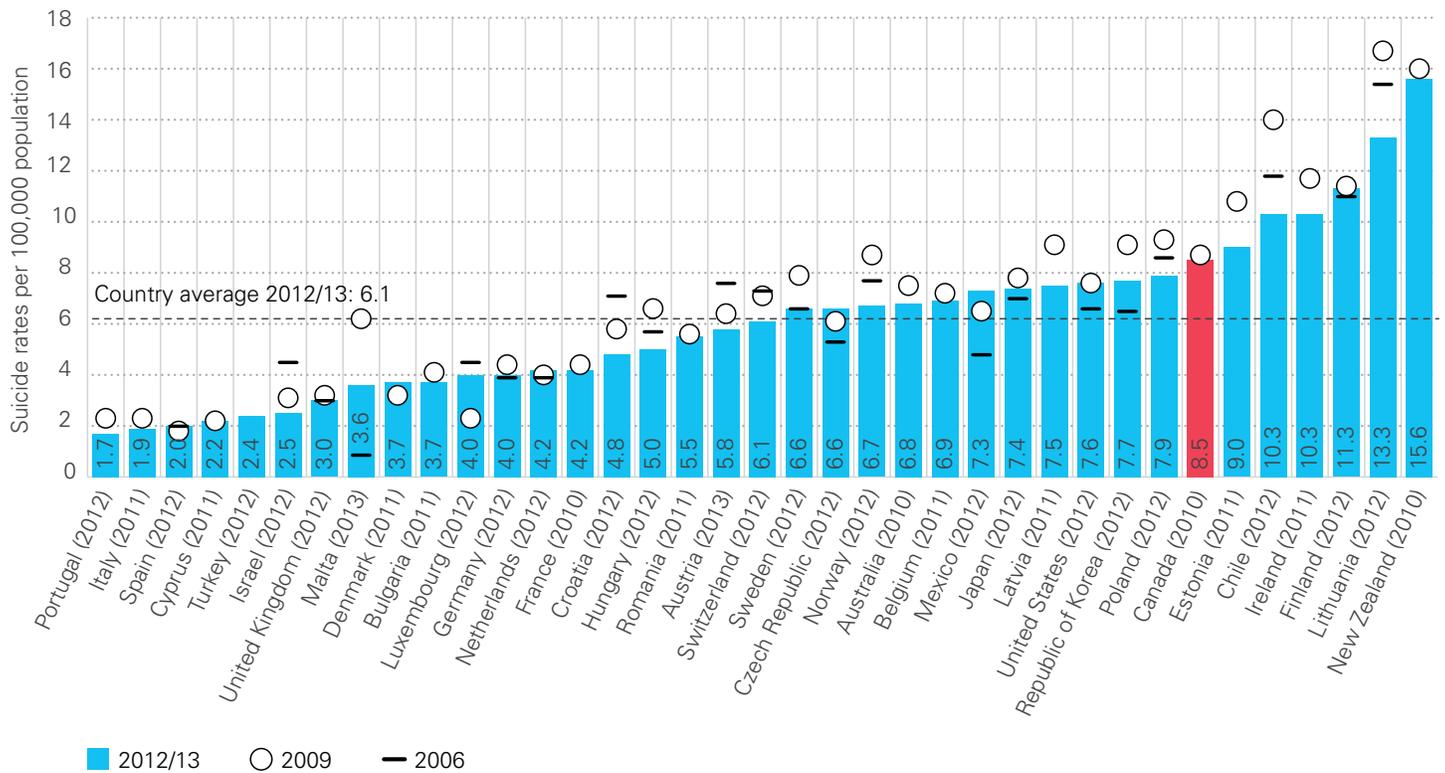
rates of suicide among Indigenous children are much higher than the average. In many countries, children who identify as LGBTIQ2S also have higher than average rates.

Adolescent suicide rates have fallen in the majority of countries in recent years. It is concerning that the rate in Canada remains relatively unchanged. In six countries, the suicide rate rose. In a handful of countries including the Netherlands, New Zealand and the United States, girls' suicide rates increased while the rates for boys declined. Cultural differences make comparing rates across countries challenging in the search for solutions. As an outcome of severe emotional and spiritual crisis or poor mental health, in response to personal as

well as cultural contexts, like many health indicators the solutions lie in broader social conditions as well as individual supports. Untreated Depression significantly increases the risk of suicide. Even though effective treatments are available, most Canadian youth with Depression do not seek appropriate treatment or have efficient access to appropriate care, because we don't make it easy or appealing. Pathway Through Care and WellAhead are child-centred initiatives that focus on simple, innovative methods for promoting mental health and integrating mental health literacy and access to treatment in schools.<sup>17</sup> Culturally appropriate programs for Indigenous youth are critical.

17 See <http://teenmentalhealth.org/pathwaythroughcare/> and <http://www.mcconnellfoundation.ca/kh/programs/child-and-youth-wellbeing>.

**Figure 17: Adolescent suicide rates (aged 15-19 per 100,000 population based on the latest available data, 2008-2013)**



“Teen suicide and social transfers for kids are related.”

– Workshop Participant, age 17



## Teen Mental Health

Top performer:

**GERMANY — 14.2%**

Possibility Gap:

**7.8**

PERCENTAGE POINTS

Average:

**23.1%**

Canada:

**22.0%**

(RANKS 14)

Direction of change:

**NEGATIVE**

(0.2 PERCENTAGE POINTS)

Mental health is included in SDG target 3.4. The Health Behaviour in School-aged Children (HBSC) survey provides a non-clinical, self-reported measure of adolescent mental health. Every four years, schoolchildren aged 11-15 in a large number of countries are asked how often they experience each of four symptoms: feeling low, irritability, nervousness and sleeping difficulties (see figure 18).

An average of 1 in 4 adolescents (23 per cent) reports experiencing two or more psychological symptoms more than once a week, ranging from the lowest incidence of 14 per cent in Germany to the highest of 36 per

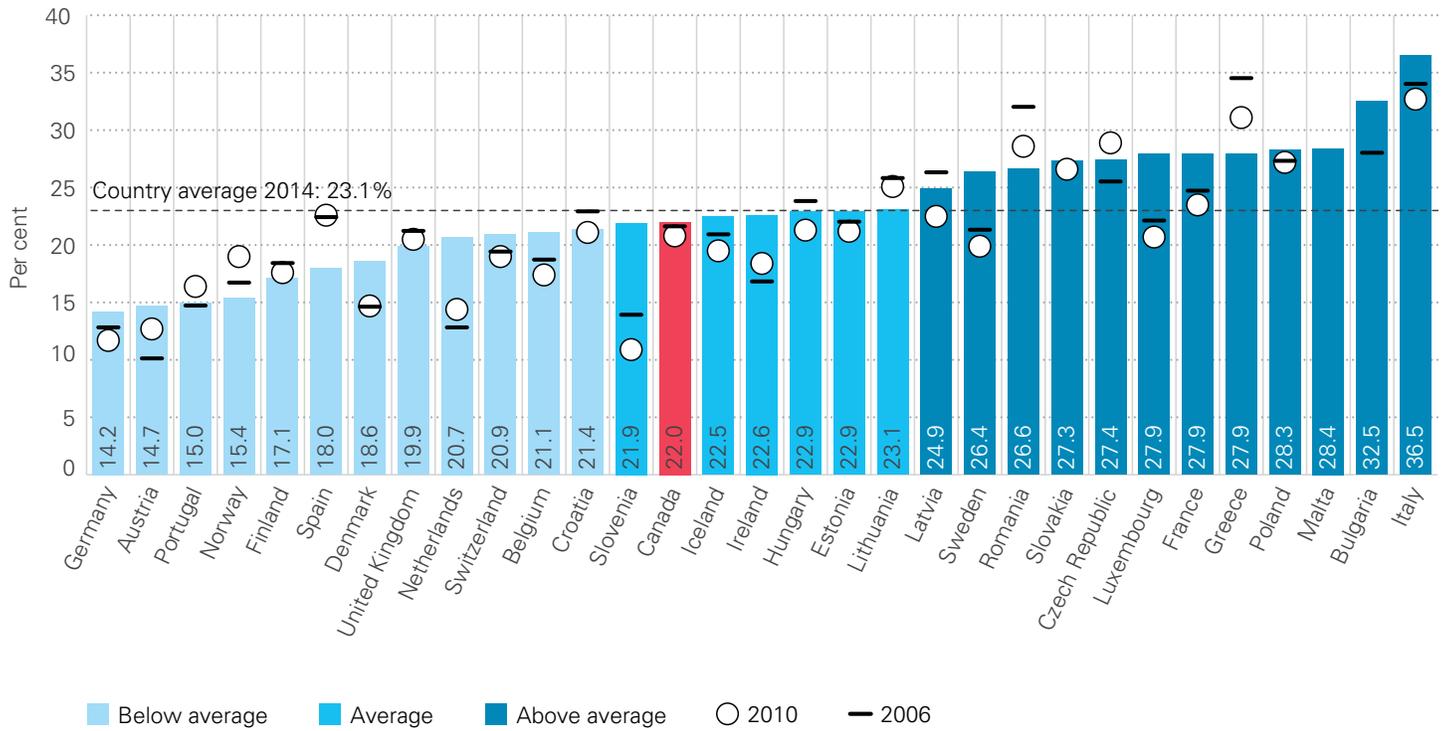
cent in Italy. The rate in Canada is 22 per cent, close to the average of 23 per cent. Girls are much more likely to report symptoms related to their mental health than boys, with the gap widening as they become older.

Unlike many health indicators, the reporting of mental-health issues is on the rise in many high-income countries: 13 of the 29 countries surveyed had an increase of more than two percentage points in self-reported symptoms between 2010 and 2014, with particularly large increases in Slovenia, Luxembourg, Sweden and the Netherlands. In Canada, the rate has remained fairly stable. If left untreated,

mental-health disorders that emerge prior to adulthood impose a 10-fold higher health cost than those emerging later in life (Lee et al., 2014).

There is a manifest need for more objective, standardized, international data on adolescent mental health in high-income countries – as well as sharing of positive initiatives that can help determine future policy. The Public Health Agency of Canada in partnership with the Mental Health Commission of Canada recently released a more comprehensive set of indicators that include not only clinical data, but also child and youth self-reported mental health.

**Figure 18: Adolescent mental health issues (percentage of adolescents reporting two or more psychological symptoms – feeling low, irritability, nervousness, and sleeping difficulties – more than once a week)**



“We’re generally a very ‘happy’ country so we should be ranking at the top of most categories, right?”

– Workshop Participant, age 16



Teen Drunkenness

Top performer:

ICELAND — 1.7%

Average:

6.9%

Canada:

7.2%

(RANKS 17)

Possibility Gap:

5.5

PERCENTAGE POINTS

Direction of change:

POSITIVE

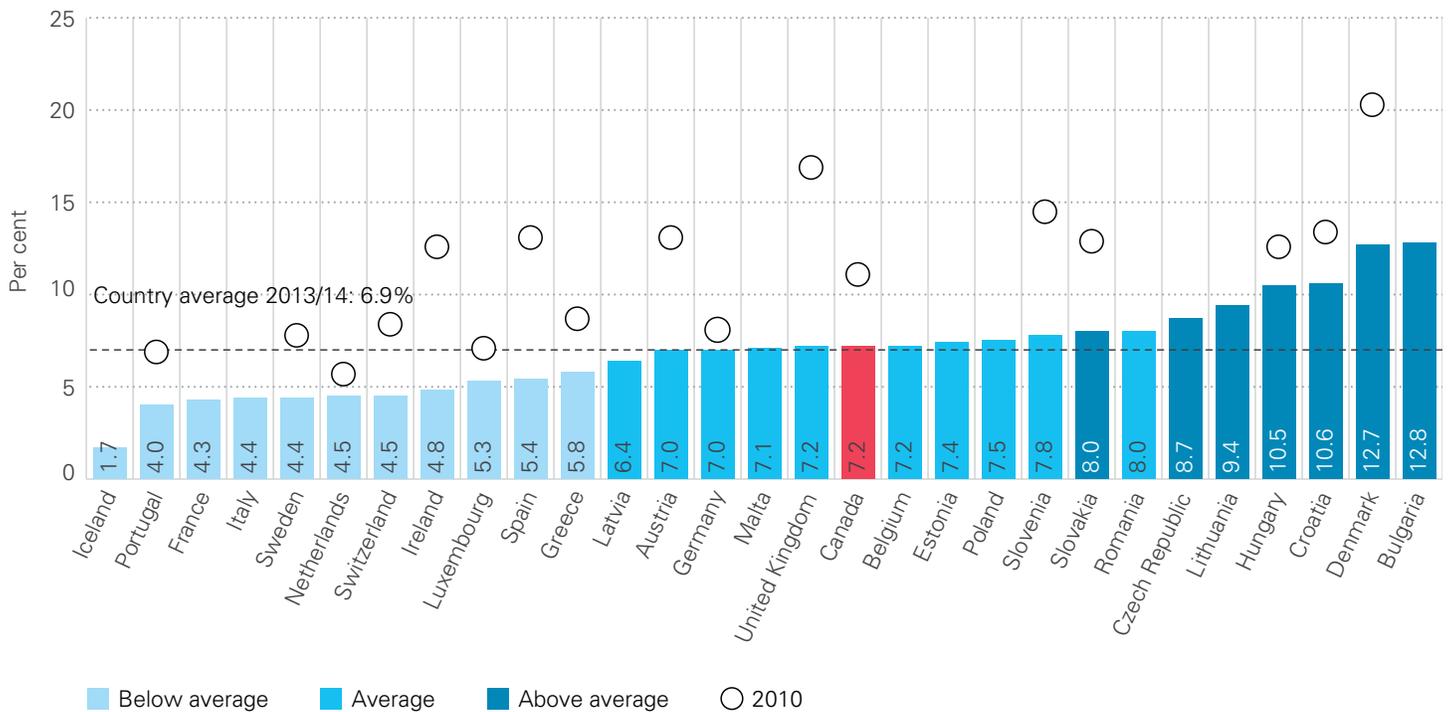
(4.1 PERCENTAGE POINTS)

Target 3.5 of the SDGs aims to “strengthen the prevention and treatment of substance abuse, including... the harmful use of alcohol.” Although the official indicator focuses on adults, drinking by children is also a matter of public concern in many high-income countries, not least because of the association with injuries (de Looze et al., 2012; Pickett et al., 2005).

Figure 19 shows the percentage of schoolchildren aged 11-15 in each country who reported having been drunk in the previous 30 days. There is substantial variation between countries, with a low in Iceland of 2 per cent. Canada’s rate of 7 per cent is just above the average. In most countries, the incidence of adolescent drunkenness declined between 2010

and 2014. In some countries, the improvement was dramatic: in Ireland, Spain and the United Kingdom, the rate more than halved, and Canada has made significant progress as with other forms of adolescent “risk behaviour” such as cannabis use and smoking.

Figure 19: Adolescent drunkenness (percentage aged 11-15 who reported having been drunk in the previous month)



There is no greater priority for any nation than the well-being of its children. It's up to all of us – individual Canadians, the private sector and all levels of government – to come together and ensure all of our children from coast to coast to coast are safe, healthy, educated and have dreams for their futures – dreams they can achieve.

– **David Morley, UNICEF Canada  
President and CEO**

## Teen Births

### Top performer:

**KOREA — 1.6 PER 1,000**

### Possibility Gap:

**7.9 PER 1,000**

### Average:

**13.3 PER 1,000**

### Canada:

**9.5 PER 1,000**

(RANKS 23)

### Direction of change:

**POSITIVE**

(4.7 PER 1,000)

Reducing the adolescent birth rate is a target for global health due to the high individual and social costs associated with teenage pregnancies and births. Very young mothers face higher risks of mortality and birth complications affecting the survival and health of their children, in addition to the likely adverse impact on their own economic opportunities. Preventing early pregnancies can therefore improve the life chances and health prospects of two generations of children.

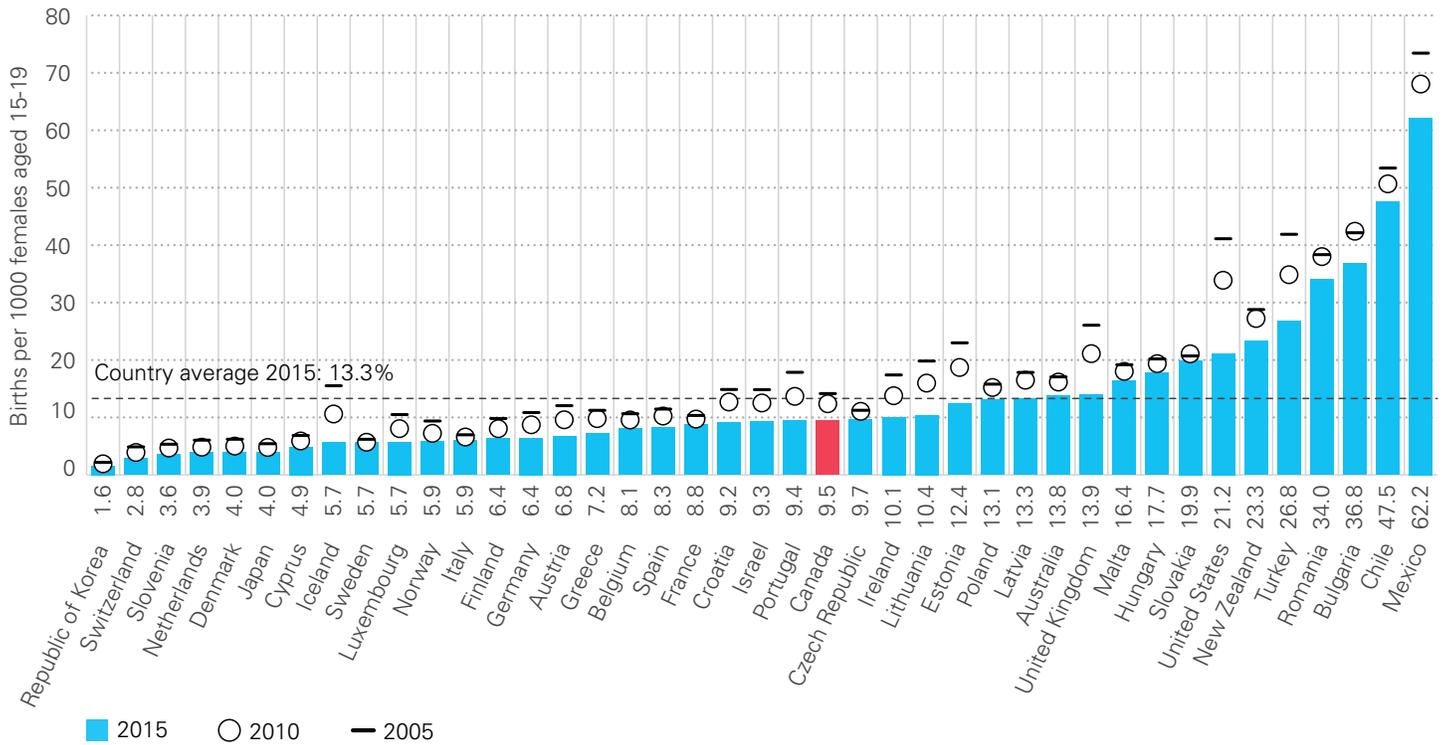
Figure 20 tracks the number of births per 1,000 women aged 15-19, with wide variation among wealthy countries. The lowest teenage birth rate is found in the Republic of Korea, with 1.6 per 1,000, while five other countries – Denmark, Japan, the Netherlands, Slovenia and Switzerland – have a rate of 4 or fewer per 1,000. The rate in Canada is 9.5, significantly above the best-performing countries but below the average of 13.3.

Without exception, all countries show a decline in the teenage birth rate between 2005 and 2015. The progress has been particularly marked in Iceland, which reduced its rate by 63.5 per cent over that period, but 10 countries reduced their rates in excess of 40 per cent and Canada's rate of decline has also been significant. It is not entirely clear why adolescent "risk behaviour" is generally on the decline, but public health approaches and higher opportunity and social costs may be having an influence.

**"We have a bad sex-ed, it's not talked about enough."**

**– Workshop Participant, age 16**

**Figure 20: The adolescent birth rate (number of births per 1,000 females aged 15-19)**



**Data Pothole**

Goal 3, focused on health, includes a number of indicators relevant to children and youth that should be monitored in high-income countries including coverage of substance abuse treatment, access to family planning, affordable medicine and vaccination. Injuries and tobacco use should also be tracked for this Goal. In Canada, vaccination rates are not adequately measured, though progress is being made. While Indigenous children have outcomes in these areas that are typically worse than the average, some SDG indicators address health conditions that should not be prevalent in a high-income country like Canada but are particularly acute in some Indigenous communities including tuberculosis, ambient air pollution (including indoors) and unsafe water and sanitation.



## NO POVERTY (GOAL 1) — Canada ranks 32



### Child Income Poverty

#### Top performer:

**DENMARK — 9.2%**

#### Possibility Gap:

**13**

PERCENTAGE POINTS

#### Average:

**21.0%**

#### Canada:

**22.2%**

(RANKS 24)

#### Direction of change:

**POSITIVE**

(1.8 PERCENTAGE POINTS)

There are wide variations in child poverty rates across rich countries. The rate and depth of child poverty have worsened in many countries since the onset of the Great Recession, more than poverty among other age groups. Canada's rate has slightly improved in the last few years, but remains stubbornly high in contrast to many of our peer nations.

The universal standard measures of poverty are based on income. SDG indicator 1.2.1 aims to measure the proportion of people living below the national poverty line – including the share of children. Most high-income countries measure the risk of child poverty as a level of family income

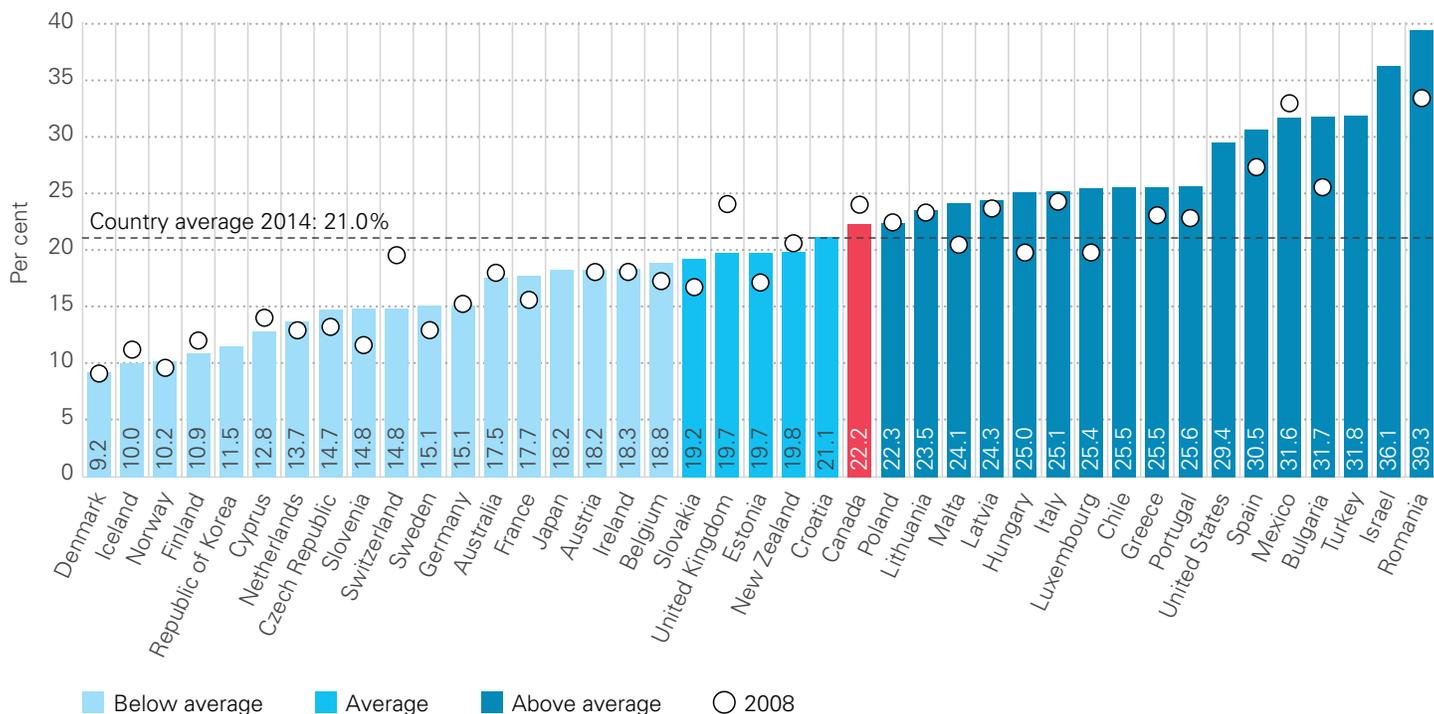
60% of the median. On average, 1 in 5 children (from birth to age 17) in high-income countries lives in poverty, though there is wide variation, from only 1 in 10 in Denmark, Iceland and Norway to 1 in 3 in Israel and Romania (see figure 21). Canada's level of child poverty is close to the average of 1 in 5.

Living in poverty and deprivation during childhood creates inequalities in child development and health that show up by the time children start school, and can yield lifelong damage, with proven effects on health and educational attainment.<sup>18</sup> These impacts can evolve into large earnings differences in adulthood (Heckman & Savelyev, 2013). Canada's federal innovation

agenda aims to attract immigrants to sustain and grow social and economic prosperity. To increase human capital, closing the inequality gaps among Canada's children will be just as important. Most of Canada's provinces and territories have targets to reduce the rate of child income poverty; they may soon be joined by the federal government. Children in Canada are poorer than any other group, at a developmental stage when it has a very significant impact; they must be a priority for new targets and measures to continue to shore up the incomes of Canadians as called for by Campaign 2000 (Campaign 2000, 2016).

<sup>18</sup> See, for example: UNICEF, *The State of the World's Children 2005*, p. 17; Hackman, D.A., & Farah, M.J. (2009). Socioeconomic status and the developing brain. *Trends in Cognitive Sciences*, 13, 65–73. <https://doi.org/10.1016/j.tics.2008.11.003>

**Figure 21: Relative income poverty (percentage of children aged 0-17 living in households with incomes lower than 60% of the median, 2014 and 2008)**



**NOTE:** The relative child poverty rate measures the proportion of children living in a household where disposable income is less than 60% of the national median (after taking taxes and benefits into account and adjusting for family size and composition using the OECD modified equivalence scale).



## Social Transfers for Children

### Top performer:

**FINLAND — 66%**

### Possibility Gap:

**45**

PERCENTAGE POINTS

### Average:

**37.5%**

### Canada:

**21%**

(RANKS 29)

### Direction of change:

**NO CHANGE**

If child poverty rates were entirely dependent on market household incomes, they would be much higher across the board. Instead, governments intervene through benefits and taxes to reduce poverty and income inequality. Social transfers to families with children can be highly effective in reducing relative child poverty, as figure 22 reveals. On average, social transfers in high-income countries reduce child poverty rates by about one-third. In 11 countries, social transfers more than halve child poverty, and Finland, Iceland and Norway cut child poverty

rates by up to two-thirds of the market rate. The league table is based on 2014 data prior to the implementation of the federal Canada Child Benefit (CCB) in July 2016, so Canada's rank of 29 based on a child poverty reduction rate of 21 per cent (well below the average of 37 percent) doesn't capture its impact.<sup>19</sup> The impact of the CCB on Canada's ranking will be measurable after 2017, but David Macdonald of the Canadian Centre for Policy Alternatives estimated its hypothetical impact (if applied in 2014).<sup>20</sup> Had the CCB been implemented in 2014, it would have reduced the child poverty

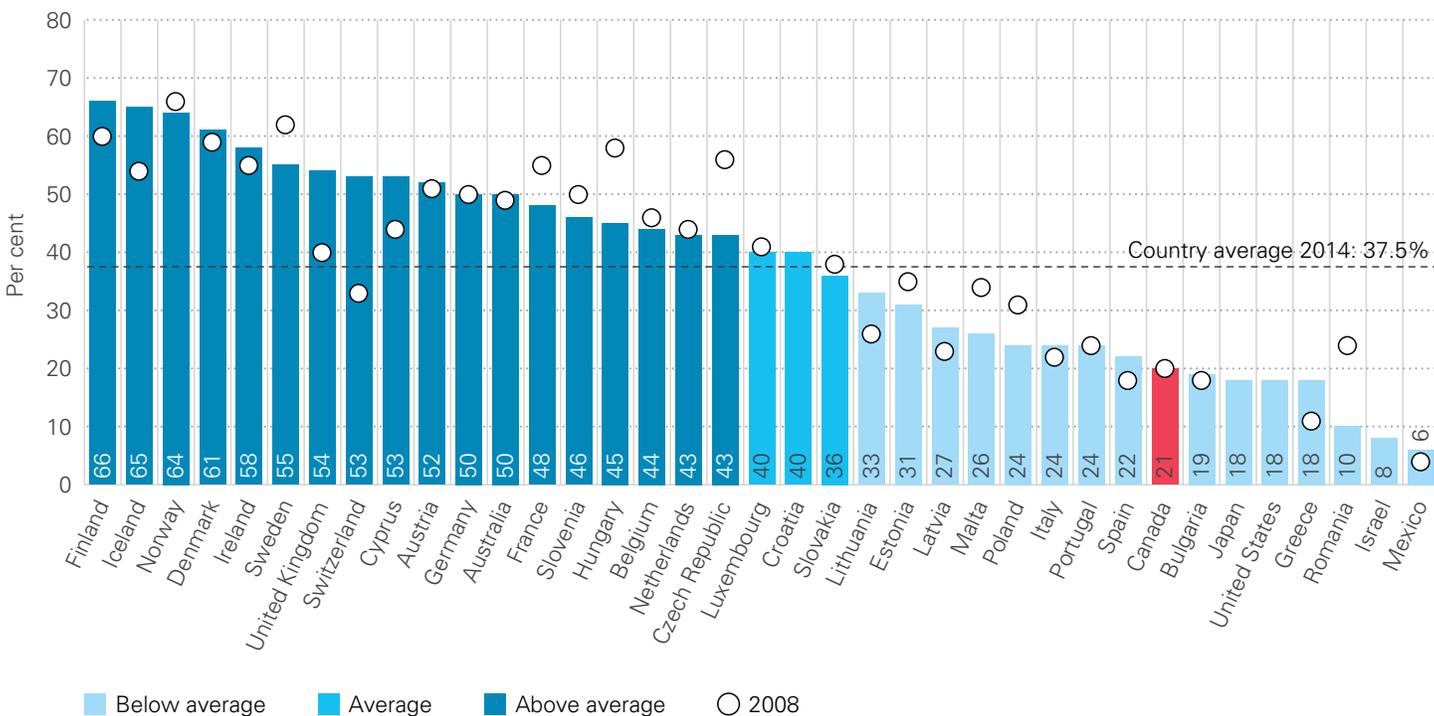
rate by 38 per cent (the average rate among wealthy nations) and improved Canada's ranking to 20th place.<sup>21</sup> Even with the CCB, considerable room remains for more improvement in social transfers by federal, provincial and territorial governments to help achieve better child well-being outcomes. At minimum, Canada's CCB payments need to be indexed to inflation (prior to 2020) and protected within a legislated federal child poverty reduction strategy.

<sup>19</sup> In July 2016, the Canada Child Tax Benefit, the National Child Benefit Supplement and the Universal Child Care Benefit were rolled into a new Canada Child Benefit that provided more benefit particularly to lower- and middle-income families. Estimates from SPSPD/M 22.3 as calculated on request of UNICEF Canada by David Macdonald, Senior Economist with the Canadian Centre for Policy Alternatives in May 2017. A similar calculation of the impact of social transfers (excluding the CCB) based on Canadian Income Survey Public Use Microdata File (2014) yields a child poverty reduction of 17%, which would not alter Canada's ranking. The difference in poverty reduction is due to the difference in transfer payments between the data sources.

<sup>20</sup> Using Statistics Canada's tax modelling software (SPSPD/M).

<sup>21</sup> As calculated by David Macdonald using SPSPD/M 22.3 for 2014. The scenario assumes the cancellation of the UCCB, NCBS and CCTB and the implementation of the CCB at the initial rates and income levels as reflected in Budget 2016 but applied to the 2014 year.

**Figure 22: Effectiveness of social transfers (percent reduction in the rate of child poverty due to social transfers, 2014 and 2008)**



**NOTE:** Reduction in child poverty is measured as a proportional difference between child poverty rates before and after social transfers. Child poverty rates are measured using income thresholds at 60% of the median household income of the total population. The capacity of income benefits or transfers to reduce child poverty depends on multiple factors including their size and targeting, and the initial levels of pre-transfers child poverty. The roles of taxes and other social programs are not considered here.

### Data Pothole

**Multidimensional Child Poverty:** Family income is only one, though an important, indicator of the risk of poverty and deprivation. Children also rely on quality public services that money can't buy, and a sizeable proportion of children with family incomes above the monetary "poverty line" are deprived in material and other aspects of well-being (a fairly consistent pattern where multidimensional measures are used). The SDGs call for a reduction "at least by half [of] the proportion of men, women and children living in poverty in all its dimensions according to national definitions." UNICEF has developed the Multiple Overlapping Deprivation Analysis (MODA) tool to measure multidimensional deprivation among children. It is based on the conditions for children established in the Convention on the Rights of the Child (CRC), though there are a variety of methodologies, and variables may include nutrition, clothing, education, health care, social activities and quality of housing. If we asked young people, many would include access to high-speed Internet, which is an SDG indicator of social and economic inclusion. Children who are deprived in a certain number of these policy-relevant dimensions are considered to be in "multidimensional child poverty" (Chzhen, Bruckauf, & Toczydłowska, 2017). Most high-income countries and 40 lower-income countries have made a commitment to monitor multidimensional child poverty. Canada remains an outlier, without a measure of multidimensional poverty at any level of government to help guide investments, policies and services to the areas in which children are deprived. All levels of government in Canada should use MODA as part of their poverty reduction strategies to better reveal which children are deprived and in what ways.

**Data Pothole**

Goal 1 calls on governments to measure the adequacy of their investment in people according to the proportion of the budget allocated to poverty reduction programs and to spending on essential services (indicators 1.a.1, 1.a.2 and 1.b.1). They should also measure the proportion of the budget spent on children and youth as called for by article 4 of the Convention on the Rights of the Child.

**FOOD SECURITY AND NUTRITION (GOAL 2)**  
**— Canada ranks 37**



**Children’s Food Security**

**Top performer:**

**JAPAN — 1.4%**

**Possibility Gap:**

**10.5**

PERCENTAGE POINTS

**Average:**

**12.7%**

**Canada:**

**11.9%**

(RANKS 24)

**Direction of change:<sup>22</sup>**

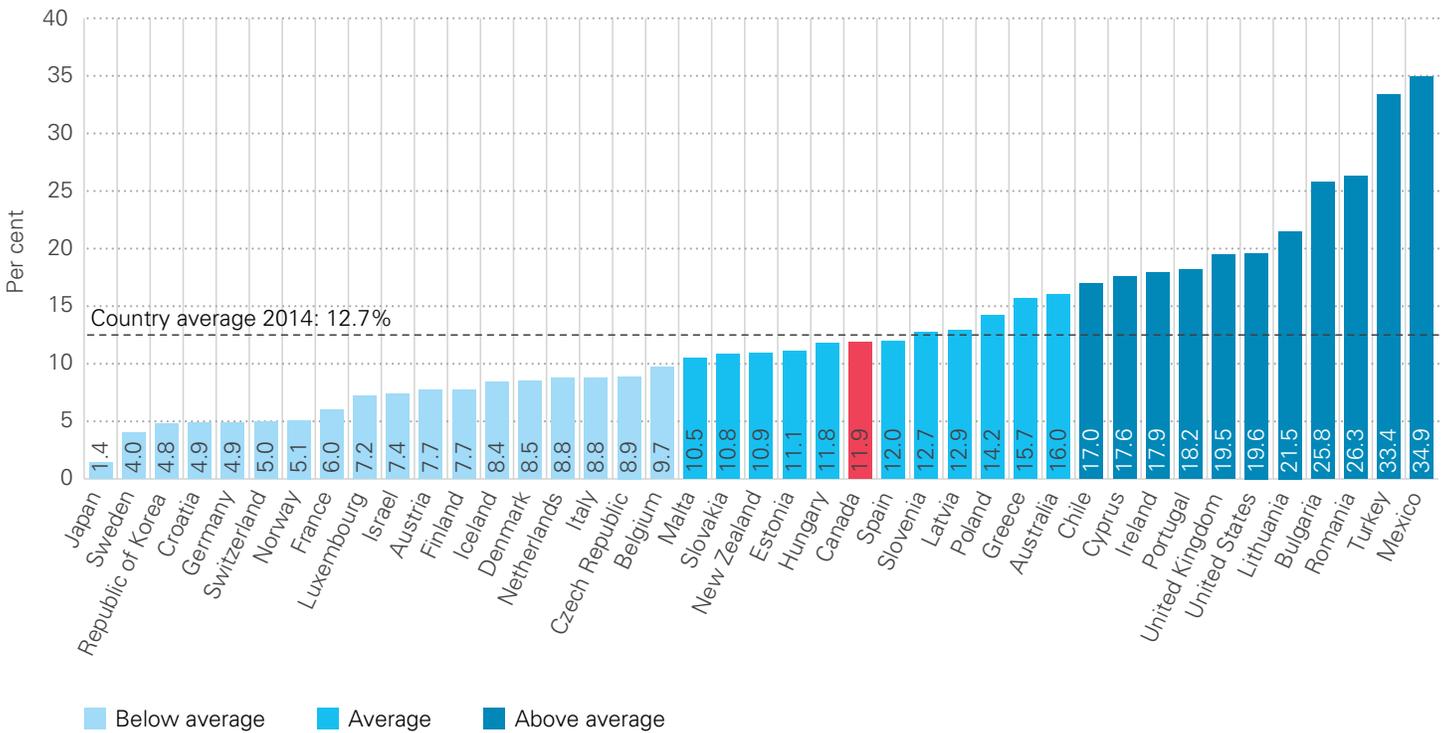
**N/A**

Food security is a target for SDG Goal 2 to end hunger and ensure access to safe, nutritious and sufficient food that can ensure normal growth and development. Measuring the prevalence of moderate or severe food insecurity among children under the age of 15 is a partial indicator, for which internationally comparable data is available. According to this, some countries are doing much better than others, as figure 23 reveals. Rates of food insecurity among children vary widely from less than 2 per cent in Japan to more than 30 per cent. At 12 per cent, Canada is close to the average, but this average

masks higher food insecurity for some children, particularly in low-income families and among homeless youth and northern Indigenous communities. Canadian data show that food insecurity disproportionately affects households with children under age 18 (Tarasuk, Mitchell, & Dachner, 2014). In 2012, an estimated 1.15 million Canadian children under 18 lived in households that were struggling to afford the food they need.<sup>23</sup> Nationally, 1 in 6 children are exposed to some level of household food insecurity, but the rate is even higher in the Maritimes and the North. Most concerning is Nunavut,

where 62 per cent of children under 18 were in food-insecure households in 2012 – literally off the chart below. Food insecurity affects learning and social functioning and has impacts on mental and physical health, increasing children’s risks of a variety of chronic health problems including Depression and asthma. No level of food insecurity among children is acceptable given Canada’s ample resources. Addressing food insecurity among families with children means, first and foremost, ensuring that all families have sufficient financial resources to meet their basic needs.

**Figure 23: Food insecurity (share of children below the age of 15 living with a respondent who is food insecure, 2014/15)**



“Healthy nutritious meals are expensive, more than junk food.”

– Workshop Participant, age 16

22 Available data suggest that in most parts of Canada, food insecurity in 2012 remained at or above the levels experienced in prior years (Tarasuk, Mitchell, & Dachner, 2014).

23 Internationally comparable time-series data were not available. Available data suggest that food insecurity in most parts of Canada has persisted or increased over the past decade, with significant improvement in Newfoundland and Labrador (Tarasuk, Mitchell, & Dachner, 2013).



## Unhealthy Weight

Top performer:

**DENMARK — 8.3%**

Possibility Gap:

**16.7**

PERCENTAGE POINTS

Average:

**15.2%**

Canada:

**25.0%**

(RANKS 29)

Direction of change:

**NEGATIVE**

(3.9 PERCENTAGE POINTS)

Target 2.2 of the SDGs is to end all forms of malnutrition by 2030. The main focus is on ending stunting and wasting in very young children in low-income countries, but the indicators track overweight as well as underweight. Figure 24 shows that unhealthy weight among children (between ages 11-15) is a pressing challenge across high-income countries. All but four countries have child overweight and obesity rates above 10 per cent. With a rank of 29 out of 30 countries, Canada's rate of

25 per cent, or 1 in 4 children, is well above the average of 15 per cent. The healthiest country in this respect is Denmark, where the rate has fallen to less than 10 per cent from already low levels. Unhealthy weight is not necessary baggage in a wealthy, urbanized country.

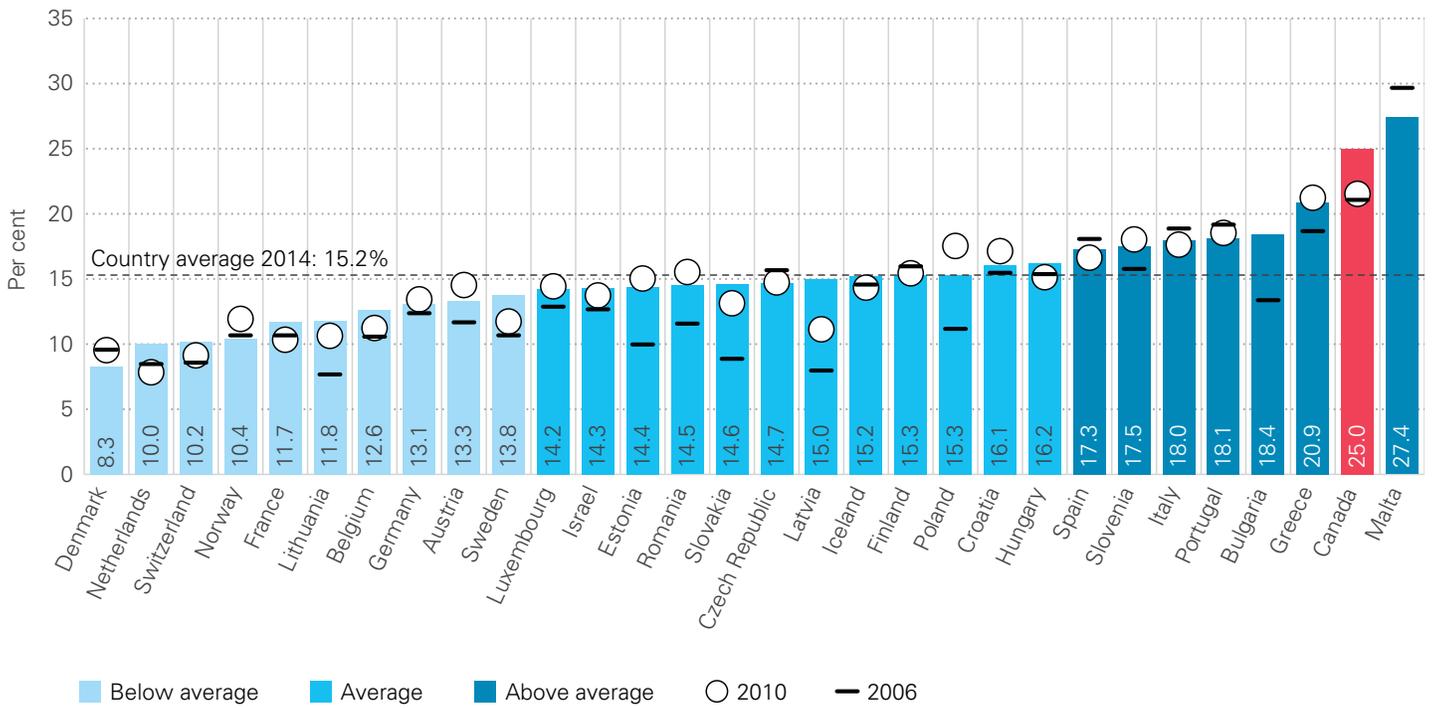
Obesity has been linked to multiple health conditions in childhood, to lower self-esteem, and to a heightened risk of cardiovascular diseases and diabetes in adulthood. Food insecurity

and obesity tend to affect children at the bottom of the income scale more than others. Lifting children out of poverty and reining in overall income inequality will help to boost nutrition and health. The federal government's commitment to curb marketing to children of unhealthy food and beverages is a welcome effort to address this stubborn and very costly problem. A school nutrition program could also contribute to improvements in children's healthy eating.

**"Canada has lots of fast food, it's much cheaper."**

**– Workshop Participant, age 17**

**Figure 24: Rates of obesity (1-15 year olds who are obese or overweight, 2014/15)**



Food insecurity affects learning and social functioning and has impacts on mental and physical health, increasing children’s risks of a variety of chronic health problems including Depression and asthma. No level of food insecurity among children is acceptable given Canada’s ample resources.



**Breastfeeding (at 6 months)****Top performer:****NORWAY — 71%****Possibility Gap:****41**

PERCENTAGE POINTS

**Average:****45%****Canada:****30%**

(RANKS 18)

**Direction of change:****N/A**

Good nutrition starts from birth. Breastfeeding contributes to SDGs related to nutrition and health. WHO and UNICEF recommend exclusive breastfeeding for six months. However, most mothers in high-income countries stop breastfeeding before six months. Given this context, it is worth measuring breastfeeding rates in high-income countries, especially as this is one of the few positive health indicators in which rich countries tend to lag behind poorer ones.<sup>24</sup>

Although some of the data are relatively old and do not refer to exclusive breastfeeding, the results indicate that the proportion of mothers who start to breastfeed is now high in almost all high-income countries. But by the time an infant is six months old, between a third and a half are no longer breastfed. In Canada, like Greece and the United Kingdom, the drop-off rate is more substantial, from close to 90 per cent at initiation to 30 per cent at six months.

Breastfeeding is relatively free of cost, and is higher where there are stronger social and workplace policies including maternity leave. All infants in Canada should have access to Baby-Friendly Initiative services following the examples set by the governments of Quebec, Ontario, Manitoba and others, together with the Breastfeeding Committee for Canada. As in many child health indicators, these efforts swim upstream against the broad social influence of income inequality and its attendant impacts.

Breastfeeding is relatively free of cost, and is higher where there are stronger social and workplace policies including maternity leave. All infants in Canada should be covered by Baby-Friendly Initiative commitments following the examples set by the governments of Quebec, Ontario, Manitoba and others, together with the Breastfeeding Committee for Canada.

<sup>24</sup> The data were gathered for the EU Statistics on Income and Living Conditions survey (EU-SILC).

**Figure 25: Breastfeeding rank/rate estimates in high-income countries**

Country	Reference year	Estimates by time and prevalence		
		Ever breastfed	At 6 months	At 12 months
Australia	2010	8	7	8
Austria	2006	7	13	15
<b>Canada</b>	<b>2011/12</b>	<b>10 (89%)</b>	<b>18 (30%)</b>	<b>19 (9%)</b>
Chile	2011/12	3	15	13
Czech Republic	2005	2	13	15
Denmark	2013		21	22
Finland	2010	8	6	7
France	2012/13	18	19	19
Germany	2009/12	14	9	11
Greece	2007/08	11	20	21
Ireland	2012	19		23
Italy	2013	13	12	14
Japan	2009	3	2	2
Korea	2012	11	4	3
Mexico	2012			4
Netherlands	2006/08		17	18
New Zealand	2006		5	4
Norway	2013	3	1 (71%)	6
Spain	2011	17	11	11
Sweden	2010	1 (98%)	8	15
Switzerland	2003	6	3	9
Turkey	2008			1 (74%)
United Kingdom	2005/10	15	16	24
United States	2011	16	10	10
<b>Average (From Actuals)</b>		86	45	25
<b>CDA Distance from Average</b>		3	-15	-16
<b>CDA Distance from Top Performer</b>		-9	-41	-65

**Figure 26: League table of breastfeeding rates**

Country	Average ranking of breastfeeding at all time periods
Turkey	1
Japan	2
Norway	3
Mexico	4
New Zealand	5
Korea	6
Switzerland	6
Finland	8
Australia	9
Sweden	10
Czech Republic	11
Chile	12
Germany	13
Austria	14
United States	15
Italy	16
Spain	16
<b>Canada</b>	<b>18</b>
Greece	19
Netherlands	20
United Kingdom	21
France	22
Ireland	23
Denmark	24

Based on the average ranking of breastfeeding rates: ever breastfed, at 6 months and at 12 months



**NOTE:** Breastfeeding rates are not exclusive breastfeeding rates. The league table is only indicative, as data are from different years and therefore not directly comparable.

## PEACE, JUSTICE AND STRONG INSTITUTIONS (GOAL 16)

### — Canada ranks 37



#### Child Homicide

##### Top performer:

**MALTA — 0.00 PER 100,000**

##### Possibility Gap:

**0.90 PER 100,000**

##### Average:

**0.65 PER 100,000**

##### Canada:

**0.90 PER 100,000**

(RANKS 33)

##### Direction of change:

**POSITIVE**

(0.17 PER 100,000)

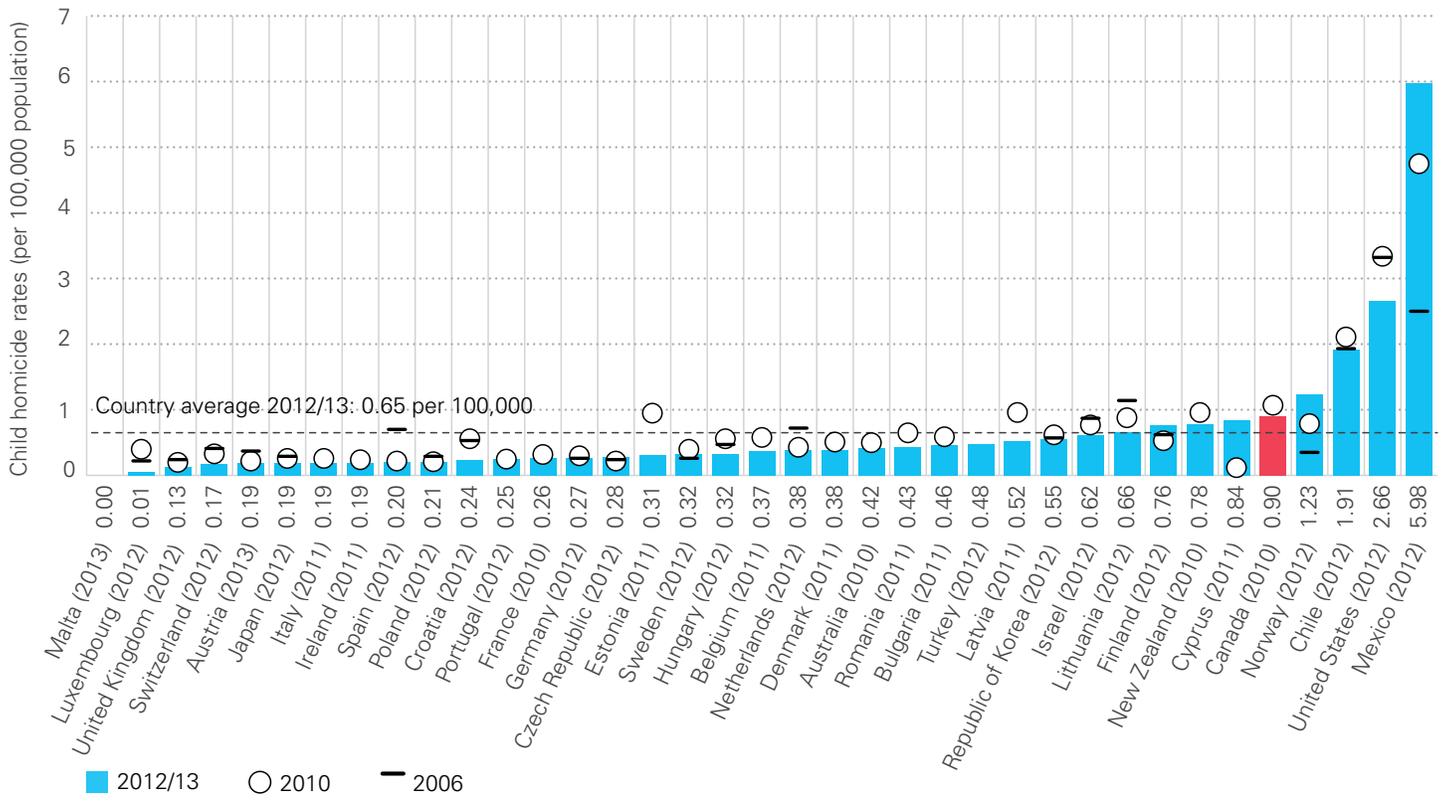
Perhaps one of the most disturbing SDG indicators is the child homicide rate. Goal 16 includes indicator 16.1.1, which tracks the rate of intentional homicides per 100,000 people. Figure 27 adapts this to show the child homicide rate in high-income nations. All high-income countries have to address rates of violence affecting children as they seek to develop peaceful and inclusive societies. Child homicide is a “tip of the iceberg”

indicator of social violence. While the international average for the countries included is 0.65 deaths per 100,000 children, Canada’s rate is 0.9 – the fifth highest. Children make up a substantial proportion of the victims of homicide in Canada, estimated at 1.5 per 100,000 annually (closer to 7 per 100,000 among Indigenous females).<sup>25</sup> Child homicide is the fourth leading cause of death among young people aged 1-24, after accidents,

suicide and cancer (Statistics Canada, 2017). It is unacceptable, but at least the child homicide rate has declined steadily along with the overall homicide rate. However, Canada also sustains comparatively high rates of violence against children in other forms “below the tip,” including the much more prevalent form of bullying. These forms of violence have been more persistent over time.

25 From Conference Board of Canada. (2017). How Canada Performs Report Card: <http://www.conferenceboard.ca/hcp/default.aspx>.

**Figure 27: Child-homicide rate (deaths of children aged 0-19 by intentional assault per 100,000)**



All high-income countries have to address rates of violence affecting children as they seek to develop peaceful and inclusive societies. Child homicide is a “tip of the iceberg” indicator of social violence.



## Bullying

### Top performer:

**SWEDEN — 4.5%**

### Possibility Gap:

**10.5**

PERCENTAGE POINTS

### Average:

**10.8%**

### Canada:

**15.0%**

(RANKS 27)

### Direction of change:

**NEGATIVE**

(0.9 PERCENTAGE POINTS)

Bullying includes emotional and psychological as well as physical violence. It is linked to ill health, low self-esteem, poorer educational outcomes, Depression and thoughts of suicide (UN Special Representative of the Secretary-General on Violence against Children, 2016). Figure 28 gives some indication of the scale of the problem, showing the proportion of children aged 11-15 who reported having experienced bullying at school 2 or more times a month. At least 1 in 10 children in high-income countries regularly and repeatedly experiences

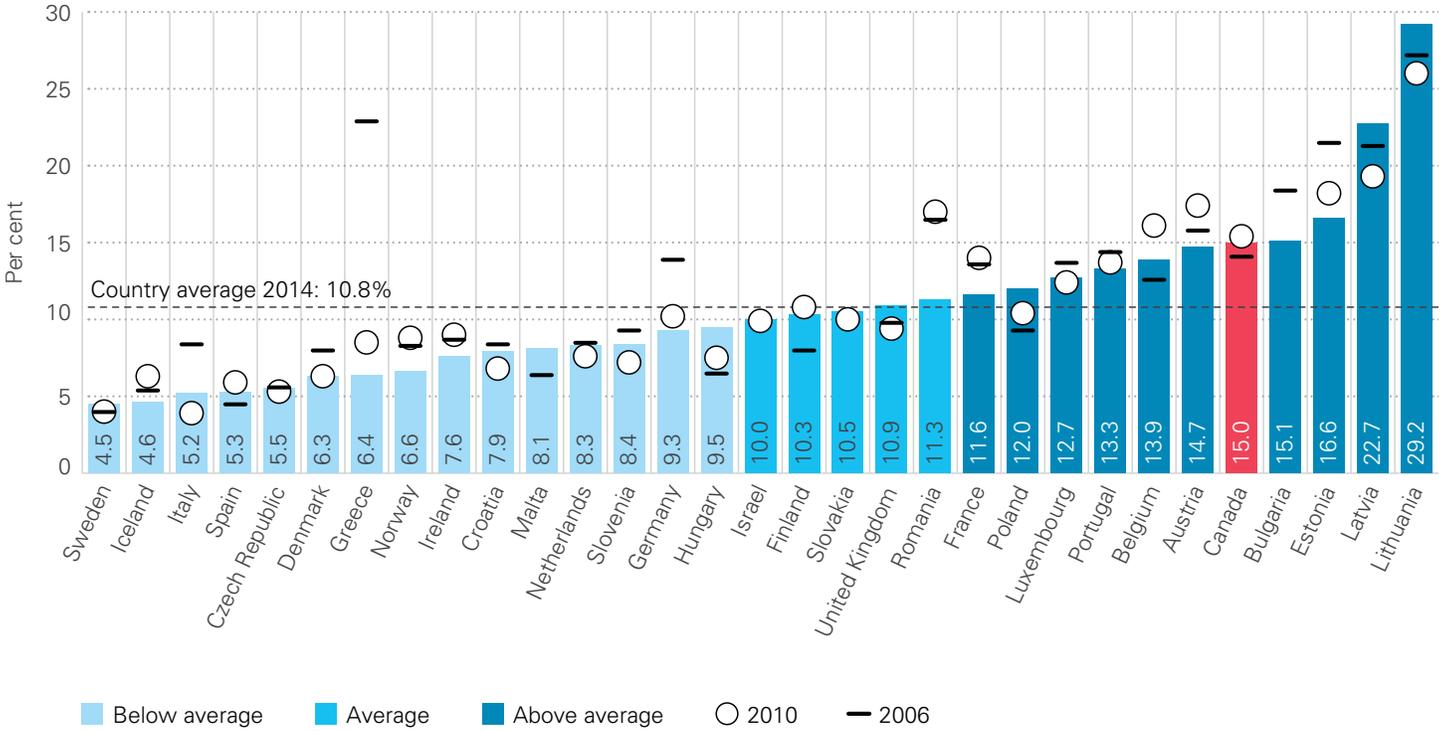
bullying. While chronic bullying in Sweden and Iceland affects less than 5 per cent of children, Canada has the fifth-highest rate at 15 per cent, well above the average of 11 per cent. Many countries have brought bullying rates down, while bullying has increased in others and remained fairly stable in Canada over the past decade.

Together, rates of child homicide and bullying are at alarming levels in Canada, particularly in comparison to the majority of high-income countries. Canada will never be a safe, peaceful

and just nation if it continues to sustain violence against its most vulnerable. The differences in levels of violence between societies underline the fact that violence is a learned, socially condoned behaviour – not a normal part of childhood. Reducing the maltreatment of children, supporting more effective approaches informed by young people to reduce bullying in all forms, and freeing children from the impacts of racialized violence and poverty are critical to reducing the violence burden in young lives.

Many countries have brought bullying rates down, while bullying has increased in others and remained fairly stable in Canada over the past decade.

**Figure 28: Children aged 11 to 15 who had experienced bullying at least twice in the past month**



**NOTE:** Chronic bullying refers to when children experience bullying 2 or more times in the past month.

Canada will never be a safe, peaceful and just nation if it continues to sustain violence against its most vulnerable. The differences in levels of violence between societies underline the fact that violence is a learned, socially condoned behaviour – not a normal part of childhood.



### Data Pothole

Target 16.2 aims to end all forms of violence against children. One of its three indicators is the proportion of children aged 1-17 who experienced any physical punishment and/or psychological aggression by caregivers in the past month. While low- and middle-income countries increasingly participate in household surveys that include questions about these prevalent forms of violence, Canada fails to do so. The National Longitudinal Study of Children and Youth included a single question about the frequency with which caregivers used physical punishment, but this survey was discontinued after its eighth cycle was conducted in 2008-2009. At that time, approximately 1 in 4 parents of 2- to 9-year-olds reported having physically punished their children. The Canadian Incidence Study of Reported Child Abuse and Neglect also was discontinued after its third cycle was completed in 2008. Data from each of its three cycles indicated that approximately three out of four substantiated incidents of physical maltreatment occurred in the context of punishment. Only ongoing and consistent tracking of the use of physical punishment by parents and caregivers can provide a useful picture of the prevalence of this form of violence against Canada's children.

### Data Pothole

Goal 16 calls for indicators of peaceful and just societies for children that measure various forms of violence and exploitation. Canada's data on crime and victimization are expanding to address issues that are challenging to measure, such as trafficking, and the Murdered and Missing Indigenous Women and Girls Inquiry aims to fill data holes for this highly victimized group. The Goal also has indicators that are not sufficiently tracked and would require asking children and youth for their views on aspects of their society, such as whether they feel safe walking alone, if they are satisfied with the public services they experience, if they believe decision-making includes and responds to them, and if they have been discriminated against or harassed. Importantly, there is also an indicator to measure the existence of "independent national human rights institutions in compliance with the Paris Principles." Although most peer nations achieve this indicator, Canada will not until it has a National Commissioner for Children and Youth and all provinces and territories establish Child and Youth Advocates/Representatives with full powers and responsibilities.

### How national averages hide the vulnerable: the example of Indigenous children

Values of non-discrimination and inclusion are at the heart of the Sustainable Development Agenda, reflected in its central promise of "Leaving no one behind." National averages, which we use as a starting point for debate about the state of children, often render invisible the most disadvantaged and excluded children. Data to measure the equity gaps of Indigenous children from four geographically diverse countries (Australia, Canada, Mexico and Norway) are partial, and not always culturally appropriate or respectful of Indigenous rights. Some SDG indicators are specific about the state of Indigenous peoples. Some are highly relevant to revealing the circumstances of Indigenous children in high-income countries (e.g., 1.4.1, proportion of population living in households with access to basic services; 9.1.1, proportion of the rural population who live within 2 km of an all-season road). The SDG Agenda calls on all governments to disaggregate data and make all children visible.

**Goal 1: End Poverty** Indigenous children typically face rates of poverty higher than national averages. In 2010, 38 per cent of Indigenous children (First Nations, Inuit and Métis) in Canada lived in income poverty compared to 17 per cent of non-Indigenous children. Further disaggregation by identity shows that half the children of Status First Nations in Canada lived in poverty. In Mexico, 78.6 per cent of children and adolescents in Indigenous households and 90.8 per cent of those who spoke an Indigenous language were in poverty in 2014. This is compared with 50.7 per cent of non-Indigenous children and adolescents.

**Goal 3: Health and Well-being** In 2011, 11 per cent of Aboriginal and Torres Strait Islander babies in Australia were born with low birth weight – more than twice the proportion of non-Indigenous babies. Data collected in 2014 showed adolescent birth rates among Sami people in Norway were more than twice the national average. Aboriginal children in Canada experience higher rates of injury, suicide, obesity, infant mortality, and health conditions such as tuberculosis.

**Goal 4: Quality Education** Despite progress in many countries, closing the education gap between Indigenous and non-Indigenous children remains a challenge. According to a 2015 Australian government report, Aboriginal and Torres children continued to lag behind their non-Indigenous peers in reading and numeracy, with low attendance one of the critical factors behind this achievement gap. Language is a factor in low school attendance, and preschool programs have an important role to play in supporting Indigenous languages. For instance, in 2015, around half of the 1,000 Sami children enrolled in Norwegian preschool were in Sami-language kindergartens. Yet official statistics on the language of children leaving kindergarten do not include the Sami language.

The SDG agenda is a window of opportunity to support dramatic change in the lives of Indigenous children and youth. One way to promote that is to support Indigenous communities in the advancement of comprehensive, culturally relevant data (Young et al., 2015). Efforts in Canada to improve data collection must respect the OCAP® principles of Indigenous Ownership, Control, Access and Possession of data, respecting their particular cultural contexts, their worldviews about child well-being and their rights. Such data and monitoring can support a stronger focus on policy responses for inclusion and equity.

The Australian government's annual report on progress for Indigenous children on selected indicators in health, education, employment and economic opportunities reveals equity gaps. Canada has unique approaches to support Indigenous-led data and information, including federal support for the National Collaborating Centre for Aboriginal Health and the First Nations Information Governance Centres.

Source: Richardson, D., Bruckauf, Z., Toczydlowska, E., & Chzhen, Y. (2017). Comparing Child-focused SDGs in High-income Countries: Indicator development and overview. Innocenti Working Paper 201, UNICEF Office of Research – Innocenti, Florence.



# SO CANADA, HOW DO WE MAKE THINGS BETTER?

UNICEF Report Card 14 delivers a child-centred assessment of where high-income nations stand in the journey towards sustainable development.

It reminds us that sustainable development will not come without the well-being of children and youth. There are many positive stories within these indicators and rankings. Canada has achieved declines in the rates of neonatal mortality, teenage births and drunkenness, and child homicide. It has sustained a high-performing, equitable education system and advanced preschool participation. Young people show a high level of environmental awareness. Yet, even where our indicators are improving, some of the “Possibility Gaps” – the distances between Canada’s outcomes and the outcomes achieved by the best performers – are still too large.

We are still far from delivering for Canada’s children the vision held out by the SDGs; that by achieving the Global Goals by 2030, we have the potential to grant every child a fair chance in life, ensuring them health, safety, education and empowerment.

Income inequality is wide, affecting children broadly and leaving farther behind those with the lowest family incomes; the income advantage gap is stretching the capacity of Canada’s public education system to even out the impacts of inequality. Too many young people are excluded from education and employment. Unhealthy weight, poor mental health and bullying persist with little progress. The rise in urban air pollution is also a concern for child health and development. Never before have we recorded erosion in so many indicators of child and youth well-being in Canada – the general trend in the past has been to make improvements in most indicators.

National income levels do not explain the differences between Canada and the top performing countries; nor do rates of immigration, the unique inequalities experienced by Indigenous children, or problems with data. Countries that rank high on income equality tend to also score well on limiting poverty, ensuring healthy lives and reducing violence. This demonstrates that government policies and priorities are critical if children are to make sustained progress.

Only concerted action will close the distances to the best outcomes for children and youth achieved by top-performing countries. National shortcomings in producing data should not be an excuse for failing to act on the data we have. Perfect data is an unattainable ideal and should not be the enemy of good data. On the other hand, good should not be the enemy of great when it comes to the outcomes we should expect for Canada’s children and youth. We can allow ourselves to be stalled by debates over statistics and be content with mediocrity, or we can get on with filling data gaps and closing the “Possibility Gaps” revealed by the league tables. We need to work in new and different ways to improve child well-being so that we build the momentum needed in Canada and see measurable change the next time we take the temperature of the state of our children and youth.

## Calling on Canada to Act

Based on the evidence collated in this Report Card, we urge Canadians to take action in five ways.

### 1. Make data-driven decisions to prioritize efforts to improve child well-being.

The league table shows which countries come closest to achieving child-focused targets for each SDG. To free ourselves from the middle, we need to focus on the indicators where Canada lags farthest behind our peers (the “Possibility Gaps”) and those that are eroding or stuck (the “Progress Gaps”). Communities, civil-society, governments and all levels and funders—be they community, family or corporate foundations—should focus their energy on the gaps we can address that will have the greatest impact on well-being.

## 2. Collect disaggregated data.

National averages often conceal extreme inequalities within any given indicator. Some children are so excluded they are missing from available data. Data collection efforts should aim to be as inclusive as possible, but also sensitive to children with diverse cultural and gender identities and respectful of their rights. Every agency and organization that collects population data should also measure the gaps, using UNICEF's bottom-end inequality calculation and other parity measures where data permits.

## 3. Develop an SDG Strategy.

The Government of Canada has committed to meeting the Sustainable Development Goals in Canada and therefore must lead the development of a pan-Canadian strategy for SDG implementation that incorporates key measures for children's rights and well-being. This should involve participatory and inclusive consultations with key stakeholders, including: provinces and territories; First Nations, Métis and Inuit; civil society and the academic and research community; the private sector; and children and young people.

## 4. Dream for our children.

Start a conversation in your family, community and workplace about what we want for our children. What kind of values do we want to influence our actions? Canada needs to consider how overall income inequality, family stress and competition are affecting the well-being of children and youth across income, gender and other social divides. We need to dream big for our children and take action to keep those dreams alive.

## 5. Listen to children and young people.

Children and young people are experts in their own lives. They know what fuels their dreams and brings them life satisfaction, and they have ideas that can contribute to new solutions for the biggest challenges to well-being. Whether you are a parent, a community or business leader or in government, you can create opportunities to engage with children and young people, listen to their experiences and ideas and work with them to develop new solutions.

## Invest in the Early Years

Different levels of government need to cooperate to put in place universal, progressive policies and programs for the early years combined with a capacity to identify those falling behind. This will help us close the "Equality Gaps" among Canada's children and youth and boost overall outcomes.

## The Big-City Challenge

What if Canada's three largest cities – Toronto, Montreal and Vancouver – agreed on a "Possibility Gap" they could pursue in collaboration, such as unhealthy weight? With 30 per cent of Canada's children in these cities, we could make measurable progress up the league tables of child and youth well-being, change the lives of millions of children and provide other communities with possible solutions to be adapted and adopted.

## The "Beat the Index" Challenge

What if every community in Canada chose lagging indicators and made a plan to "beat" the national averages? We would ignite a virtuous cycle of raising community outcomes as well as the national averages, and make measurable progress up the league tables of child and youth well-being.



One Challenge. One Canada. One Childhood.

## ONE YOUTH

UNICEF Canada is taking action to help improve the well-being of children and youth in Canada through its new initiative, One Youth.

One Youth is a movement of children, young people and adults who want the best possible opportunities for every young person in Canada. One Youth will elevate the well-being of children and youth to a higher national priority.

We have a bold goal: to make Canada #1 on the UNICEF Index of Child Well-being by 2030.

### How are we going to do this? By using One Youth's three pillars:

#### 1. Measure

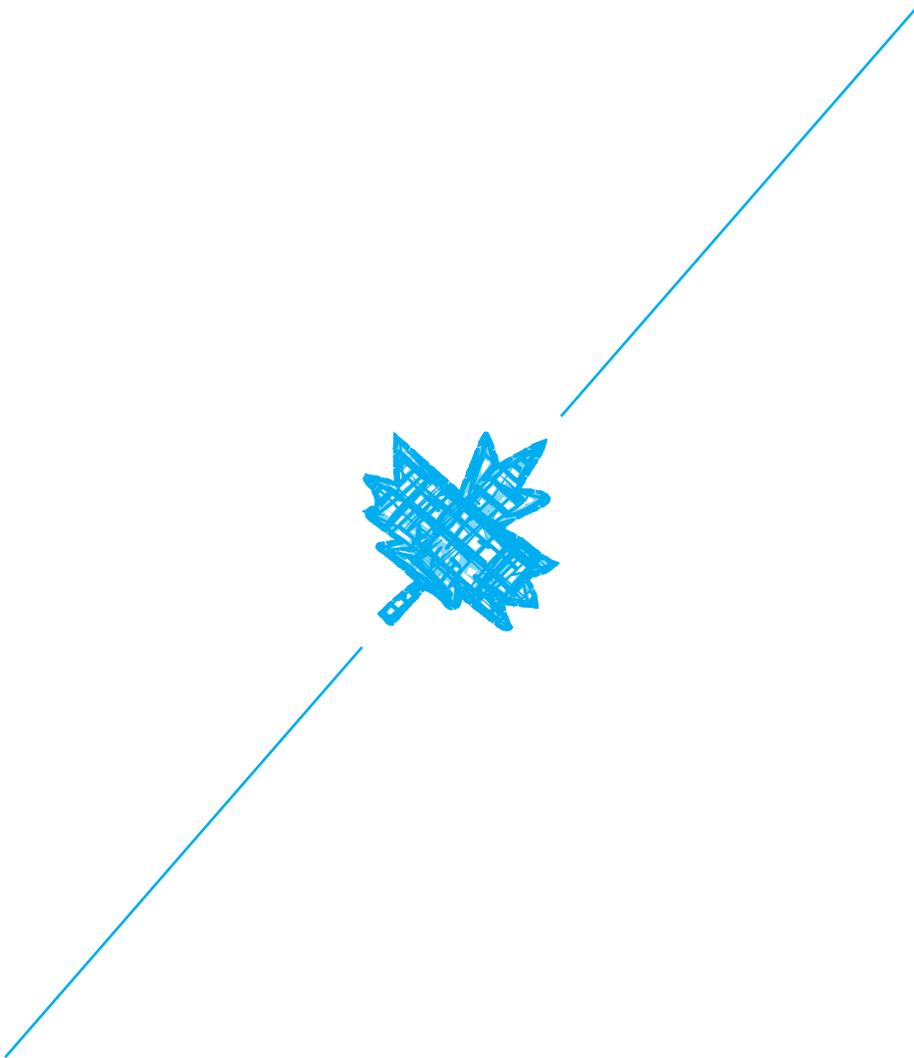
- Understand what's important to children and young people
- Create the Canadian Index of Child and Youth Well-being to develop a way to measure child and youth well-being and track how well our children and youth are doing
- Focus where Canadian children are falling behind other countries and why

#### 2. Design

- Launch the One Youth Design Studio to create a safe space for children, youth and adults to come together, take chances and come up with ideas, test their ideas and try to solve these issues
- Develop a Designing with Kids Toolkit so that communities across the country can work together with children and young people to find new local solutions

#### 3. Influence

- Start a dialogue with Canadians about child well-being to bust myths and make it a priority issue for Canadians
- Use our collective voice to influence every Canadian to contribute to positive change and make Canada a better place for children and youth
- Rally Canadians to speak up and get friends, community and decision-makers to address the issues and improve the lives of children and young people across the country



# APPENDIX A: CONNECTING THE SDGS TO CHILD WELL-BEING INDICATORS

Goal	Target (by 2030 unless specified)	Report Card 14 indicator
<b>1</b> End poverty in all its forms everywhere 	1.2 Reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	Relative child poverty (60% of the median household income)
	1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable	Proportion of children living in multidimensional poverty
<b>2</b> End hunger, achieve food security and improved nutrition 	2.1 End hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round	Reduction in the rate of child poverty due to social transfers
	2.2 End all forms of malnutrition	Children under 15 living with a respondent who is food insecure (%)
<b>3</b> Ensure healthy lives and promote well-being 	3.2 End preventable deaths of newborns and children under 5 years of age	Obesity rates among adolescents aged 11-15
	3.4 Promote mental health and well-being	Neonatal mortality rate
	3.5 Strengthen the prevention and treatment of substance abuse, including harmful use of alcohol	Suicides of adolescents aged 15-19 per 100,000 population
	3.7 Ensure universal access to sexual and reproductive health-care services	11-15-year-olds reporting 2 or more psychological symptoms more than once a week (%)
<b>4</b> Ensure inclusive and equitable quality education for all 	4.1 Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Children aged 11-15 who reported having been drunk in the previous month (%)
	4.2 Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Number of births per 1,000 females aged 15-19
<b>5</b> Achieve gender equality and empower all girls 	5.1 End all forms of discrimination against all women and girls everywhere	15-year-old students achieving baseline proficiency across reading, mathematics and science (%)
	5.2 Eliminate all forms of violence against all women and girls in the public and private spheres	Participation rate in organized learning (one year before official primary entry age)
<b>8</b> Promote full and productive employment and decent work for all 	8.5 Achieve full and productive employment and decent work for all women and men	Share of adult respondents agreeing "university education is more important for a boy than for a girl"
	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	Gender difference in girls' and boys' share of daily participation in housework by age
<b>10</b> Reduce inequality within and among countries 	10.1 Progressively achieve and sustain income growth of the bottom 40% of the population	Women aged 18-29 who reported having experienced sexual violence before age 15 (%)
	10.2 Empower and promote the social, economic and political inclusion of all, irrespective of economic or other status	Children living in jobless households (%)
	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	Youth aged 15-19 not in education, employment or training (%)
<b>11</b> Make cities inclusive, safe, resilient and sustainable 	11.6 Reduce the adverse per-capita environmental impact of cities, including by paying special attention to air quality	Palma Ratio: ratio of income share held by top 10% of households with children to bottom 40%
	12.8 Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	Impact of socio-economic status on students' performance across 3 subjects
<b>16</b> Promote peaceful and inclusive societies for sustainable development 	16.1 Significantly reduce all forms of violence and related death rates everywhere	Gap between household income of child at 50th percentile (median) and child at 10th percentile, reported as % of median
	16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	Annual average PM2.5 concentrations in urban areas, weighted by proportion of child population (0-19) living in urban areas
		15-year-old students familiar with 5 or more environmental issues (%)
		Deaths of children aged 0-19 by intentional assault per 100,000
		Children aged 11 to 15 who have experienced bullying at least twice a month in the past month (%)
		Women aged 18-29 who reported having experienced physical violence before age 15 (%)

Missing Canadian data

# APPENDIX B: AN ALTERNATIVE POSSIBILITY GAP CALCULATION

Relationship to SDG global indicators
Official SDG indicator which uses 60% of the median for cross-country comparability
Based on UNICEF MODA methodology, which uses 7 child-specific dimensions of poverty for cross-country comparability
Adapts the official SDG indicator for better country coverage
Official SDG measure of food insecurity applied to households with children under 15
Obesity is a form of malnutrition, and is highly relevant for high-income countries. Differs from the official SDG indicator
Official SDG indicator
Official SDG indicator applied to relevant age group
Indicator chosen for its relevance for high-income countries and links to suicidal behaviour. No matching global indicator
Drunkenness is a proxy of harmful use of alcohol among children and young people. Differs from the official SDG indicator
Official SDG indicator applied to the relevant adolescent population
Official SDG indicator covering young people at the end of secondary education, adapted to reduce subject-specific bias
Official SDG indicator
Measure of values and attitudes towards equal gender opportunities for children. No matching global indicator
Proxy of intergenerational transfer of norms as regards gender roles. No matching global indicator
Differs from the global indicator in age group and recall period due to limited availability of cross-national data
New indicator showing the proportion of children impacted by unemployment/inactivity of household members
Official SDG indicator, but with more child-specific age coverage (15-19 rather than 15-24)
Not an official SDG indicator, but a standard indicator of inequality, adapted to reflect children's experience
Not an official SDG indicator, but an equal-opportunity measure regularly reported by PISA
Not an official SDG indicator, but consistently used by UNICEF <i>Report Cards</i> to measure how far behind the poorest children are being allowed to fall from 'average' standards in society
Official SDG indicator but weighted to reflect the proportion of children living in cities
Not an official indicator but reflects the SDG focus on education for sustainable development (including climate-change education)
Official SDG indicator adapted for children aged 0-19
Bullying as a form of physical and psychological violence corresponds to the official indicator but focuses on children
Differs from the global indicator in age group and recall period due to limited availability in cross-national data

Rank	Possibility Gaps (z scores)
1	Unhealthy Weight
2	Breastfeeding
3	Social Transfers for Children
4	Teen Suicide
5	Teen Drunkenness
6	Bullying
7	Bottom-end Income Inequality
8	Child Income Poverty
9	Neonatal Mortality
10	Income Advantage Gap
11	Teen Mental Health
12	Children's Food Security
13	Awareness of Environmental Problems
14	Excluded Youth (NEET)
15	Air Pollution in Cities
16	Overall Income Inequality
17	Child Homicide
18	Teen Births
19	Preschool Participation
20	Children in Jobless Households
21	Basic Learning Proficiency

**NOTE:** The "Possibility Gap" is a theoretical measure of the difference between Canada and the best performing country in each indicator (the relative positions are based on z-scores and distance from the mean). The larger the gap, the more room for improvement.

## APPENDIX C: SUMMARY OF CANADIAN SDG INDICATORS OF CHILD AND YOUTH WELL-BEING

Indicator	Rank	Value	Top	Average	Change
Basic Learning Proficiency	4	80.8%	83.1%	68.6%	-2.2
Parental Employment	4	4.2%	2.1%	9%	0
Environmental Awareness	6	71%	82%	62.1%	N/A
Income Advantage Gap	11	32.9%	20.6%	38.1%	-0.8
Teen Mental Health	14	22%	14.2%	23.1%	-0.2
Teen Drunkenness	17	7.2%	1.7%	6.9%	+4.1
Breastfeeding	18	30%	71%	45%	N/A
Preschool Participation	19	96.5%	99.9%	95.3%	N/A
Air Pollution in Cities	19	9.7 PM <sub>2.5</sub>	4.8 PM <sub>2.5</sub>	10.7 PM <sub>2.5</sub>	-0.5
Excluded Youth (NEET)	20	7.1%	2%	7.1%	-0.2
Bottom-end Income Inequality	23	51.6%	34.2%	51.2%	-1
Teen Births	23	9.5/1000	1.6/1000	13.3/1000	-4.7
Child Income Poverty	24	22.2%	9.2%	21%	-1.8
Overall Income Inequality	24	1.12	0.70	1.17	-0.03
Children's Food Security	24	11.9%	1.4%	12.7%	N/A
Bullying	27	15%	4.5%	10.8%	+0.9
Social Transfers	29	21%	66%	37.5%	0
Unhealthy Weight	29	25%	8.3%	15.2%	+3.9
Neonatal Mortality	29	3.6/1000	0.9/1000	2.8/1000	-0.5
Teen Suicide	31	8.5/100k	1.7/100k	6.1/100k	-0.2
Child Homicide	37	0.9/100k	0	0.65/100k	-0.17

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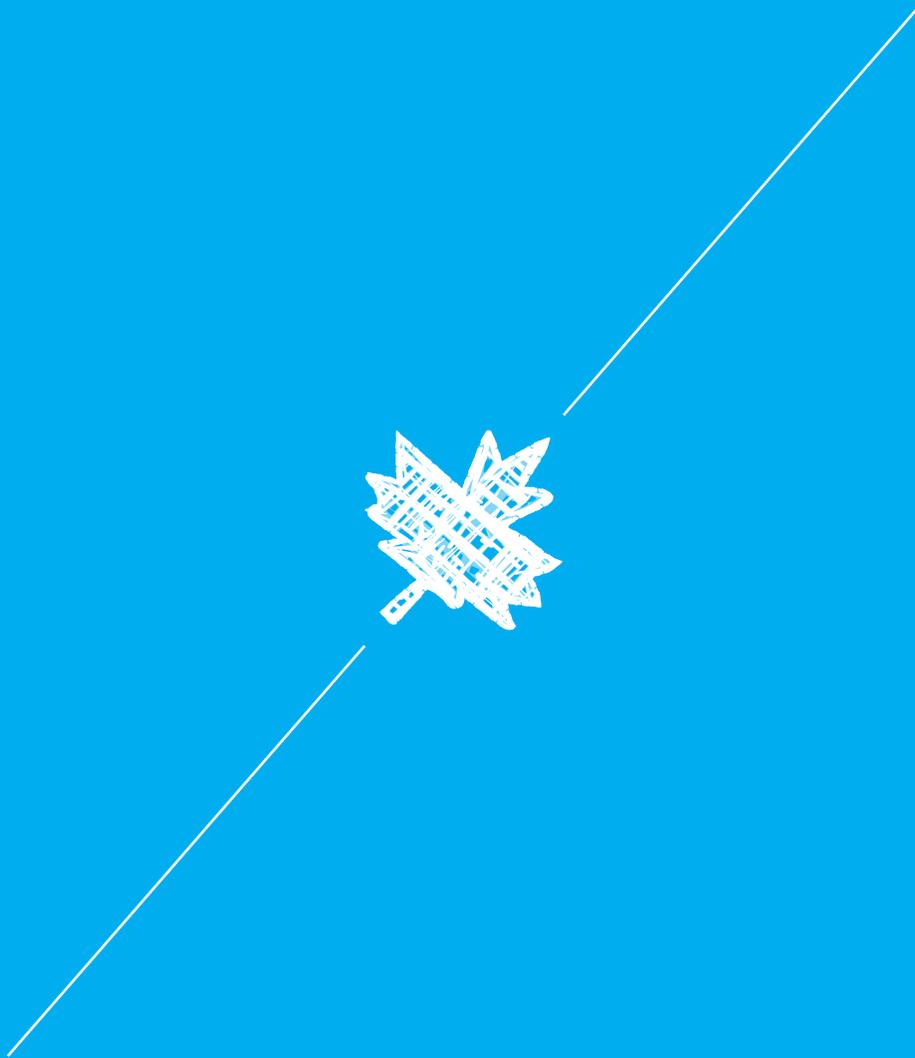
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