

Thematic Brief

Education and Family

The Education and Family thematic brief is intended to provide you with some questions related to the connections between education, youth, families, and seniors and the issues of poverty and economic and social inclusion.

You may choose to answer one or more of the questions. You may answer directly in the questionnaire and use as many pages as you need. You may also submit a separate document on the topic.

Once the questionnaire is completed, please send it to esic-sies@gnb.ca or the following mailing address:

Kings Place
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P. O. Box 6000
Fredericton, NB
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Canada

As you are reviewing the questions related to Education and Family, we encourage you to consider:

1. The spirit of the Overcoming Poverty Together Plan.
 - At the heart of Overcoming Poverty Together is the desire for every New Brunswicker to be included and to have the opportunity to thrive. True economic and social inclusion cannot be reached without addressing the needs of the most vulnerable and those who are at risk of falling into poverty.
2. That economic and social inclusion refers to the ability of a person to participate fully in the economic and social activities of society.
3. That poverty means the condition of a person who lacks the resources, means, opportunities, and power necessary to acquire and maintain economic and self-sufficiency or to integrate into and participate in society.
4. The realities experienced by people living in poverty or at risk of falling into poverty.
5. The different levels of intervention (local, provincial, and national) that impact poverty and inclusion.
6. The cross-sectoral approach necessary for defining the problems and identifying solutions.

The information that you submit will be disseminated and analyzed as part of the Overcoming Poverty Together Plan renewal. Participation in the process is voluntary and the information received during the public engagement process is designed to be collected and reported on anonymously. You are not required to provide identifying information in order to submit a brief, but we welcome submissions with names and contact information that will allow us to reach out for additional thoughts and collaboration. We will make every effort to preserve anonymity and dignity throughout this process.

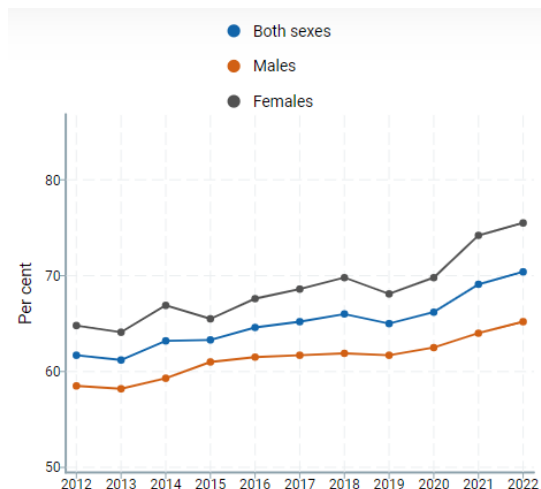
Thank you for seizing the opportunity to be part of renewing the plan to overcome poverty and increase economic and social inclusion in New Brunswick.

New Brunswick's Economic and Social Inclusion Corporation

Additional Context Related to Education and Family in New Brunswick

Education

Education plays an important role in both preventing and overcoming poverty as well as increasing the opportunities for people to participate fully in the economic and social activities of society. Education facilitates the acquisition of the skills that are necessary to thrive. Increased access to educational opportunities can help to break the intergenerational cycle of poverty. Individuals with higher education levels generally have higher incomes, more stable employment, better health outcomes, and stronger social integration than individuals with lower levels of education.



Population (25-64 years) with postsecondary education

The category refers to the highest level of schooling completed. Any education that could be counted towards a degree, certificate or diploma from an educational institution is taken as postsecondary education.

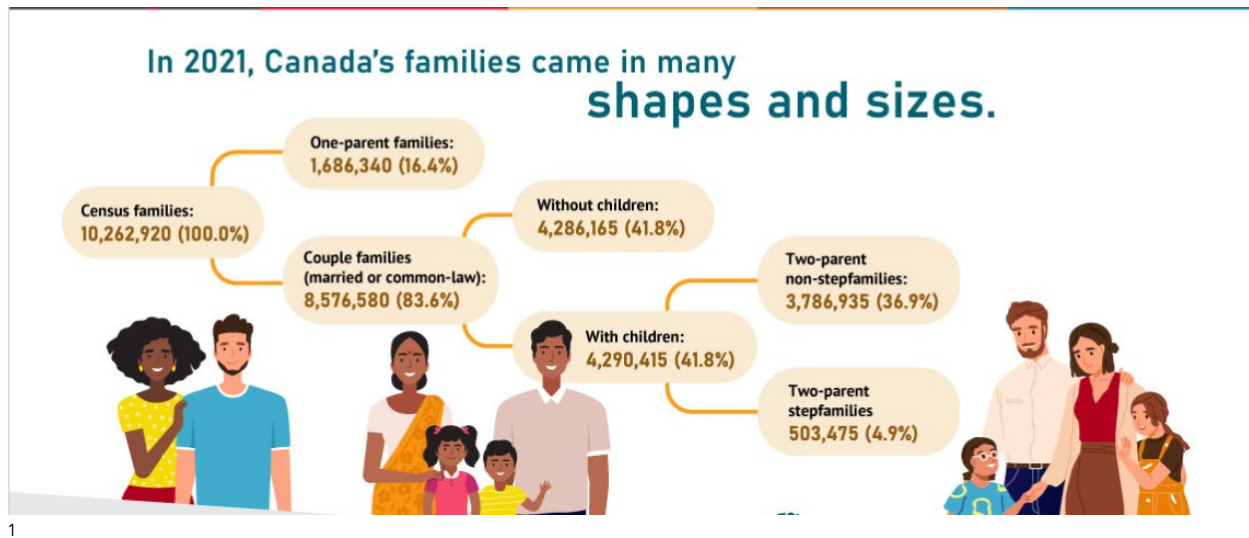
Statistics Canada Table : [14-10-0020-01](#)

Release Date: 2023-02-01

Family

Family is often referred to as the basic unit of society and the economy. The last few decades have seen rapid changes in Canadian families, including a trend towards increasing diversity of family structures. Some family types are frequently overlooked by policy-makers, such as those formed through foster care and adoption, those where the adult heads of household are members of the 2SLGBTQIA+ community, and those that are multigenerational.

Family composition can influence poverty. Families with children, especially those in sole-caregiver families, are at higher risk of poverty, as are unattached individuals and youth aging out of foster care.



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Providing support tailored to the needs of families can have a beneficial impact on children’s overall development and well-being. Poverty and insufficient social inclusion affect families in different ways. The more adverse conditions that families experience, the more likely they are to become marginalized and isolated.

Seniors

Family is often thought about in the context of raising children, but family is also essential to the well-being and social participation of seniors. Once seniors reach the age of 65, their living conditions and needs often begin to change. These changes tend to take place at the same time as their incomes are reduced as a result of transitioning from a working salary to retirement benefits.

Children and Youth

Despite significant progress in reducing Canadian child poverty rates, more than a million children in Canada live in poverty. Child poverty rose in every Canadian province except Prince Edward Island and Newfoundland and Labrador in 2021 as pandemic-related income benefits decreased.

A recent report published by UNICEF Canada states that “[c]hildren pay the highest price for poverty” and cites that low income is linked to a range of poor child outcomes. The earlier and longer that a child is materially deprived, the more likely they are to experience impaired development, poorer health, lower school achievement, greater welfare dependency, and other consequences that are costly to both the individual children and to the country’s economic and social well-being.²

¹ [A portrait of Canada’s families in 2021 \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/28-601-x/2022001/article/00001-eng.htm)

² [UNICEFReportCard18CanadianCompanion.pdf](https://www.unicef.org/canada/reports/unicef-report-card-18-canadian-companion)

Questions Relating to Education and Family

1. In your opinion, what barriers do people who are living in poverty face in terms of accessing education?
2. Do you think that certain people are more affected than others when it comes to accessing education?
3. In your opinion, what are the difficulties faced by youth, families, and seniors who are living in poverty?
4. In your opinion, what are some of the potential solutions that could be explored to help youth, families and seniors who are living in poverty?
5. What other comments could you make related to youth, families, and seniors who are living in poverty?
6. If you are a youth under the age of 25, what do you think could be done to ensure that your voice and perspective are heard when new policies related to overcoming poverty and increasing economic and social inclusion are considered?
7. What points or solutions could you make in terms of connections between education and overcoming poverty and increasing economic and social inclusion?