



“Knocking on the Door”:

**YOUTH CIVIC ENGAGEMENT AND ITS IMPACT ON
SOCIAL CONNECTEDNESS AND WELLNESS**

Nour Abdelaal, Chloe Kemeni, and Karim Bardeesy | November 2022

Toronto
Metropolitan
University

LEADERSHIP
LAB>>>

How to Cite this Report

Nour Abdelaal, Chloe Kemeni and Karim Bardeesy. (November 2022). "Knocking on the Door": Youth Civic Engagement and Its Impact on Social Connectedness and Wellness
<https://www.ryersonleadlab.com/youth-civic-engagement>

© 2022, Toronto Metropolitan University
350 Victoria St, Toronto, ON M5B 2K3



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). You are free to share, copy and redistribute this material provided you: give appropriate credit; do not use the material for commercial purposes; do not apply legal terms or technological measures that legally restrict others from doing anything the license permits; and if you remix, transform, or build upon the material, you must distribute your contributions under the same licence, indicate if changes were made, and not suggest the licensor endorses you or your use.



The Leadership Lab is an action-oriented think tank at Toronto Metropolitan University (formerly Ryerson University) dedicated to developing new leaders and solutions to today's most pressing civic challenges. Through public policy activation and leadership development, the Leadership Lab's mission is to build a new generation of skilled and adaptive leaders committed to a more trustworthy, inclusive society. For more information, visit ryersonleadlab.com or [@TMULeadLab](https://twitter.com/TMULeadLab).

Contributors

Nour Abdelaal, Policy Analyst, Leadership Lab
Sam Andrey, Director of Policy & Research, Leadership Lab
Karim Bardeesy, Executive Director and Co-Founder, Leadership Lab
Camara Chambers, Senior Manager of Partnerships and Leadership Development, Leadership Lab
André Côté, Head of Secure and Responsible Tech Policy Microcredential Program, Leadership Lab
Zaynab Choudhry, Graphic Design Lead, Leadership Lab
Chloe Kemeni, Policy and Research Assistant, Leadership Lab
Cathy McKim, Copy Editor

This project was funded by the Social Sciences and Humanities Research Council through its Imagining Canada's Future initiative under the theme of the Emerging Asocial Society.

Table of Contents

- Executive Summary** 4
- Introduction** 7
- Types of Civic Engagement** 10
- Background** 12
- Objectives** 14
- Methods** 16
- Results** 20
- Key Findings** 25
 - 1. Relationship between civic engagement and social cohesion, mental health and youth outcomes. 25
 - 2. Youth loneliness in Canada and impact of civic engagement during COVID-19 pandemic. 28
 - 3. Socioeconomic factors impacting youth’s access and experience of civic engagement. 30
 - 4. The rise of digital civic engagement. 34
 - 5. Criteria for impactful and effective civic engagement initiatives for youth. 37
- Implications** 40
 - 1. Creating a well-coordinated ecosystem to expand youth civic engagement. 40
 - 2. Programs targeting youth’s specific civic engagement needs. 42
 - 3. Digital literacy, media literacy and social media protections for youth. 44
 - 4. Actively expanding programs to marginalized and vulnerable youth. 47
- Conclusion** 50

Executive Summary

This project explores the impacts and implications of youth civic engagement and leadership development and its potential to foster social cohesion, improve mental health and decrease loneliness. During the COVID-19 pandemic, youth mental health challenges reached an all-time high and the negative impacts were felt even more strongly among low-income, marginalized and racialized youth. At the same time, youth reported lower levels of political and community involvement.

These developments highlight the urgent need to better civically engage young people as the shapers of Canada's economic and political future. At a critical point in their personal development, youth's ability to grow and lead in strong and resilient communities has long lasting effects into adulthood. Through a scoping review of academic and gray literature that identified 221 relevant sources, the project aims to:

- Provide an overview of the current state of knowledge on youth civic engagement and its impacts on social cohesion, community building, loneliness and mental health, including identifying the strengths and gaps in the literature;
- Better understand the impact of the COVID-19 pandemic on youth mental health and explore how civic engagement evolved digitally during the pandemic; and
- Identify implications for policies and mobilize best practices to support community and educational civic engagement initiatives in addressing the needs of youth to effectively expand civic and leadership development.

Key Findings

- Youth civic engagement – defined as actions that improve civic knowledge or individuals' capacity for action within their communities to enact political or civic change – is positively associated with four key outcomes:
 - a. Physical and mental health:** civic engagement is linked to fewer depressive symptoms and lower health risks, as well as greater perceived sense of control, subjective well-being and positive affect.
 - b. Socioeconomic status and education:** civic engagement is associated with more years of education, higher personal earnings and greater cognitive skills.
 - c. Social well-being and cohesion:** civic engagement helps create stronger bonds between community members, increasing a sense of community and civic responsibility as well as promoting prosocial behaviours.
 - d. Life and personal skills:** civically engaged youth are more likely to define themselves by their personal values and goals, and have greater interpersonal and communication skills.
- Despite the Covid-19 pandemic exacerbating mental health challenges and loneliness for youth in Canada, civic engagement was found to be an effective mitigator of the pandemic's negative impacts on mental health. Youth who were civically and politically engaged reported higher levels of well-being and hope for the future during the pandemic, despite the fact that they reported being just as negatively impacted as those who were not engaged and reported lower mental health.

- Access to civic engagement and volunteer opportunities and the ways in which youth engage civically are impacted by socioeconomic factors including income, race, and Indigeneity. Studies also show that low-income and minority youth show lower levels of civic engagement overall, but racialized youth are comparably engaged in issues that matter most to them such as community violence, prejudice and inequality, and often engage through social movements, resistance and organizing.
- Digital spaces and social media platforms are increasingly becoming important tools and avenues that promote civic engagement of young people, presenting both opportunities to expand equitable access and engagement in civic initiatives and risks associated with the spread of online disinformation and hate.
- Addressing youth mental health challenges should focus not just on reactive responses but on upstream solutions, such as civic engagement initiatives that enhance social belonging and empower youth. Youth-led civic engagement initiatives where youth feel empowered, have the opportunity to develop leadership skills and work collaboratively are often the most impactful and effective civic engagement initiatives.

Policy Implications

- Civic engagement and leadership development for youth requires a well-coordinated ecosystem that includes (a) advancing civic education in the public education system; (b) complementary programming through civil society organizations; and (c) connections between youth and the institutions that govern them, including institutions and scenarios in which youth can be more involved in decision-making.
- To promote belonging and reduce loneliness, effective civic engagement and leadership program delivery for young people in Canada should provide opportunities for youth to work together, develop new skills and understanding, make them feel empowered to affect positive change, and encourage institutions to respond to the advocacy that youth are mounting.
- Online platforms are now a critical component of civic engagement for young people; and policymakers and platforms need to do more to ensure that youth feel safe and empowered while engaging on these platforms, including reducing harmful online content, and expanding youth digital and media literacy.
- Civic engagement initiatives should alleviate barriers for marginalized and vulnerable youth by alleviating financial barriers, creating safe spaces for youth to grow confidently, understanding the unique realities of youth facing discrimination and closing gaps in digital access.

Introduction

Introduction

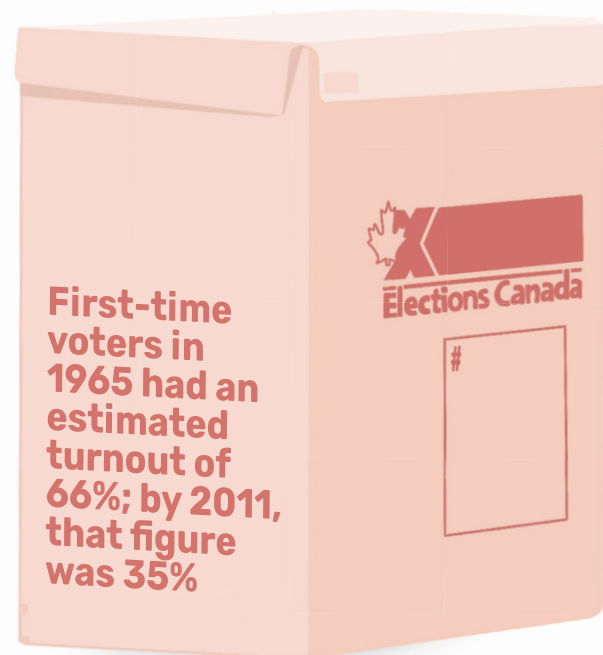
A healthy and vibrant democracy requires that citizens are actively engaged in civic issues that matter to their communities. This is particularly true of young people, who are shaping the political and economic future of Canada, and are developing the skills that they need as upcoming leaders. So, it is worrisome that studies find today's youth show lower levels of community involvement, institutional trust and political knowledge than older adults.^{1 2}

Moreover, this decline in social capital and community involvement has been associated with lower levels of political participation.³ Youth voter turnout in Canada has been on the decline. First-time voters in 1965 had an estimated turnout of 66%; by 2011, that figure was 35%.⁴ In 2021, the turnout for young voters (18-25) in the federal election was 17 percentage points lower than that for people in the 65 to 74 age group.⁵ Although voting is not the only indicator of civic engagement, particularly because it applies only to youth 18 years of age or older, it is a commonly

used indicator to show youth's commitment to civic participation and their sense of duty as active decision-makers in their communities.⁶

Elections Canada has conducted a number of studies to understand why youth are not as engaged politically. The National Youth Survey in 2015 found that one of the key barriers to voting for youth is related to motivation.⁷ According to the survey, Canadian youth, compared to older adults, are "less interested in Canadian politics, feel less strongly that voting will make a difference, believe that the government does not care what they think, and tend to see voting as a choice rather than a duty."^{8 9} Young people have also been reported to "feel largely ignored by politicians and decision-makers."^{10 11} To combat these perceptions, civic education and engagement are critical means for young people's voices to be heard – and, in turn, encourage them to engage more politically and socially.

Although much of the research shows that youth are less politically engaged than older adults, studies show that youth are not completely apathetic. Instead, many younger people choose to civically engage in ways that differ from political participation such as voting. For example, Statistics Canada found that youth are more likely to sign internet petitions and participate in demonstrations than older adults.¹² Moreover, youth are more likely to express their opinion on an issue through an online forum or news website, and are more likely to be a part of sport or recreational organizations in the community, than older adults.¹³ In terms of group participation, an Environics survey found that close to half of youth in Canada have been "a member or participant with a local group or organization...such as unions or professional associations, and those focusing on sports, religion, education, culture and the arts."¹⁴



Defining Civic Engagement

Traditionally, civic engagement has generally been defined along three axes in the literature: civic, electoral and political.¹⁵ Civic involvement in a number of studies is often narrowly relegated to the participation of individuals in well-established civic institutions through activities such as volunteering.¹⁶ Electoral engagement in these studies largely analyzes youth's voting behaviour; and political engagement refers to how and when youth use their voice in activism, organizing and protest to enact political or policy change.¹⁷

However, many scholars have called for the adoption of a broader definition of civic engagement.¹⁸ During Ontario's Youth Impact Summit in 2016, when youth themselves were asked how they would define civic engagement, they characterized the concept broadly and holistically as activities through which "a stronger community of social change could serve as the eventual outcome."¹⁹ Other scholars have defined civic engagement based on the type of activity conducted. Heller et al. (1984) define it as the "process whereby people engage in the decision-making of institutions and environments that impact them."²⁰

Some scholars have chosen to focus on the values that are highlighted in civic engagement activities. Metzger (2018)

argued that civic engagement "encompasses the prosocial values, skills, behaviours and attitudes that orient individuals toward social and political issues and contributions to community,"²¹ which can encapsulate all three dimensions of the more traditional definitions focused on voting, volunteering or activism. Other institutions have defined civic engagement based on the outcomes that these activities are meant to achieve. For example, UNICEF defines the concept as involving "individual or collective actions in which people participate to improve the well-being of communities or society in general."²²

Moreover, a great deal of debate in the literature surrounds which activities should be considered a part of civic engagement, depending on how 'active' or 'passive' the activity is. For example, previously scholars have presented meaningful activism as involving active, in-person activities that seek to enact tangible change, involving a direct challenge to authority.²³ However, with the evolution of digital technologies and social media platforms, young people are finding it much easier to express their civic and political identities online, and to engage and support causes that interest them.²⁴ Although supporting a campaign or signing a petition online may not constitute a deep all-encompassing form of engagement, studies have shown that these activities effectively function as a gateway and entry point to offline engagement.²⁵

Participants in the Youth Impact Summit said they would like to see more mentorship and leadership opportunities in their communities, suggesting that these two types of activities are seen as more important than traditional forms of civic engagement such as volunteerism and political participation.²⁶ Others advocate for “a greater focus on everyday life practices of ‘cultural citizenship’” that include affective bonding and creative media expression.^{27 28} Furthermore, some are challenging the more traditional “voice and participation-oriented” frameworks of engagement and instead advocating for practices that highlight “active and empathetic listening” as important parts of effective civic engagement.^{29 30}

This paper adopts a broad view of civic engagement that is meant to encapsulate the different forms of engagement that are relevant to how young people in Canada choose to spend their time, which activities they value, and how they engage with civic issues in their community. Rather than defining civic engagement narrowly based on specific activity types, this paper defines civic engagement based on the outcomes and values of the activities it is meant to reflect.

What Is Civic Engagement?

Any action taken by an individual, community or organization that improves civic knowledge or individuals’ capacity for action within their communities for the purposes of:

- improving the functioning of democracy;
- enhancing social cohesion and well-being;
- enacting political or civic change; or
- creating a more equitable, inclusive society.

The adjacent infographic reflects all the types of activities that can be considered a part of civic engagement, so long as their enactment contributes to one of the four main objectives identified. These categories are organized from activities that are considered more ‘passive’ to ones that can be viewed as increasingly more ‘active’.

Types of Civic Engagement

Organization

Description: actions taken to promote change through representation and awareness for the purpose of enlisting support for an issue on a greater, more collective scale

Example: running for office; working with others to influence public policy; joining or creating a student or youth organization that has policy change as a primary purpose; using social media as a component of a broader strategy to help organize others to seek policy change

Mobilization and Advocacy

Description: actions taken to promote change directly with decision-makers

Example: writing a letter or attending a meeting with a public official; signing a petition and following up on the issue; joining or creating a student or youth organization that does civic engagement; attending or organizing a rally, protest or boycott; joining the youth committee of a civic organization

Political Participation and Voice

Description: actions taken to voice concern or promote change through the media and/or traditional channels of representative democracy

Example: voting; creating content (images, audio, video, text) related to the issue or the population affected; joining a political party; getting involved in a political campaign

Volunteerism

Description: in-person or virtual offering of one's time, energy, resources or knowledge to actively help others in need (prosocial community engagement)

Examples: volunteering at a local non-profit; tutoring children; donating to a charity

Knowledge Acquisition

Description: actions taken (individually or collectively) to deepen knowledge about an issue and about how civic engagement could make change on that issue

Examples: ongoing reading, listening, or watching of civic media; attending leadership and civic development programmes / conferences / workshops; taking classes on politics, economics, public policy, social justice, organizing or other civic-related topics

Awareness

Description: actions taken to become more informed about the history, trends, changes and current events related to civic issues

Examples: beginning to follow the news; following trusted accounts on social media; starting to research a topic area; having conversations with and listening to peers impacted by an issue



Background

Background

Youth civic engagement is a broad concept that can be situated within various psychological and developmental theories in the literature. Firstly, much of the literature on youth civic engagement has been grounded in 'sense of community' theories (SoC) – a key concept of community psychology. The theory was first introduced by Sarason in 1974 and reflects the belief that "healthy communities exhibit an extra-individual quality of emotional interconnectedness of individuals played out in their collective lives."³¹ Albanesi, Cicognani & Zani (2007) outline McMillan and Chavis (1986)'s four-dimension model representing key processes in the SoC concept:

- Membership refers to the "feeling of being part of a community"; and this includes the perception of "shared boundaries, history and symbols", as well as "feelings of emotional safety and personal investment in community;"
- Influence represents individuals participating and affecting change in decision-making in their community "through their own contributions" and within "reciprocal relationships;"
- Integration refers to "the benefits that people derive from their membership to a community" in terms of satisfying personal and group member needs; and
- Shared emotional connection reflects the sharing of "a common history, significant events and the quality of social ties."^{32 33}

Under the SoC theories, researchers have stipulated that youth derive a sense of belonging, meaning and emotional connection through their commitment to their community and their ability to engage in collective activities that position themselves within the greater context of the community.

In their study of civic responsibility, Da Silva, Sonson, Smart and Toumbourou (2004) found that "adolescents' attachment to peers and participation with peers strongly facilitate being actively engaged in behaviours like taking part in fundraising activities, and supporting organizations that help disadvantaged people."³⁴

Using a variety of established models to measure SoC, researchers have examined youth civic engagement's relationship to their SoC, with empirical studies suggesting a positive relationship between the two.^{35 36 37} Improved SoC has been argued to bring both individual and community benefits. For example, Williams and Braun (2019) argue that loneliness and social isolation impact both the individual and society at large. Individually, people's health diminishes from loneliness and social isolation, which in turn brings societal impacts through higher healthcare costs, loss of productivity, and lower civic engagement. Academics have emphasized the need to focus on loneliness among youth due to its potentially long-lasting impacts into adulthood.³⁸

Another important pillar of youth civic engagement in the literature surrounds the development and evolution of positive youth development theory (PYD), sociopolitical development theory and empowerment theory. The PYD perspective emerged as a response to previous theories that viewed adolescence as a period of life during which youth are challenged by a "deficit" in experience and maturity.³⁹ Instead, PYD highlighted youth's positive potential and strengths, including the positive outcomes that can be achieved with the right developmental strategies, rather than viewing adolescence as a "problematic period."⁴⁰

As part of PYD, the psychology literature has found that a major developmental task of adolescence is “identity formation, which includes defining one’s role in relation to society.”⁴¹ A well-established example of a PYD approach used to conceptualize youth civic engagement argues that positive developments can occur for youth when their strengths are capitalized in their developmental contexts to impact five key dimensions: competence, confidence, connection, caring and character. This line of research also argues that, when youth exhibit the 5Cs, they become better prepared to exhibit the sixth C, contribution.⁴² Under the 5C framework, “positive developmental contexts (families, schools, communities) support thriving youth; in turn, thriving youth take action to contribute to the world around them.”⁴³

When it comes to injustice and disadvantage, the sociopolitical development framework explores how youth can become critical of the world, perceive oppression, and use activism to impact change.^{44 45} Some studies indicate that civic engagement in the face of systemic discrimination or injustice could produce healthy individual development when youth become more effective changemakers in their communities and feel empowered.⁴⁶ Based on a key psychological framework in the literature known as empowerment theory, a greater degree of perceived control over their lives, the ability to think critically of surroundings, and taking proactive steps to facilitate change are all linked to increased well-being.^{47 48}

Objectives

The object of this study is to provide an overview of the current state of knowledge on youth civic engagement, and its impacts on social cohesion, community building, loneliness and mental health. Past research suggests that youth civic engagement can improve social cohesion, but mental health has deteriorated, and social isolation increased, during and since the COVID-19 pandemic, creating new challenges for youth in becoming civically engaged.

We identify strengths and gaps in the literature, and identify implications and recommendations – for both programmes and public policy – to support youth civic engagement that is inclusive, prosocial, and connected to the prospects for change-making. We also identify areas for further research, especially in (a) the relationship between youth civic engagement, employment, and institutions, and (b) areas where there is a dearth of Canadian evidence.

Methods

Methods

This knowledge synthesis followed Arksey and O'Malley's five-stage framework for scoping reviews:

1. Identifying the research questions;
2. Identifying the relevant studies;
3. Study selection;
4. Charting the data; and
5. Collating, summarizing and reporting the results.⁴⁹

The synthesis was guided by three research questions:

- What is the state of knowledge regarding the relationship between civic and leadership engagement of youth and their mental health, particularly in terms of loneliness?
- To what extent are Canadian youth and/or marginalized or under-represented groups included in this literature?
- How can existing and potential research be used to better inform the design of community and leadership services and programs for addressing social disconnection among Canadian youth?

The PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews) checklist was used in reporting findings (see Appendix 3 for visualization of PRISMA-ScR process).

The scoping review began by searching 9 platforms and research databases, using relevant search terms related to civic and leadership engagement for youth. The search strategy included social science, policy, education and psychology databases, to source both academic and grey literature. The search focused on identifying literature sources that specifically discussed civic or

leadership engagement activities, theories or programs in various spaces, including private, public, education and community-based organizations. Literature published between 2011 and 2022 was included in order to focus on recent developments in youth engagement programs and services. The list of databases and platforms searched, and the search terms used, are identified in Appendix 1.

Scoping reviews describe existing literature and other sources of information from a range of study designs and methods, potentially resulting in a broad scope of collected information. As such, this research primarily focused on the following forms of knowledge: 1) peer-reviewed publications by experts in youth civic engagement and development, accessed through electronic databases; 2) grey literature, including scholarly information not formally published, or peer-reviewed, including government documents, briefs, memoranda, white papers and technical reports; and 3) media reports, newspapers and magazines. In addition, a list of 'known' or familiar literature was compiled; however, these were not subjected to a full scoping review, and instead were used to increase understanding of the research context, speak to any gaps in findings, and help set a benchmark to determine if search strings were effectively identifying target literature.

Jurisdictions in scope were established as Canada, the United States, New Zealand, Australia, the United Kingdom and the European Union; and only literature discussing these jurisdictions were included. These jurisdictions were selected due to their similarities with Canada, particularly with respect to youth education and involvement, as well as political and civic challenges facing Western liberal democracies. The scoping review also excluded sources that were not written in English or were not available in full text. It is important to note that Arksey and O'Malley point out that date ranges and limits on databases be used for practical reasons, and that there is always the potential to miss relevant sources.⁵⁰ All searches were conducted between June and August 2022. Following these guidelines, studies were then subjected to a full-text review using a codebook reflective of the research objectives (see Appendix 2). During the charting process, seven primary questions were used to identify and extract key information from each source, which formed the basis of our analysis:

- What country or jurisdiction is this source coming from or focused on?
- Does the source mention civic or leadership initiatives for youth?
- Does the source discuss youth mental health or loneliness?
- What types of civic engagement initiatives or activities were discussed?
- What is the main objective of the source?
- What policy/legal/social themes and implications were covered by this source?
- What specific types of industries, organizations or youth groups were impacted by the civic engagement mentioned?

The literature search in electronic databases yielded 38,594 results, which were screened based on titles. A majority were excluded for content out of scope ($n= 38,231$). Additional screening of titles and abstracts led to the removal of 26 duplicates. In total, 337 articles were identified for full review. These articles were independently reviewed by two researchers for the inclusion and exclusion criteria, and were pilot tested for inter-coder reliability prior to full review to ensure consistency and avoid discrepancy.

Sources were deemed relevant and considered to be within the scope of the study if they discussed the ways in which youth engaged civically; how programs were designed; and how this engagement impacted mental health, loneliness or social connectedness. This excluded sources that focused on initiatives that sought to develop youth's technical skills in specific fields such as engineering or computer science, since there was no connection to civic engagement or leadership development. Articles were excluded after a full-text review due to incorrect concept (n=103) (e.g., examinations of youth mental health intervention treatments that do not include civic engagement or works that focused on groups other than youth), incorrect context (n=12) (e.g., sources that fell outside in-scope jurisdictions) and were not available as full texts (n=1) (See Appendix 3).

After the full-text review, 221 sources were included in the scoping review and proceeded to the charting stage (see Appendix 5 for full bibliography). During the charting process, a narrative account of the key findings was established in two ways.

The first provided a basic numerical analysis of the extent, distribution and nature of the studies included in the review (see Tables 1-4 and Appendix 2). Sources were also reviewed for the extent to which studies covered the impacts of youth civic engagement in Canada specifically, as well as the impacts on marginalized, racialized and under-represented youth. This helped to shed light on the characteristics of the literature reviewed and, consequently, identify any research gaps that exist in the literature.

Second, the sources were organized thematically using a descriptive-analytical method within the narrative tradition, which is reported above as stage five of the scoping review: collating, summarizing and reporting the results. As set out by Arksey and O'Malley, this method applies a common analytical framework to all the studies, collects standard information on each, provides a broader view of the phenomenon being explored, and ensures findings are more contextualized and understandable to readers (see Appendix 2 for a description of how sources were coded and analyzed).

Results

Results

Strengths of Existing Literature

The literature includes a breadth of research and empirical findings pointing to the link between youth civic engagement and its positive impacts on mental health, educational attainment, socioeconomic status and the development of life skills. The majority of sources examined were published journal articles (n=189). A number of sources review case studies of specific programs and community-based initiatives that promote civic engagement for youth, outlining successes, best practices and the positive impact these interventions have had on the local community. These case studies also outline the impact civic engagement programs have on marginalized and minority youth in particular. This includes Crooks et al.'s study on culturally relevant programs for Indigenous youth in Canada; Baskin-Sommers et al.'s study on Black Lives Matter; the U.S. National Civic League's

civic hackathons initiatives for youth; and Monkman and Proweller's study evaluating the impact of an after-school civic leadership program for low-income minority students in the Midwestern U.S. To highlight one example of these program studies, Crooks et al.'s study explored how culturally relevant civic school programming for Indigenous youth in Canada was associated with improved social relationships, as well as increased sense of belonging, confidence and leadership skills.

Moreover, the current state of youth mental health is well-documented in the literature, both globally and in Canada. A number of studies have also identified the emerging role of digital civic engagement, and examined the opportunities and risks associated with the increased use of social media platforms to engage on pressing civic issues. As online social movements and networks begin to transcend borders and jurisdictions, international organizations such as UNICEF and the International Labour Organization have also explored the online participation aspects of civic engagement on a global scale.

Table 1: Types of Sources Identified

Article type	% of Literature	# of sources
Journal article	86%	189
Report by government entity or international organization	8%	17
Online article/commentary	4%	8
Dissertation	2%	4
Policy brief	1%	3

Gaps in Existing Literature

Fewer Canadian Empirical Studies Overall

Most of the literature reviewed was based in the United States (n=154), followed by the EU (n=26) and Canada (n=18) (see Table 1 and Appendix 4 for full list of Canadian sources). The majority of Canadian studies were based on government reports that outlined the state of youth mental health challenges in Canada before, during and

after the pandemic. Strikingly, there were no empirical studies based in Canada that directly examined the link between youth civic engagement and its impacts on mental health and social cohesion. This reflects a relative dearth in knowledge on this issue in Canada, which presents an opportunity for further research, such as survey evidence to examine civically engaged youth's subjective well-being or a randomized trial evaluating the impacts of youth participating in a civic program.

Table 2: Jurisdiction Source of Literature Reviewed

Jurisdiction	% of Literature	# of sources
United States	70%	154
EU	12%	26
Canada	8%	18
Australia	5%	12
United Kingdom	5%	11

Lack of Studies Examining the Relationships between the Pandemic and Youth Civic Engagement

Although increased levels of mental health challenges and loneliness during the COVID-19 pandemic are well-documented in the literature, there are few studies that explore how civic engagement has been impacted by the pandemic, and the ways in which greater engagement may mitigate the negative impacts of the pandemic. Only two studies specifically examining the role of civic engagement during the past two years were identified. The first study used a post-election survey administered in 2020 in the United States to examine the relationship between access to civic participation

opportunities and youth’s reported well-being.⁵¹ The second study conducted a nationally representative survey in the U.S. to examine the relationship between civic association participation and psychological distress during the pandemic. The authors also found that civic engagement activities that facilitate interpersonal interactions could protect against the psychological distress experienced during the pandemic.⁵² Remaining studies from 2019-2022 mainly focus on documenting the state of mental health and social isolation for youth; examining the rise and implications of digital civic participation, and deeper dives into case studies evaluating specific programs administered and their impact on participants.

Table 3: Sources Identified by Year

Year	% of Literature	# of Sources
2022	12%	26
2021	15%	33
2020	12%	26
2019	11%	24
2018	7%	16
2017	10%	22
2016	11%	25
2015	6%	13
2014	6%	14
2013	5%	11
2012	5%	11

Lack of Studies on Leadership Development as a Component of Civic Engagement

Relatively few studies in the literature focused on the intersection between civic engagement and youth leadership development. A majority of sources focused on ways to expand youth civic engagement through increased participation in community or school-based programming (e.g., volunteering with civil organizations or attending a workshop/course related to civic engagement), as well as online or political participation (e.g., voting, volunteering with a political party). Fewer studies focused on promoting the inclusion of youth voices in

decision-making spaces through more active forms of engagement that promote agency and yield greater civic and political power for youth such as through organizing, protest or program leadership. The majority of studies that discussed youth empowerment mainly focused on leadership development through established structures, such as community youth councils and advisory committees, where young people could better inform and influence policies that impact them. However, the role of more disruptive forms of activism, or the incorporation of youth in the design and implementation of civic programs and political organizing, was less salient in the literature.

Table 4: Types of Civic Engagement Studied

Type of Engagement	% of Literature	# of Sources
General (most common indicators used are voting and volunteering)	39%	87
Community-Based Programs	20%	43
Online Participation	14%	30
Youth Councils/Advisory Groups	11%	24
School-Based Programs	9%	20
Activism/Protest	5%	12
Youth Participatory Research	2%	5

Key Findings

Key Findings

KEY FINDING 1

Youth civic engagement and leadership is positively associated with lower levels of mental health challenges; greater education outcomes; and promotes social cohesion, belonging and community building.

Youth's civic engagement positively impacts a wide range of health and behavioural outcomes, including mental health, well-being, educational achievement and sense of belonging. The majority of studies in the literature show that activism and community engagement positively influence youth's all around academic, psychological and sociopolitical development.

Physical and Mental Health

Studies show that civic engagement is associated with better physical and mental health. One study that conducted a review of 73 published articles found that volunteerism is positively correlated with "reduced depressive symptoms, better self-reported health, fewer functional limitations, and lower mortality."^{53 54} Another study using a randomized control trial found that high school students assigned to volunteer at an after-school program for elementary school children weekly for two months had lower cardiovascular risk, and lower cholesterol and body mass index compared to the control group.⁵⁵

Studies show that young people can be motivated by feelings of anger and frustration with the status quo, which

leads them to engage in civic activities.⁵⁶ Research suggests that civic engagement operates as a way for youth to cope with these environmental stressors by engaging in active constructive responses to perceived injustice or discrimination.⁵⁷ Through civic engagement, youth are able to channel their feelings of stress and frustration in more productive ways that can enhance their physical health and ability to cope with negative emotions.⁵⁸ In one study, Boehnke and Wong show that, among youth who said nuclear war was a more salient threat in the 1980s, "becoming an activist predicted better mental health trajectories across adulthood compared to those who appraised nuclear war as a salient threat but *did not* become involved in activism."⁵⁹

Moreover, civic engagement activities that aim to empower young people create greater feelings of perceived control over one's life and community, which have been linked to lower substance abuse and higher subjective well-being.⁶⁰ Making a positive impact on social or political issues that affect their communities can serve to effectively address or mitigate future mental health challenges. In addition, studies have shown that perceived sociopolitical control is linked to lower feelings of helplessness and mental health challenges,⁶¹ as well as improved self-esteem.⁶² In another study of high school students in the United States, researchers found that youth civic engagement in the form of volunteering and voting was associated with decreased risky health behaviours and fewer depressive symptoms.⁶³ Moreover, voting and volunteering were associated with positive future orientation, positive affect, optimism and perceived social support.⁶⁴

Interestingly though, the type of civic activities youth are engaged in impacts their health outcomes. Researchers found that, while "voting and volunteering at the

transition to adulthood were associated with fewer risky health behaviours in adulthood, activism predicted more risky health behaviours.”⁶⁵ Since perceived control plays an important factor in regulating youth mental health, engagement activities that lead to more tangible positive social impacts and successfully enacts change could increase youth’s sense of accomplishment and control, in turn creating greater empowerment and positive mental health.

Socioeconomic Status and Education

Greater levels of youth civic engagement are associated with higher socioeconomic status in adulthood. In one study using nationally representative data from the National Longitudinal Study of Adolescent to Adult Health (NLSAHH), the researchers found that volunteering, activism and voting all lead to higher SES outcomes.⁶⁶ From surveying more than 13,000 students in Grade 7 through 12 in the United States, and controlling for parental education levels, the researchers found that these forms of civic engagement were associated with more years of education, higher personal earnings and higher household incomes in adulthood.⁶⁷ Cress (2012) also found multiple studies reinforcing the idea that purposefully designed civic engagement curricula create greater learning and increased graduation rates in K-12 schools and higher education such as community colleges.⁶⁸ This is in line with research that shows that civic engagement leads to greater social and cognitive skills (such as goal-setting and memory capacity), which in turn contribute to better academic performance.⁶⁹

In the same NLSAHH study linking volunteerism in late adolescence to greater educational attainment and personal earnings in adulthood, researchers illuminated the mechanisms through which

this connection could be established.⁷⁰ They argued that civic engagement can lead to higher socioeconomic outcomes in adulthood because it plays a role in connecting young people to social networks, and interacting with older adults could provide professional models and mentors for youth.^{71 72} Interacting with like-minded youth and older adults could also provide psychological support and provide young people with the opportunity to share goals and ambitions with others.^{73 74} Lastly, researchers have argued that civic engagement provides youth with greater motivation to stay in school and focus on their studies because it allows them to reorient themselves toward a greater goal, affords them an opportunity to examine and explore career trajectories, and combats the potential for disengagement from society.⁷⁵

Social Well-Being and Cohesion

Civic engagement also helps promote a sense of social well-being and community belonging. In one study that looked at the relationship between sense of community and civic engagement, researchers found that providing adolescents with more opportunities to experience a sense of belonging to their peers and promoting prosocial behaviours in the community context is correlated with a higher sense of belonging and social well-being.⁷⁶ This is in line with several studies that found that adolescents’ ability to seize opportunities that allow them to “exert power, be involved in school activities and have places to congregate outside school” also positively contribute to their sense of community development.^{77 78 79}

Moreover, Albanesi, Cicognani and Zani found that opportunities to participate in structured group activities allowed youth in Italy to develop stronger bonds with peers and adults, and increased their sense of civic responsibility.⁸⁰ This is consistent with

findings that show that youth living in small towns have a higher sense of community compared to those living in large towns, which correlates with prosocial behaviours.⁸¹ In this study, the researchers found that involvement in formal groups (volunteering, extracurricular activities, sports) is positively correlated with increased levels of civic engagement and is therefore a channel through which youth can become introduced to prosocial community involvement.⁸²

Life and Personal Skills

Youth civic engagement also positively influences young people's personality development, creating opportunities to develop lifelong skills that can build resilience and positive work habits. One study in Lithuania found a positive correlation between civic engagement (defined as engaging with school self-government, volunteering and/or youth organizations) and information-oriented identity styles for youth, defined as individuals who are "self-reflective and actively seek out and evaluate self-relevant information."⁸³ These civically engaged individuals are likely to actively explore identity alternatives before making their own choice, and define themselves by personal attributes like their values, goals and standards.⁸⁴ Individuals who adopt this identity style also report higher levels of optimism and self-esteem.⁸⁵ The study also found that greater levels of civic engagement are associated with higher levels of all aspects of the 5C framework competencies (competence, confidence, character, connection and caring),⁸⁶ which are associated with positive youth development.⁸⁷

Engagement in school and community activities also enables the development of critical skills for adulthood and the workplace. According to Cress (2012), students in the United States who participate in civic activities gain interpersonal and communication skills, including the ability to collaborate with diverse people in various settings.⁸⁸ Moreover, these opportunities help students become connected to one another, exposing them to diverse opinions and lifestyles, as well as expanding their awareness of how institutions and societal structures operate.⁸⁹ In one study of the development of youth in the rural Midwest U.S., researchers found that adolescents involved in civic activities show more positive youth development, including lower problem behaviour, higher academic engagement, and positive perceptions of peers and parents – helping to build their values and beliefs, as well as a positive view of the world in which they live and contribute.⁹⁰ Civic engagement also contributes to developing longer-term engagement habits. Research shows that if a person votes in the first election after they turn 18, they are more likely to become a lifelong voter, whereas those who do not vote in their first election are less likely to do so later in life.⁹¹

KEY FINDING 2

Despite the COVID-19 pandemic exacerbating mental health challenges and loneliness for youth in Canada, civic engagement was an effective mitigator of the pandemic's negative impacts on mental health.

Young people in Canada are among the most lonely and isolated age groups, both before and during the pandemic.⁹²⁻⁹³ Among youth aged 15 to 24, nearly one in four said that they always or often felt lonely, compared with 15% of those aged 25 to 34.⁹⁴ The reported loneliness has a direct impact on youth's mental health and well-being. In August and September 2021, close to half (49%) of those who said that they always or often felt lonely reported that their mental health was either fair or poor.⁹⁵ Among those who said that they rarely or never felt lonely, only 7% reported fair or poor mental health.⁹⁶ Youth have also been experiencing a declining trend in mental health – reports indicate that youth say their mental health is poorer than 20 years ago;⁹⁷ and a consistent downward trend in mental health has accelerated within the last 10 years.⁹⁸



Among youth aged 15 to 24, nearly one in four said that they always or often felt lonely, compared with 15% of those aged 25 to 34.

During the pandemic, youth mental health took a particular downward turn and levels remained at all-time low.⁹⁹ The impact of physical distancing and lockdown measures on youth's mental health was the largest of all age groups.¹⁰⁰ Statistics Canada found that, based on data collected at the end of March and into the first week of April 2020, 39.7% of youth aged 15 to 30 reported excellent or very good mental health, a 20% decrease from 2019.¹⁰¹ Three months later into the pandemic, young people's mental health in Canada persisted at this lower level.¹⁰²

Low-income youth were among the hardest hit by these trends during the pandemic. According to Statistics Canada, youth living in the poorest households were less likely to report excellent or very good mental health in 2021, and more likely to report having seriously contemplated suicide in their lifetime.¹⁰³ This aligns with recent findings from the United States that show that youth who report being the most economically affected by the pandemic (Black, Latin American and Asian youth) also show the lowest well-being scores.¹⁰⁴

Moreover, a survey conducted by the International Labour Organization assessing the impact of the pandemic on youth found that, globally, one in two of young people aged 18 to 29 were possibly subject to anxiety or depression in 2021, while 17% are probably affected by it.¹⁰⁵ These trends were particularly apparent among young people whose education or work were disrupted the most since the pandemic. For example, young workers who had lost their job were almost twice as likely to be affected by probable anxiety or depression as those who continued to be employed (23% versus 14%).¹⁰⁶ In one study examining the impact of the pandemic on children and adolescents in Canada, researchers found that 67-70%

of children experienced deterioration in at least one mental health domain: depression, anxiety, irritability, attention, hyperactivity and obsessions/compulsions.¹⁰⁷

The pandemic's impacts on mental health and well-being were also coupled with a reduced ability for youth to participate in civic, social or political activities. Around the world, "one in three young people reported the pandemic having a significant impact on their ability to participate in political processes."¹⁰⁸ Moreover, 49% of youth said they volunteered for initiatives to help others deal with the impacts of the coronavirus to a 'low extent' and 55% said they donated to charities working on the response to the pandemic also to a 'low extent.'¹⁰⁹

One of the most important findings in the literature reveals that civic engagement was shown to effectively attenuate the negative impacts of the pandemic on youth's mental health and well-being. An analysis of 2020 post-election survey results in the United States found that civic access and participation "helped some youth thrive despite the economic impact of the pandemic."¹¹⁰ The study found that youth who were civically and politically engaged

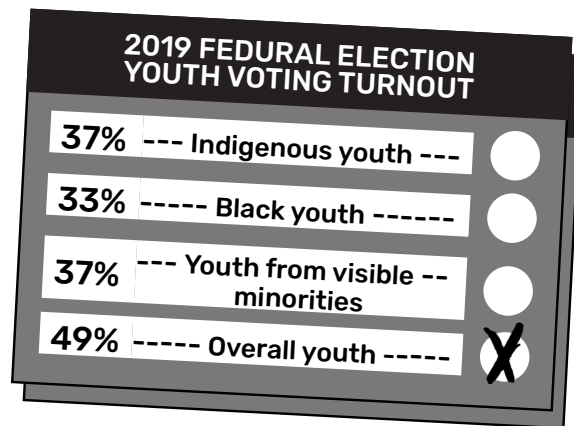
reported higher levels of well-being and hope for the future, and were more likely to be employed/in school.¹¹¹ This group showed higher levels of well-being despite the fact that they reported being just as negatively impacted as those who were not engaged and reported lower mental health.¹¹² Moreover, the researchers found that access to civic opportunities is closely related to the observed higher levels of well-being during the pandemic. Youth who reported higher well-being were more likely to have participated in civic groups (political parties, civil rights organizations), contacted a political official or joined a protest/march.¹¹³ Although youth who lacked access to entry points for civic engagement expressed their interest and belief that engagement is important, the researchers found that, without the right opportunities, the mental health of those less civically engaged was less resilient to the negative impacts of the pandemic.¹¹⁴ These findings show that access to civic engagement is an important buffer and protective antidote to mental health challenges faced by youth generally, but also particularly during unprecedented exceptional circumstances such as the pandemic.

KEY FINDING 3

Access to civic engagement opportunities and the ways in which youth engage civically are impacted by socioeconomic factors, including income, race and Indigeneity, with Black and Indigenous youth often engaging most through social movements and organizing.

Many studies show that access to civic engagement opportunities is not equally afforded to all people. Socioeconomic and demographic factors impact young people's ability to find and access opportunities to stay engaged in social, political and civic issues. Watts and Flanagan (2007) argue that the widely adopted positive youth development (PYD) framework is not enough to understand what civic engagement looks like for marginalized and vulnerable youth because it does not take into account how communities that "are less connected to mainstream political and economic institutions must further negotiate major structural barriers of oppression and disadvantage."^{115 116} The researchers argue that the sociopolitical development (SPD) framework provides a more holistic understanding of how marginalized youth engage civically.¹¹⁷ SPD is defined as "the evolving critical understanding of the political, economic, cultural, and other systemic forces that shape society and one's status within it, and the associated process of growth in relevant knowledge, analytical skills, and emotional faculties."¹¹⁸ Under this framework, the promotion of healthy development of marginalized youth is likely to involve more prominent forms of activism and resistance.¹¹⁹

A number of studies have found that low-income and minority youth show lower levels of civic engagement.^{120 121} In Canada, 37% of Indigenous youth, 33% of Black youth and 37% of youth from visible minorities voted in the 2019 federal election, compared to almost half (49%) of youth overall.¹²² Despite lower voting rates, Indigenous and Black youth showed comparable levels of engagement in non-traditional political activities such as protests, boycotts, petitions (44% and 42%, respectively, compared to 42% overall).¹²³



Civic engagement is also lower among low-income and minority youth in the United States. According to one survey, the researchers explain these trends in two ways. First, they argue that "cumulative disadvantage-unequal opportunities" before adulthood mean that youth from low-income households and lower parental education levels do not continuously live in environments where they are exposed to social connections, networks and organizations that provide civic engagement opportunities.¹²⁴ Second, the researchers found that non-postsecondary-bound youth in particular are not afforded the same access to civic engagement opportunities as postsecondary-bound youth who, through their studies, are exposed to a number of extracurricular activities and larger social networks that could encourage civic engagement.¹²⁵

Studies have also identified a positive correlation between civic engagement and SES background in the United States.^{126 127} Individuals from high SES backgrounds are engaged in more traditional forms of civic engagement, such as voting and volunteering, compared to those from low SES backgrounds.¹²⁸ It is important to note that some studies have found similar levels of civic engagement among different SES backgrounds when it comes to “issue-based participation in activism and local community organizing among immigrants and people of color.”¹²⁹ Young people from lower SES backgrounds may argue passionately and take to social media to speak on issues that directly impact them, but they may be less likely to have the power or social capital that allows them to make changes within institutions.¹³⁰

Youth from marginalized groups also have, on average, a different set of socioeconomic and political issues they are interested in, due to their specific challenges and lived experiences. Research that examines SoC and civic engagement among marginalized youth include Roy et al. (2019)’s study on the factors that influence sociopolitical participation among low-income and racial/ethnic minority youth in Chicago.¹³¹ The researchers found that, when asked to reflect on issues that were important to them, the low-income minority youth sample identified community violence (59%), prejudice and intolerance (31%), world issues (25%) and economic disparities (18%).¹³² They also found that more than 65% had participated in at least one activity targeting social change in the previous six months, with greater exposure to violence and neighbourhood income inequality creating an increased likelihood of engaging in these critical action behaviours.¹³³

ISSUES IMPORTANT TO LOW-INCOME MINORITY YOUTH:

- 59%** said community violence
- 31%** said prejudice and intolerance
- 25%** said world issues
- 18%** said economic disparities

The following sections present a deeper dive into the unique experiences of Indigenous and Black youth with civic engagement, and the issues that matter most to them.

Indigenous Youth

While we have defined civic engagement on a spectrum, it is important to acknowledge the ways in which culture uniquely shapes civic engagement. Within Indigenous communities, civic engagement is often connected to notions of community and strengthened by cultural connection.¹³⁴ While Indigenous cultures vary from nation to nation, “Indigenous culture[s] [are] inextricably linked to land/place, [where] a collectivist sense of community and self-emerges from this place-based understanding.”¹³⁵ Indigenous understandings of resilience are also strongly connected to space and place. During the Wet’suwet’en pipeline protests, Indigenous youth led an occupation of the ceremonial gates and steps to the B.C. legislative assembly wrapped in blankets and drumming.¹³⁶ Nineteen-year-old Ta’Kaiya Blaney of the Tla’amin Nation explained, “we Indigenous youth are occupying because we understand that what the Wet’suwet’en are doing protects our collective future...this is about us defending Indigenous lands and Indigenous Sovereignty.”¹³⁷

In Australia, a study looked at how cultural connectedness offered to Aboriginal and Torres Strait Islanders, the two distinct cultural groups that largely make up the country's Indigenous population, creates a more safe environment for youth experiencing discrimination to flourish.¹³⁸ The study found that "cultural connection has a relationship with Aboriginal and Torres Strait Islander suicide mortality rates even when risk factors such as geographic and service isolation, discrimination, and poverty are elevated."¹³⁹ In communities where Aboriginal and Torres Strait Islander people "have greater cultural social capital, where they attended and participated in more cultural events...organizations and activities, were more connected and involved with the broader community, young people died by suicide at a rate 37% lower."¹⁴⁰

Black Youth

Cultural connectedness also serves to empower Black youth and provides an entry point into civic engagement. While Black youth have been organizing for decades, their visibility was heightened during the ongoing protests for racial justice during the summer of 2020, catalyzed by the killings of Breonna Taylor and George Floyd in the United States, and Regis Korchinski-Paquet in Toronto. Anti-Black racism can be defined as "a system of inequities in power, resources, and opportunities that discriminates against people of African descent."¹⁴¹ White supremacy and colonization have shaped the way that Black people are perceived. In Canada, slavery was legal until 1834, and scholars note that "racist ideologies established during these periods in history continue to drive process of stigma and discrimination" today.¹⁴² It is important to highlight these histories because there is a common misconception that slavery did not occur in Canada, and this "social amnesia about slavery...makes it impossible

to understand anti-Black[ness] in the current epoch."¹⁴³

This history continues to impact Black youth negatively. Among the most distressed users of Canada's Kids Help Phone are Black youth experiencing racism, second only to youth who fear harm within their home.¹⁴⁴ During the summer of 2020, a U.S. national poll found that, "compared to 24% of white parents, 50% of Black parents reported that thinking about racism and police brutality caused stress for their adolescent."¹⁴⁵ This aligns with broader research that points toward Black people experiencing greater mental health challenges following racial violence than white individuals."¹⁴⁶ There is also a growing body of literature that highlights the impacts of systemic racism on the mental health of Black people. Data from the United States shows that "in recent years rates of suicide in young Black people have been substantially increasing."¹⁴⁷ Unfortunately, "data examining whether a similar trend is present in Canada is lacking".¹⁴⁸ As a response to the distress that racism can cause, "rage and hopelessness [these experiences create], depression and anxiety symptoms, increasing suicide rates, and increasing use of substances to cope start to emerge".¹⁴⁹

This history may also explain why Black youth are skeptical about traditional government policies and practices,¹⁵⁰ and prefer to "engage in alternative social change strategies such as participating in youth-led social justice movements...community service through religious organizations, and participating in politically motivated cultural and artistic expression such as poetry."¹⁵¹ In Canada, Black youth have higher confidence in the federal parliament (47%, compared to 43% overall) and the future of Canada (87%, compared to 78% overall), but less confidence in police (59%, compared to 71% overall).¹⁵² Due to a long

history of racialized oppression, race informs the way “in which Black youth understand their current social, economic, and political circumstances.”¹⁵³ For Black youth, civic engagement tends to be rooted in their lived experiences of oppression, and participating in social justice initiatives can be a source of identity exploration that can “promote socioemotional competency, and contribute to sustained civic engagement across the lifespan.”¹⁵⁴ These spaces can allow marginalized and vulnerable Black youth to find healing and community through civic engagement activities that expand cultural connectedness.

During the Black Lives Matter (BLM) protests in 2020, Black adolescents in the United States reported higher levels of both fear and hope, and were more likely to join a demonstration or view BLM-related content on traditional and social media, compared to other racial/ethnic groups.¹⁵⁵ This highlights the double-edged sword that is civic engagement around issues of social justice, particularly when these civic challenges directly relate to youth’s lived personal experiences. While Black youth can be empowered, and develop the leadership skills and confidence that is associated with strong civic engagement, continuous exposure and discussion of racial trauma may have sustaining negative impacts.

Moreover, Black youth in elementary and high schools are disproportionately overpoliced and punished at school; and this has direct impacts on Black youth avenues into civic engagement and the ways in which they enter civic spaces. Research from the United States has shown that “being suspended has a suppressive effect on future civic and political participation.”¹⁵⁶ Suspensions can have “effects last[ing] beyond the young adult years and can shape long-term behaviours well into adulthood.”¹⁵⁷ Education scholar James Carl has long documented the disproportionate punitive experiences of Black youth in the Toronto District School Board. His report uses expulsion data from TDSB to show that “Black, Indigenous, mixed and Middle Eastern students are disproportionately more likely to be expelled from TDSB schools compared to all students.”¹⁵⁸ School suspensions and reduced students’ participation in school activities can create a non-participatory, non-inclusive school environment for the suspended student, further suppressing their likelihood of becoming civically engaged.¹⁵⁹

Overall, for both Black and Indigenous youth, the research shows that cultural connectedness can better protect racial and minority populations from negative social outcomes – and is therefore critical to optimal development and well-being.¹⁶⁰

KEY FINDING 4

Digital spaces and social media platforms are becoming increasingly important tools and avenues that promote civic engagement of young people, presenting both opportunities and risks.

Rise of Digital Civic Engagement

Young people have increasingly used social media as an avenue for civic engagement.¹⁶¹ The rise of social and racial justice movements online, such as the U.S. 2020 election and Black Lives Matter, as well as the proliferation of information about the pandemic, have meant that social issues are becoming more accessible to youth.^{162 163} In addition to being consumers of social and civic issues online, youth are also being provided with increased opportunities to produce information and engage with civic issues through online activities such as signing petitions, posting on social media in support of movements and attending virtual events.¹⁶⁴ Youth are taking part in these online engagement activities at all-time high levels.¹⁶⁵

As the age group most digitally connected, youth are more likely than any other group to use online spaces for civic engagement.¹⁶⁶ According to Statistics Canada, Canadians aged 15 to 24 are the group most connected to the internet, reporting the highest percentage of access to home internet (99%) and internet-connected devices (98%), and show the greatest levels of internet use (97%), compared to all other age groups.¹⁶⁷ A survey of Canadian parents revealed that about 44% of youth in Canada spend one to three hours online every day, with

older youth more likely to spend more time online.¹⁶⁸

Data from 11 countries show that between 43% and 64% of nine- to 17-year-olds look for news online, while 12-27% of kids discuss political problems online.¹⁶⁹ Research by UNICEF on the digital engagement of youth found that young people are less invested in 'dutiful' citizenship acts, instead favouring personalized engagement through digital networking, self-expression, protests and volunteerism.¹⁷⁰ Youth also indicate that the use of humour, memes, satire, and other acts of engaging with or remixing popular culture, are important tactics in the repertoire of digital civic engagement.¹⁷¹

Benefits of Digital Civic Engagement

In one study that examined the use of social networks and analyzed its relationship with social capital indicators, researchers found that young people who use the internet for informational purposes reflect "higher levels of civic engagement, political knowledge, and interpersonal trust than non-users, even when controlling for demographics."¹⁷² They also found that civic engagement will be more common among individuals who use social networking sites often.¹⁷³ According to the research study, "individuals who frequently use the Internet for information are more likely to participate in offline clubs and groups and to demonstrate high levels of political knowledge."¹⁷⁴ Interestingly, the study also found that, although users of social networking sites are more civically engaged, they are still less trusting of institutions and others than non-users.¹⁷⁵

The researchers further argue that virtual communities can be a new way to encourage civic engagement and diminish the cost of collective action as political or social engagement becomes more accessible for

youth of all demographic and socioeconomic backgrounds.¹⁷⁶ Moreover, their analyses suggest that there is a positive relationship between an individual's overall internet use and his/her level of social capital.¹⁷⁷ This suggests that the use of the internet to engage civically provides youth with greater opportunities to develop close relationships and increase their social network.¹⁷⁸ The researchers also stipulate that certain kinds of online engagement are more effective at developing civic awareness and responsibility than other forms. They suggest that the "most civically engaged uses of the internet are those that encourage interpersonal interaction, broaden social ties, and provide valuable information about how individuals can become more civically and politically involved."¹⁷⁹

Is Digital Civic Engagement 'Real' Enough?

Some have suggested that online civic engagement does not constitute a 'real' or truly constructive form of civic engagement compared to offline activities such as volunteering in person or voting.¹⁸⁰ However, research suggests that youth who engage in political activities online are also more likely to engage in person.^{181 182 183 184 185} Moreover, with the increase in uptake of social media, particularly the increased use of social networking sites during the pandemic, youth are finding it easier to express their political and social identities online.¹⁸⁶ A survey by the Cybersecure Policy Exchange found that, as of 2021, more than half of Canadians aged 18 to 29 report using YouTube (65%), Instagram (52%) and Facebook (51%) at least every day.¹⁸⁷ Moreover, those aged 16 to 29 use YouTube (43%), Facebook (35%), Instagram (35%) and private messaging (35%) for news at greater or comparable rates than news websites (42%), or traditional media such as TV (42%) and radio (23%).¹⁸⁸

Although online civic engagement could appear passive and nonconsequential, it has been found to be more instrumental than has been traditionally perceived. Research by the Center for Information and Research on Civic Learning and Engagement in the United States found that there is a significant link between how youth participate online and offline.¹⁸⁹ The study found that youth who signed a petition (online or offline) were three times as likely to have engaged in at least one form of offline activism (35%) compared to those who had not signed a petition (11%).¹⁹⁰ Moreover, they found that those following a candidate on social media, the second most common form of activism among youth, were three times more likely to engage in at least one form of offline activism (43%) as those who did not follow a campaign (16%).¹⁹¹ The findings suggest that youth are not apathetic or strictly passive when they engage in digital spaces: the researchers found that youth, aged 18 to 24, were actually three times as likely in 2018 to have attended a demonstration or march than in 2016.¹⁹²

In addition, a 2018 survey of young people aged 18 to 29 across 14 countries found that "social network site usage – which skews younger and more educated than non-users – was positively correlated with respondents' likelihood to take political action across all the issues studied."¹⁹³ Moreover, researchers argue that "instead of engaging in isolated, discrete events or practices, young people are adopting a repertoire approach to civic engagement that blends an array of digital and 'real life' actions in a cumulative and recursive fashion."¹⁹⁴

Risks of Digital Civic Engagement

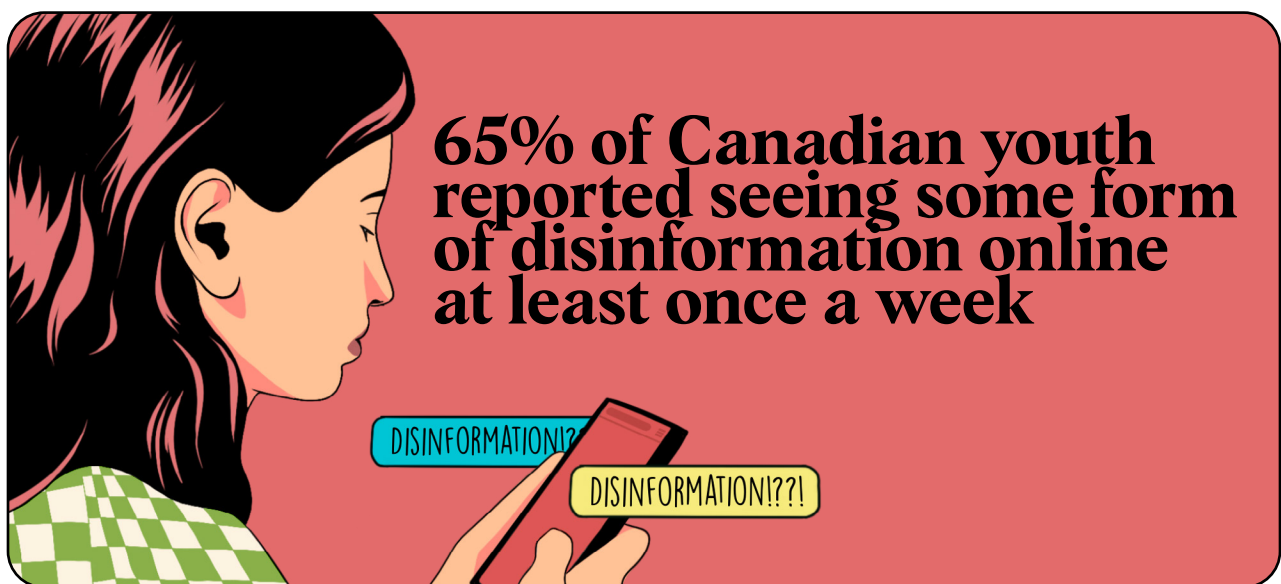
Relying on online spaces to engage civically presents critical challenges for youth. Issues such as cybersecurity, harassment, misinformation and digital surveillance

continue to impact youth's ability to use the internet safely. According to a 2021 survey conducted by Abacus Data and Apathy is Boring, 65% of Canadian youth reported seeing some form of disinformation online at least once a week.¹⁹⁵ The resulting mistrust from the spread of online misinformation can be a barrier to digital civic engagement for youth. According to the CIGI-Ipsos 2019 survey of internet security and trust, social media companies were one of the leading sources of user distrust in the internet, second only to cybercriminals.¹⁹⁶ Madden, Lenhart and Fontaine (2017) also found that teens and young adults across the United States had low levels of trust in information found on social media, and needed to use different strategies to verify and clarify stories they cared about.¹⁹⁷

There are gaps in Canadian youth digital literacy when it comes to productive engagement with technology and awareness of the risks of harm associated with technology use. In a survey conducted by MediaSmarts, fewer than half of parents said that their children were confident in finding the exact information they are looking for

online (46%), posting content online that they created themselves (44%), deciding which personal information they should and should not share online (41%), and managing relationships online (40%).¹⁹⁸ Parents also said that their children were least confident in checking if the information they see online is true (40%), and reading and understanding the terms of references and conditions of use (36%).¹⁹⁹

Digital skills also include activities that enable youth to protect their online safety and privacy. Survey data from MediaSmarts shows that the top parental concerns regarding children's use of digital technology include misinformation and the need to prove online information is true (80%), the amount of sexual content children see (79%), the amount of violent content children see (79%), and cyberbullying and online harassment (79%).²⁰⁰ Other survey data shows that parents are also concerned about the content their child is exposed to online (64%), time spent online (58%), who their child interacts with online (50%) and what their child is doing online (46%).²⁰¹



KEY FINDING 5

Youth-led civic engagement initiatives where youth feel empowered, have the opportunity to develop leadership skills and work collaboratively are often the most impactful and effective.

One of the most important components of effectively expanding youth civic engagement is program design. How programs are designed can impact the skills that youth are able to gain and the likelihood that they'll continue to engage civically in the long term. Research shows that initiatives where youth feel empowered, have the opportunity to develop leadership skills and work collaboratively are often the most impactful and effective civic engagement initiatives.²⁰²

The UN Convention on the Rights of the Child “asserts that it is a fundamental human right for youth and young adults to participate in designing the programs and policies aiming to serve them.”²⁰³ Being able to participate in the program design and delivery of programs “is important for young people to develop critical knowledge and skills, as well as for them to experience a sense of purpose.”²⁰⁴ As opposed to a top-down approach where young people are viewed as consumers of the program or viewed, they “are not solely beneficiaries of programs and policies – they are essential partners.”²⁰⁵ Some characteristics of a youth-centric approach are: “membership is a majority of youth; youth make decisions; youth decide what issues to focus on; and youth hold leadership positions.”²⁰⁶ Youth-centred civic engagement initiatives allow for youth to gain a greater sense of empowerment, competence, and connection. They also gain “improved knowledge of their options, rights

and decision-making processes, improved sense of control in these processes, and enhanced decision-making skills.”²⁰⁷

Having active involvement in organizations enhances “young people’s capacity for agency, and their feeling that they can influence political decisions.”²⁰⁸ Moreover, it allows youth to develop their skills and resources by being exposed to new information, civic issues and professional networks that promote “skills like compromise, speaking in public, expressing an opinion, [and] learning to work in groups.”²⁰⁹

Examples of Programs in Canada Designed to Effectively Expand Youth’s Leadership and Personal Development Skills

High School Too

High School Too is a national student-led network that works to end sexual violence in secondary schools by amplifying student voices. Through policy tables and engagement with media and school boards, they work to ensure that students experiencing sexual violence receive the support they need. The community has fostered a national network of high school and post-secondary student committees to address harm on campuses. They also build their student leadership skills to advance gender justice within high schools and their communities. The organization strives to develop advocacy tools and programming to address policy, protocol and education gaps that contribute to sexual violence in high schools, and ensure schools are trauma-informed and healing centred.

For Youth Initiative

For Youth Initiative (FYI) is an organization that is committed to creating healthy communities by increasing life-changes of youth at risk. In 2019, they piloted an FYI

Leadership program in partnership with the Institute for Change Leaders (ICL). This program delivered three two-day workshops to youth participants in YSW, and taught leadership skills such as public speaking, communication and confidence – all of which are integral for youth to succeed. In 2019-20, For Youth Initiative's civic engagement programs equipped 49 youth with civic leadership skills, four became program facilitators for youth civic engagement programming, and 109 youth participated in youth-led programs at FYI.²¹⁰

CivicAction: YouthConnect

YouthConnect equips youth and youth workers with critical pre-employment skills that are relevant across various sectors in the Toronto region, Hamilton, Calgary and Halifax; working in partnership with organizations such as RBC, LinkedIn, EY and the City of Toronto to deliver the program to over 5,200 youth and youth workers. Through annual events and regular training, youth gained access to online branding and digital skills-building sessions. Additionally, the program worked with community partners to distribute over 4,800 free LinkedIn Learning licences to vulnerable youth and employment service providers. YouthConnect continues to focus on helping youth and youth workers optimize their online presence and learn to network in a virtual world.

CanStudyUS at the Leadership Lab at Toronto Metropolitan University

The Leadership Lab at Toronto Metropolitan University runs the CanStudyUS program annually. The program allows young people aged 20-35 to join a fellowship for eight weeks where participants can gain insights on U.S. policymaking and politics on topics such as Indigenous policy, climate, and the economic relationship between Canada and the U.S. The program is concluded by a week-long trip to a major city in the U.S. (for example, students travelled to Washington

D.C. in 2022) to gain in-person, hands-on experience of U.S. policymaking. The program has had significant impact on participants: 97% said they had a better understanding of community change-making, public policy and democratic engagement; 97% increased their political literacy and knowledge of political systems; and 86% said they had a better understanding of U.S.-Canada relations.²¹¹

RISE program at Apathy is Boring

Apathy is Boring is a community organization seeking to "support and educate youth to become active and contributing citizens in Canada's democracy."²¹² The organization established RISE, a program that seeks to support community projects that "bridge the gaps in civic participation" for less engaged youth. Under RISE, youth come together in hubs within Canada's main cities to work together with the local program coordinator and other local leaders to "develop and execute a project that serves [the] community" and is designed, delivered and executed by youth themselves.²¹³

Future Majority

Future Majority is a non-profit non-partisan organization that seeks to amplify young people's voices and organize around the priorities and voting interests of youth in Canada. Through activism, relational organizing and thought leadership, the organization works to bring key priority issues for youth to the forefront of political conversations and civic discourse such as the climate crisis, green jobs, affordable housing, accessible education, gender inequality, racial justice, and mental health. In its most recent efforts, Future Majority led a nationwide effort to survey young people to better understand their key priorities and advocated for youth voices to be heard in the City of Mississauga's current revision of its Green Development Standards.²¹⁴

Implications

Implications

IMPLICATION 1

Civic engagement and leadership development for youth requires a well-coordinated ecosystem that includes (a) advancing civic education in the public education system; (b) complementary programming through civil society organizations; and (c) connections between youth and the institutions that govern them, including institutions and scenarios in which youth can be more involved in decision-making.

In order to encourage and facilitate youth participation in civic activities, studies indicate that simply making young people aware of social and political issues is not enough.²¹⁵ There is a need for more opportunities for direct civic engagement, activism and leadership through educational institutions and youth organizations, which allow for more meaningful engagement beginning in adolescence and young adulthood.²¹⁶ Developing these initiatives requires a well-coordinated ecosystem that includes both advancing civic education in the public education system and complementary programming through organizations in civil society.

School-based civic programs are an important entry point for engaging students in government and politics, as well as what it means to be civically engaged. A symbiotic relationship between school- and community-based civic education and opportunities also better enables youth to supplement and further deepen their political and cultural knowledge and engagement.

Youth aged 15 to 30 are also less likely to be interested in politics than older adults. Based on the 2020 General Social Survey (GSS) on Social Identity, although 60% of youth aged 15 to 30 reported being somewhat or very interested in politics, this is still significantly lower than that reported among those aged 31 to 46 (68%), and 47 and older (74%).²¹⁷ Lower interest in political issues is also coupled with lower civic knowledge for young people: in one survey, although 61% of youth in Canada said they have strong opinions about issues that impact them, only 44% said they understand the most important political issues of Canadian democracy.²¹⁸

Strengthening civic education in schools is an important component of developing a well-coordinated ecosystem. Such an endeavour could also increase interest and motivation among young people to get involved in their community, as well as develop the necessary skills to create more informed students – that can then be a positive contributor to programs and initiatives in both school and the community. Although provinces across Canada have compulsory civic education half courses in high school,²¹⁹ studies show that this has not had a significant impact on youth's civic participation. In one study examining Ontario's compulsory civic education class, researchers found that the course "did not have an observable positive effect on voter turnout among young people in the province."^{220 221} In 2022, the provincial government implemented a new civics curriculum that attempts to improve on previous versions of the course by focusing on three strands of civic education: political inquiry and skills development, civic awareness and civic action.²²² The outcome of this course update on students is yet to be seen.

Building a well-coordinated ecosystem of civic engagement initiatives and

organizations, where public civic education can be its strong foundation, requires knowledge sharing among both civil society organizations and schools to “bring together multiple dimensions of civic literacy such as institutional knowledge, topical knowledge, political ability, and media literacy.”²²³ Studies have shown that strengthening public civic education and involving community organizations is an effective strategy to expand civic participation among youth as “higher levels of civic learning were consistently positively associated with students’ interest in political and social issues.”²²⁴

An example of this ecosystem is reflected in municipal and organization-based youth councils that can respond to changes within the community (e.g., political leadership, community issues identified by data or crisis), expand potential opportunities for youth development, and ensure schools and organizations are both meeting the particular needs of youth members.²²⁵ In these councils, decision-making youth are in a unique position, at the epicentre of both school and community spaces, to leverage external resources from organizations in order to affect change in their community-school contexts. For example, *Hamilton Students for Justice*, formerly known as HWDSB Kids Need Help, is a group of former and current students in Hamilton, Ontario that advocates for students and families experiencing discrimination and injustice not addressed by educational institutions.²²⁶ They also operate within an anti-racist, anti-capitalist, anti-colonialist, anti-oppressive and revolutionary framework within the organization itself, and encourage the adoption of these values in schools.²²⁷

Another example of an initiative that fosters a deeper and more interconnected relationship between schools and the community is CIVIX, a charity that works within schools to increase civic literacy among Canada’s youth

by partnering with school boards to train individual teachers and have students cast ballots at school alongside real elections.²²⁸ Moreover, the Library of Parliament supports the Teacher’s Institute by providing teachers with the opportunity to learn from experts and develop strategies for teaching democracy, governance and citizenship.²²⁹ Lastly, the Forum for Young Canadians brings high schoolers to Ottawa to learn about how democracy works.²³⁰ Despite the existence of these school-community coordinated initiatives, outside-of-school civic education programs are still too difficult to access for too many youth; and organizations trying to fill this gap are often underfunded and rely on a few local or regional government agencies.²³¹ Governments and institutions need to provide more funding for these organizations, to enable them to scale their programming and provide adequate opportunities for long-term youth engagement.

To promote better youth civic engagement within this ecosystem, public purpose institutions, including media, also have a vital role to play. Organizations need to create processes and be receptive to accepting young people into decision-making spaces through the development of recruitment channels such as meaningful internships, young professional recruitment programs, or youth community consultation. The impact of youth civic engagement in society is bi-directional: youth gain work and life skills through greater work and civic experience, and in parallel, organizations gain new found perspectives and a greater awareness of the potential opportunities and impacts they have on unique community groups such as youth. In one study examining a group of high school students participating in a youth-led activist organization, the researchers found that youth effectively helped the organization campaign for a school levy and the organization received district-wide recognition for its work.²³²

IMPLICATION 2

To promote belonging and reduce loneliness, effective civic engagement and leadership program delivery for young people in Canada should provide opportunities for youth to work together, develop new skills and understanding, make them feel empowered to affect positive change, and encourage institutions to respond to the advocacy that youth are mounting.

Based on the findings of our scoping review of the literature, the development of effective youth civic engagement initiatives should ensure several important objectives are met, which directly address youth's unique needs and motivating factors. First, based on qualitative discussions with UK young people, Gerodimos (2012) finds that youth can be empowered to make a change and become involved when the benefits of civic action are tangible, the reasons for engaging are clear, participation takes into consideration their needs and available resources, and when they have the autonomy to choose their level of participation.²³³ Moreover, the Mental Health Commission of Canada has suggested the importance of a balance between in-person interaction and virtual opportunities when it comes to civic engagement programs.²³⁴

Furthermore, particularly in the context of the current sociopolitical environment, which is "characterized by heightened racist and xenophobic rhetoric and violent attacks on... communities of colour," Svetaz et al. call for "an antiracism-infused approach to positive youth development."²³⁵ This approach encourages youth to be critical of the

systems of power and societal structures, and to look for the ways in which racism, settler-colonialism and past histories impact current inequality. Youth can benefit from opportunities that allow them to develop or further a new skill, which creates greater confidence and a sense of actualization.²³⁶ Youth-friendly environments should also offer hands-on experiences and provide opportunities to develop skills such as teamwork, communication and problem-solving.²³⁷ Moreover, given that youth may often lack extensive work experience, engaging in knowledge inquiry methods like participatory action research or collaborative inquiry could give young people an alternative opportunity to research emerging issues, discuss opinions and brainstorm solutions, as well as provide them with the chance to actively engage in knowledge production and policy development.²³⁸ To effectively encourage youth to participate in civic engagement opportunities, they should be recognized as experts in their own experiences, and be meaningfully included in civic engagement opportunities of all sizes and in all spaces, including through reciprocal engagement and responses from decision-makers and institutions.

Resources

Programs should also ensure they have the resources needed to both provide quality learning and alleviate barriers facing youth in entering and regularly participating in civic engagement activities. Although social media has been a tool for youth to connect, particularly for low-income youth or youth with a disability, barriers to entry for in-person opportunities and more active forms of engagement persist. These barriers include finding easy and affordable transportation, as well as ensuring program accessibility and the physical safety of participants by funding training and safety precautions.

Support and Mentorship Opportunities

Effective and meaningful youth engagement is relationship-based and rooted in young people's right to participate meaningfully in decisions that affect them.²³⁹ This means a healthy mentor-youth relationship is effective when it is reciprocal and based on an exchange between adults and youth in a positive youth development context.²⁴⁰ The Student Commission notes the importance of youth-adult partnerships that comprise a genuine shared decision-making power where youth feel empowered and involved.²⁴¹ When youth feel supported and empowered by adult mentors and role

models, this also has protective impacts on their health, improving mental health and well-being. Specifically for Indigenous youth, programming that focuses on deepening relationships with communities has been identified as an effective intervention strategy; thus, it is critical that access to mentorship from Indigenous adults and Elders be a part of their civic engagement.²⁴² Civic engagement opportunities offer Indigenous youth an opportunity for deeper cultural connection.²⁴³

IMPLICATION 3

Online platforms are now a critical component of civic engagement for young people; and policymakers and platforms need to do more to ensure that youth feel safe and empowered while engaging on these platforms, including reducing harmful online content, and expanding youth digital and media literacy.

Changing Views About What Constitutes Civic Engagement to Include ‘Digital’

Research conducted by UNICEF has identified a useful analytical framework that is helpful for civic programmers to better understand what constitutes civic engagement broadly, and ‘digital’ civic engagement more specifically.²⁴⁴ These frameworks provide ways for program developers to understand digital civic engagement as encompassing a collection of different activities that, all together, can be considered useful and impactful forms of engagement by youth. A key policy implication of our findings is that organizations should ensure that new forms of civic engagement (such as social media and digital spaces) are accepted by policymakers and program developers alike as valid, active and consequential forms of engagement. Framing the conversation in this way will enable initiatives to expand into digital spaces that are more easily accessible by a larger audience, and encourage youth to see digital spaces as channels for broader levels of engagement.

The first framework identifies four key dimensions that, together, provide a more holistic and all-encompassing view of the various aspects of digital civic engagement:

- **Aims:** An action related to civic engagement can be seen as “individualist or collectivist; for claiming of voice or for actual instrumentalist change; and process-focused (experience of participation is the goal) or product-focused (lobbying or enacting new piece of legislation).”
- **Actors:** People involved in participation who can be individual or collective-based, as well as homogenous or diverse.
- **Contexts:** The setting of participation, which can be virtual or real-world, institutional or informal, bottom-up or top-down.
- **Intensities:** The quality and scope of participation, which can be executory (youth carry out the directives of others) or structural (youth involved in decision-making and design); or minimalist (power imbalance) versus maximalist (high youth participation and egalitarian).²⁴⁵

Digital and Media Literacy to Increase Online Safety and Rebuild Trust

A key component of ensuring that youth use online spaces in safe and meaningful ways to engage civically and create positive social change requires building young people’s digital and media literacy skills. Digital literacy was first defined as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.”²⁴⁶ The definition has since evolved to include the integration of a complex set of capabilities and skills. Policymakers should take into consideration the multiple aspects of digital literacy for youth that have been identified

by researchers, each equally important in developing the skills necessary to both empower and protect young people from the risks of online civic engagement. Researchers argue that digital literacy consists of *technical* knowledge of how to use technology, *intellectual* skills about how to evaluate this technology, and the *responsibility* of digital citizenship which involves using technology in ways that advance social values and individual development.²⁴⁷

Other researchers have highlighted a set of interdimensional abilities as essential components of digital literacy. Policymakers and program developers should ensure that they are expanding an array of complimentary digital skills for youth, including “understanding the characteristics of digital documents (Media Literacy); selecting the right applications for the task to be done; being able to use different applications (Information Technology Literacy); being able to solve problems regarding information research, using methods and tools to access information and knowledge (Information Literacy); the capacity of sharing information and knowledge within a technological environment; and the ability to participate in the life of a community of practice, building up knowledge within a virtual environment, in a cooperative way.”^{248 249}

Developing youth’s media literacy is also a key component of promoting the safe use of social media and online platforms for civic engagement and combatting distrust among youth. MediaSmarts defines digital media literacy as “the ability to critically, effectively and responsibly access, use, understand and engage with media of all kinds.”²⁵⁰ One of the key deterrents to civic engagement for youth is “a lack of trust in the internet due to the high prevalence of false news and misinformation” and declining trust

in political processes.²⁵¹ On average, only about 50% of children from the Global Kids Online Study (2019) find it easy to verify if the information they encounter online is true.²⁵² Developing youth’s ability to understand, evaluate and critically engage with what they see online is the first step to ensuring that young people can recognize credible sources and improve their trust of institutions.

A deeper understanding of digital and media literacy *as it relates to youth* is critical to understanding how these long-studied concepts can be used to specifically target youth’s developmental needs. Taking digital and media literacy theories a step further could involve exploring how the 5C model of youth development can be integrated with the development of these already well-established literacy skills. This means that literacy program developers should examine how they can design programs while keeping the 5Cs of youth’s positive development in mind. This means thinking about how program content and learnings can help improve youth’s *competence* through technical skills development; their *character* through empowerment; their *caring* skills through active attentive listening; their *confidence* through effective evaluation methods and completion outcomes; and, finally, their *connection* by fostering a healthy harmonious learning environment and encouraging peer interaction.

Tackling Online Hate and Harmful Content for Youth

While youth can take steps to protect their online safety through digital and media literacy, it is important to note that governments and online platforms themselves also have a responsibility to protect youth from online risks such as cyberbullying, age-inappropriate content, harassment, hate speech, surveillance and profiling.²⁵³ Social media companies can ensure that youth are capitalizing on the benefits that technology can afford them while guarding them against these risks by embedding standards for the appropriate

and minimal collection and retention of youth's personal data, as well as expanding transparency by communicating openly how data will be collected, used and shared, including "what rights youth and parents have to consent, access, amend, limit sharing or delete their data."²⁵⁴ These platforms can also limit access to age-inappropriate content through meaningful content moderation of illegal content, such as hate speech and harassment, as well as safety-by-design mechanisms, such as setting youth profiles to private by default, and placing limits on direct messaging between adult and youth users.²⁵⁵

IMPLICATION 4

Organizations promoting civic engagement initiatives should alleviate barriers to participation by actively expanding programs to marginalized and vulnerable youth.

Enabling equitable access to civic engagement opportunities for youth requires addressing the unique constraints and limitations facing low-income, racialized and marginalized young people in Canada. This involves four key dimensions: alleviating financial limitations; creating safe civic spaces; including the experience of underserved communities to empower marginalized youth; and addressing barriers from the digital divide to ensure equitable access to technology and digital skills.

Financial Constraints

Low-income youth are unable to access the same opportunities for civic engagement because they may not be able to afford transportation or extra time to attend outside of school or extracurricular engagement activities. Organizers of civic engagement programs should provide youth in need with subsidized transportation and other necessary financial support to enable low-income participants to access these opportunities without undue burden. Moreover, program developers should ensure that immersive experiences that may require extended participation and volunteering hours take into account the needs of low-income youth. This could include providing youth with accommodation expenses and stipends for time required off work. In addition, civic engagement initiative organizers should actively target these communities by locating underserved

communities and presenting available opportunities directly, in schools or online, to students who do not have the time or financial ability to seek out opportunities and new networks. Reaching out to young people in low-income neighbourhoods and actively engaging with schools in disadvantaged districts are important steps to help youth become more aware of the opportunities that exist for them.

Safe Spaces

Civic engagement opportunities that target youth should take into account the varying levels of knowledge, experience and competencies of participants, to create a space where youth feel empowered and supported. At a critical developmental stage of their lives, youth may be more self-conscious, and have lower self-esteem and less confidence in their abilities than older experienced adults.²⁵⁶ Developing the right leadership skills and civic awareness requires that program designers create room for youth to practice voicing their opinions, leading initiatives and articulating the kinds of change they wish to enact. This means that youth should engage in spaces where they feel comfortable making mistakes and learning from doing – particularly for marginalized and vulnerable youth, who may not feel safe doing so in society at large.

Developing effective civic engagement initiatives that empower youth should present key political issues – which, in today's world, can be particularly polarizing and sensitive – in a manner that takes into account the unique realities and lived experiences of different communities. Black, Indigenous and immigrant youth may find it more difficult and emotionally taxing to engage with constantly changing and highly polarizing political developments. Research has shown that engaged activism may contribute to poorer health conditions when

youth are motivated by strong feelings of frustration and injustice, as well as when they believe their actions are not affecting real change. This is likely even more so the case for youth who have a direct relation or experience with these injustices.

Youth civic engagement programs should create the time and space to address the history and evolution of these civic issues as they arise in real time, to ensure that marginalized youth's realities are validated and a deeper awareness of how civic challenges impact unique groups are presented. Doing so can help make marginalized youth feel less vulnerable and therefore more encouraged to participate in programs and initiatives where they feel safe, seen and understood.

Addressing the Digital Divide to Enable Digital Civic Engagement

Several studies have found that “the availability of broadband network coverage, ownership of digital devices and the ability to access and benefit from the internet” significantly impact youth’s digital civic engagement.²⁵⁷ Globally, youth have felt the impact of digital barriers to civic participation and the unequal distribution of technology resources: in a survey conducted by the United Nations Development Programme, 65% of youth said that they felt the pandemic had aggravated the digital divide and exclusion of some groups of youth.²⁵⁸

In Canada, youth access to sufficient technology resources that can allow them to expand their civic participation online is impacted by socioeconomic factors. For example, low-income households in Canada persistently report lower internet access, quality and affordability.²⁵⁹ Studies show that the inability of households with children under 18 in Canada to access the internet at home is higher for households in the bottom

income quartile (4.2%) compared to those in the top income quartile (0.2%).²⁶⁰ Moreover, in 2018, almost half of households with an annual income of \$30,000 or less did not have access to high-speed internet.²⁶¹

The inability of low-income individuals to access the internet is largely driven by affordability concerns. According to the CIUS, 26% of Canadian residents who did not have internet connectivity at home said the cost of the internet service is the reason.²⁶² This is even more so the case for youth. Research by the Diversity Institute found that younger Canadians aged 18 to 24 are also two times more likely to worry about paying for high-speed internet or their cellphone bill than those aged 55 or older.²⁶³

A lack of access to technology devices needed to sustain effective civic participation and online communication also presents challenges for low-income youth. In Australia, studies reveal that “students from highly resourced schools have significantly greater access to, and more frequent use of, computers and the internet than students from low resourced schools.”^{264 265} Similarly, in South Africa, 57% of students with no access to ICTs off campus are from low socioeconomic groups, and 44% of those who access ICTs through a secondary source are from that same group.²⁶⁶ Other researchers have also continuously found a significant and stable correlation between socioeconomic status and access to technology devices and the level of digital skills.^{267 268 269 270}

Moreover, youth living in rural or remote areas, Indigenous youth and youth with disabilities also report lower internet access and use. Research in Canada shows that rural youth are less likely to have access to computers at home, use a computer every day, access computers at school, or have specialized technology educators at school,

compared to those living in urban areas.^{271 272} Moreover, the Canadian Internet Use Survey (CIUS) finds that 9% of rural households did not have access to the internet at home.²⁷³ Indigenous youth also report lower internet and technology access. The CIUS finds that 8.5% of those who identify as First Nations, Métis or Inuk (Inuit) still do not have a household connection to the internet.²⁷⁴ In addition, almost two thirds (65%) of First Nations reserves cannot connect to the internet at the CRTC's 50/10 Mbps target speed.²⁷⁵ People with disabilities have also consistently reported lower home internet use and speeds across Canada and within urban centres: about 16% of people with disabilities in Canada did not use the internet in 2020, compared to only 8% overall. Moreover, people with a disability in Canada were approximately 2.5 times more likely to say they did not use a technology device, and two times more likely to say they did not have a smartphone, compared to those without a disability.²⁷⁶

Expanding civic engagement opportunities to all youth in Canada requires alleviating the barriers to engagement presented by the digital divide. Closing the digital gap means policymakers and program developers alike should work with community-based organizations that are focused on expanding the provision of technology devices and digital skills programming to ensure all participants have access to the technology, and the skills they need to civically engage in digital spaces. Civic initiatives that rely on online methods of participation should take into account the digital barriers facing underserved youth. Making it easier to access online civic engagement for those groups means providing on-site devices and skills training to enable full participation.

Conclusion

As the movers and shapers of our future, well-informed, future-oriented and civically-minded youth are a critical component of our electorate – and the key to maintaining and further developing a healthy and robust democracy. The literature suggests that creating the conditions for youth civic engagement and leadership development can have powerful impacts on individuals, communities and society at large.

Although the current state of literature on youth civic engagement effectively outlines the importance of engagement opportunities with respect to positive youth outcomes, further Canadian research in this area should include:

1. Reviewing existing youth civic engagement and employment programs in Canada and developing program evaluations to better understand opportunities and gaps in the current state of program delivery to enhance youth connectedness and wellness.
2. Gaining a better understanding of how civic engagement pointed at institutional and policy change can potentially have both positive and negative effects. Engagement that does not result in change can actually damage youth mental health and sense of connectedness. As a result, a review is warranted of the value of promoting youth civic engagement as a good unto itself, regardless of outcomes. More understanding of how to link youth civic engagement opportunities to policy change and to institutional structures is needed.
3. Assessing the effectiveness of digital platforms as channels to promote greater in-person civic engagement for youth in Canada and better understanding the benefits and limitations of in-person versus online forms of engagement.

Engaging youth in more effective ways will require more than just enhancing traditional forms of civic education in public schools. Although civic education is a critical entry point for the engagement of young people, youth today are more motivated by activities that expand their leadership skills, empower them to become decision-makers in their communities, allow them to develop close bonds with their peers, and build strong relationships with mentors. What we have come to learn from our experience of the pandemic – when youth mental health was at its lowest – is critical: civic engagement is an important tool to foster social cohesion and fulfill our fundamental need for belonging.

About the Authors



NOUR ABDELAAL

Nour Abdelaal has been working at the intersection of research, public service, academia and social advocacy for four years. She is passionate about advancing innovative policy solutions in the realms of technology, cybersecurity and digital inclusion. Prior to joining the Leadership Lab, she was a Political Assistant at the U.S. Consulate General in Toronto, working to advance U.S.-Canada relations, and provide research insights for the U.S. State Department's technology and economic portfolio. Nour was also a Compliance Analyst at the G20 Research Group at the Munk School of Global Affairs, and the Finance Director of the University of Toronto's Amnesty International Chapter. She holds an MA in political theory, and a BA in political science and economics from the University of Toronto.



CHLOE KEMENI

Chloe Kemeni is currently a law student at the McGill Faculty of Law. Chloe graduated from McGill University, with a degree in Sociology and a minor in Gender, Feminist and Social Justice, where she heavily participated in student government while spearheading equity initiatives on campus. For the last six years, Chloe has dedicated her time and developed expertise in racial justice, social policy and sexual violence prevention. This past summer, Chloe was a Policy Intern with the Leadership Lab.



KARIM BARDEESY

Karim Bardeesy is a public service leader who has worked for a better democracy, a more educated and engaged population, and better public policy throughout his professional career. In 2017, he co-founded the Leadership Lab at Toronto Metropolitan University, and helps lead and set the agenda of the leadership and policy thinktank. Karim also teaches SSH505, "Making the Future," for which he has won two teaching awards from TMU's Faculty of Arts. Karim was previously Deputy Principal Secretary for the Premier of Ontario, the Honourable Kathleen Wynne; and served as Executive Director of Policy for Premiers Wynne and Dalton McGuinty. He was a candidate in Parkdale-High Park in the 2022 Ontario provincial election. He has worked as a journalist, as a politics and policy columnist for *The Toronto Star*, an editorial writer at *The Globe and Mail*, and as an editorial assistant at *Slate* magazine. He also taught leadership at the University of Toronto's School of Public Policy and Governance. Karim holds a Bachelor of Arts from McGill University and a Master in Public Policy from Harvard's John F. Kennedy School of Government.

References

- ¹ Government of Canada, S. C. (2022, July 19). *Chapter 6: Political participation, civic engagement and caregiving among youth in Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>
- ² Canada, E. (2021, September 24). *First-Time Electors – Youth*. <https://www.elections.ca/content.aspx?section=res&dir=rec%2Fpart%2Fyth&document=index&lang=e>
- ³ Pasek, J., More, E. & Romer, D. (2009). Realizing the Social Internet? Online Social Networking Meets Offline Civic Engagement. *Journal of Information Technology & Politics*, 3-4(6). <https://www-tandfonline-com.ezproxy.lib.ryerson.ca/doi/full/10.1080/19331680902996403#>
- ⁴ *Youth Voting Trends in Canada | Elections Canada's Civic Education*. (n.d.). Retrieved from <https://electionsanddemocracy.ca/canadas-elections/youth-voting-trends>
- ⁵ Government Of Canada, S. C. (2022, February 16). *Voter turnout rates by age group, province and immigrant status, 2011, 2015, 2019 and 2021 federal elections*. <https://www150.statcan.gc.ca/n1/daily-quotidien/220216/t001d-eng.htm>
- ⁶ Youth Voting and Civic Engagement in America. (n.d.). *Center for Information & Research on Civic Learning and Engagement*. <https://circle.tufts.edu/explore-our-data/youth-voting-and-civic-engagement-america>
- ⁷ *Youth Voting Trends in Canada | Elections Canada's Civic Education*. (n.d.). Retrieved from <https://electionsanddemocracy.ca/canadas-elections/youth-voting-trends>
- ⁸ Ibid.
- ⁹ Canada, E. (2018, August 27). *2015 National Youth Survey*. <https://www.elections.ca/content.aspx?section=res&dir=rec/eval/pes2015/nys&document=index&lang=e>
- ¹⁰ Learning Loss as Civic Loss. Addressing the Generational Impact of the COVID-19 Pandemic on Youth Democratic Engagement. (April 2022). *Fondation Rideau Hall. The Samra Centre for Democracy*. https://rhf-frh.ca/wp-content/uploads/2022/04/LLCL_RHF_report_EN_fnl.pdf
- ¹¹ Day, L., Percy-Smith, B., Rizzo, S., Erskine, C., Monchuk, L., & Shah, M. (November 2020). To Lockdown and Back. Research Report: Young people's lived experience of the COVID-19 pandemic. *Ecorys. University of Huddersfield*. <https://guc19.com/pdf/resource-bank/to-lockdown-and-back-research-report.pdf>
- ¹² Government of Canada, S. C. (2022, July 19). *Chapter 6: Political participation, civic engagement and caregiving among youth in Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>
- ¹³ Ibid.
- ¹⁴ Canadian Youth Perspectives on Democracy, Global Issues, and Civic Engagement. (2021, May). *Environics Institute*. https://www.environicsinstitute.org/docs/default-source/project-documents/canadian-millennial-gen-z-social-values-study-2020/environics-institute-aisb-youth-perspectives-on-democracy-and-global-issues---final-report-eng-pdf.pdf?sfvrsn=a2b24487_2
- ¹⁵ Youth Impact Summit. Redefining Youth Civic Engagement in Ontario.
- ¹⁶ Ballard, P. J., Hoyt, L. T., & Pachucki, M. C. (2019). Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood. *Child Development*, 90(4), 1138–1154. <https://doi.org/10.1111/cdev.12998>
- ¹⁷ Ibid.
- ¹⁸ Adler, R. & Goggin, J. (n.d.) What Do We Mean By "Civic Engagement"? *Civic Ventures*. https://www.unomaha.edu/international-studies-and-programs/_files/docs/adler-goggin-civic-engagement.pdf
- ¹⁹ Youth Impact Summit. Redefining Youth Civic Engagement in Ontario.
- ²⁰ Heller, K., Price, R. H., Reinhartz, S., Riger, S., Wandersman, A., & D'Annunzio, T. A. (1984). *Psychology and community change: Challenges of the future*. Monterey, CA: Brooks/Cole
- ²¹ Metzger, A., Alvis, L. M., Oosterhoff, B., Babskie, E., Syvertsen, A., & Wray-Lake, L. (2018). The Intersection of Emotional and Sociocognitive Competencies with Civic Engagement in Middle Childhood and Adolescence. *Journal of Youth and Adolescence*, 47(8), 1663–1683. <http://dx.doi.org/10.1007/s10964-018-0842-5>
- ²² Cho, A., Byrne, J. & Pelter, Z. (February 2020). Digital Civic Engagement by Young People. *UNICEF*. https://www.unicef.org/media/72436/file/Digital-civic-engagement-by-young-people-2020_4.pdf
- ²³ Cabrera, N. L., Matias, C. E., & Montoya, R. (2017). Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism. *Journal of Diversity in Higher Education*, 10(4), 400–415. <https://doi-org.ezproxy.lib.ryerson.ca/10.1037/dhe0000061>
- ²⁴ So Much for "Slacktivism": Youth Translate Online Engagement to Offline Political Action. (2018, October 15). *Center for Information & Research on Civic Learning and Engagement* <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>
- ²⁵ Ibid.
- ²⁶ Youth Impact Summit. Redefining Youth Civic Engagement in Ontario.
- ²⁷ Digital Civic Engagement by Young People. *UNICEF*.
- ²⁸ Burgess, J., Foth, M., & Klæbe, H. (2006). Everyday Creativity as Civic Engagement: A Cultural Citizenship View of New Media. In F. Papandrea (Ed.), *Proceedings 2006 Communications Policy & Research Forum* (pp. 1–16). Network Insight Institute. <https://eprints.qut.edu.au/5056/>
- ²⁹ Digital Civic Engagement by Young People. *UNICEF*.
- ³⁰ Couldry, N. (2009). Rethinking the Politics of Voice. *Journal of Media and Cultural Studies*, 4(23). <https://www-tandfonline-com.ezproxy.lib.ryerson.ca/doi/full/10.1080/10304310903026594>
- ³¹ Albanesi, C., Cicognani, E. and Zani, B. (2007). Sense of community, civic engagement and social well-being in Italian adolescents. *J. Community. Appl. Soc. Psychol.*, 17: 387–406. <https://doi-org.ezproxy.lib.ryerson.ca/10.1002/casp.903>
- ³² Ibid.
- ³³ Mc Millan, W. D., & Chavis, M. D. (1986). Sense of Community: A definition and a theory. *Journal of Community psychology*, 14
- ³⁴ Da Silva, L., Sanson, A., Smart, D., & Toumbourou, J. (2004). Civic responsibility among Australian adolescents: Testing two competing models. *Journal of Community Psychology*, 32.
- ³⁵ Lardier Jr., D. T., Barrios, V. R., Forenza, B., Herr, K. G., Bergeson, C., Suazo, C. M., Garcia-Reid, P., & Reid, R. J. (2020). Contextualizing negative sense of community and disconnection among urban youth of color: "Community...We ain't got that." *Journal of Community Psychology*, 48(3). <https://doi.org/10.1002/jcop.22298>
- ³⁶ Albanesi, C., Cicognani, E. and Zani, B. (2007). Sense of community, civic engagement and social well-being in Italian adolescents. *J. Community. Appl. Soc. Psychol.*, 17. <https://doi-org.ezproxy.lib.ryerson.ca/10.1002/casp.903>
- ³⁷ Silva, L. da, Sanson, A., Smart, D., & Toumbourou, J. (2004). Civic responsibility among Australian adolescents: Testing two competing models. *Journal of Community Psychology*, 32(3).. <https://doi.org/10.1002/jcop.20004>

- ³⁸ Goosby, B. J., Bellatorre, A., Walsemann, K. M., & Cheadle, J. (2013). Adolescent loneliness and health in early adulthood. *Sociological Inquiry*, 83(4).
- ³⁹ Crocetti, E., Erentaitė, R., & Žukauskienė, R. (2014). Identity Styles, Positive Youth Development, and Civic Engagement in Adolescence. *Journal of Youth and Adolescence*, 43(11), 1818–1828. <https://doi.org/10.1007/s10964-014-0100-4>
- ⁴⁰ Ibid.
- ⁴¹ Parissa J. Ballard and Emily J. Ozer, 'The Implications of Youth Activism for Health and Well-Being', in Contemporary Youth Activism: Advancing Social Justice in the United States, ed. Jerusha Conner and Sonia M. Rosen (ABCCLIO, 2016)
- ⁴² Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jelicic, H., Alberts, A., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive Youth Development, Participation in Community Youth Development Programs, and Community Contributions of Fifth-Grade Adolescents: Findings From the First Wave Of the 4-H Study of Positive Youth Development. *The Journal of Early Adolescence*, 25(1), 17–71. <https://doi.org/10.1177/0272431604272461>
- ⁴³ Parissa J. Ballard and Emily J. Ozer, 'The Implications of Youth Activism for Health and Well-Being', in Contemporary Youth Activism: Advancing Social Justice in the United States, ed. Jerusha Conner and Sonia M. Rosen (ABCCLIO, 2016)
- ⁴⁴ Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood. (2018).
- ⁴⁵ Watts, R., Williams, N., & Jagers, R. (2003). Sociopolitical Development. *American Journal of Community Psychology*, 31, 185–194. <https://doi.org/10.1023/A:1023091024140>
- ⁴⁶ (Jahromi) Ballard, P., & Ozer, E. (2016). *Implications of Youth Activism for Health and Well-Being*.
- ⁴⁷ Zimmerman, M. A. (1995). Psychological Empowerment: Issues and Illustrations. *American Journal of Community Psychology*, 23(5), 581–599. <https://www.proquest.com/docview/1295917453/citation/F49248537CB4EE7PQ/1>
- ⁴⁸ Zimmerman, M. A., & Rappaport, J. (1988). Citizen participation, perceived control, and psychological empowerment. *American Journal of Community Psychology*, 16(5), 725–750. <https://doi.org/10.1007/BF00930023>
- ⁴⁹ Arksey, H. & O'Malley, L. (2005). Scoping Studies: Towards a Methodological Framework. *International Journal of Social Research Methodology* 8(1): 19–32.
- ⁵⁰ Ibid.
- ⁵¹ *Despite Pandemic, Civically Engaged Youth Report Higher Well-Being*. (2021, July 7). <https://circle.tufts.edu/latest-research/despite-pandemic-civically-engaged-youth-report-higher-well-being>
- ⁵² Topazian, R. J., Levine, A. S., McGinty, E. E., Barry, C. L., & Han, H. (2022). Civic engagement and psychological distress during the COVID-19 pandemic. *BMC Public Health*, 22(1), 869. <https://doi.org/10.1186/s12889-022-13289-4>
- ⁵³ Ballard et al. (2019).
- ⁵⁴ Anderson, N. D., Damianakis, T., Kröger, E., Wagner, L. M., Dawson, D. R., Binns, M. A., Bernstein, S., Caspi, E., Cook, S. L., & The BRAVO Team. (2014). The benefits associated with volunteering among seniors: A critical review and recommendations for future research. *Psychological Bulletin*, 140(6), 1505–1533. <https://doi-org.ezproxy.lib.ryerson.ca/10.1037/a0037610>
- ⁵⁵ Schreier, H. M. C., Schonert-Reichl, K. A., & Chen, E. (2013). Effect of Volunteering on Risk Factors for Cardiovascular Disease in Adolescents: A Randomized Controlled Trial. *JAMA Pediatrics*, 167(4), 327–332. <https://doi.org/10.1001/jamapediatrics.2013.1100>
- ⁵⁶ Ballard, P. & Ozer, E. 'The Implications of Youth Activism for Health and Well-Being' in Contemporary Youth Activism: Advancing Social Justice in the United States, ed. Jerusha Conner and Sonia M. Rosen (2016). ABCCLIO.
- ⁵⁷ Ibid.
- ⁵⁸ Ibid.
- ⁵⁹ Boehnke, K., & Wong, B. (2011). Adolescent Political Activism and Long-Term Happiness: A 21-Year Longitudinal Study on the Development of Micro- and Macrosocial Worries. *Personality and Social Psychology Bulletin*, 37(3), 435–447. <https://doi.org/10.1177/0146167210397553>
- ⁶⁰ Parissa J. Ballard and Emily J. Ozer, 'The Implications of Youth Activism for Health and Well-Being', in Contemporary Youth Activism: Advancing Social Justice in the United States, ed. Jerusha Conner and Sonia M. Rosen (ABCCLIO, 2016)
- ⁶¹ Miller, G. E., Yu, T., Chen, E., & Brody, G. H. (2015). Self-control forecasts better psychosocial outcomes but faster epigenetic aging in low-SES youth. *Proceedings of the National Academy of Sciences of the United States of America*, 112(33), 10325–10330. <https://doi.org/10.1073/pnas.1505063112>
- ⁶² Christens, B. D., & Peterson, N. A. (2012). The Role of Empowerment in Youth Development: A Study of Sociopolitical Control as Mediator of Ecological Systems' Influence on Developmental Outcomes. *Journal of Youth and Adolescence*, 41(5), 623–635. <https://doi.org/10.1007/s10964-011-9724-9>
- ⁶³ Ballard et al. (2019).
- ⁶⁴ Ibid.
- ⁶⁵ Ibid.
- ⁶⁶ Ibid.
- ⁶⁷ Ibid.
- ⁶⁸ Christine M. Cress. "Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement" *Diversity & Democracy* Vol. 15 Iss. 3 (2012) Available at: http://works.bepress.com/christine_cress/12/
- ⁶⁹ Fernandes, A., Proença, T., Ferreira, M. R., & Paço, A. (2021). Does youth civic engagement enhance social and academic performance? *International Review on Public and Nonprofit Marketing*, 18(2), 273–293. <https://doi.org/10.1007/s12208-020-00272-1>
- ⁷⁰ Ballard et al. (2019).
- ⁷¹ Ibid.
- ⁷² Jarrett, R. L., Sullivan, P. J., & Watkins, N. D. (2005). Developing social capital through participation in organized youth programs: Qualitative insights from three programs. *Journal of Community Psychology*, 33(1), 41–55. <https://doi-org.ezproxy.lib.ryerson.ca/10.1002/jcop.20038>
- ⁷³ Ballard et al. (2019).
- ⁷⁴ Malin, H., Ballard, P. J., & Damon, W. (2015). Civic Purpose: An Integrated Construct for Understanding Civic Development in Adolescence. *Human Development*, 58(2), 103–130. <https://doi.org/10.1159/000381655>
- ⁷⁵ Flanagan, C., & Levine, P. (2010). Civic engagement and the transition to adulthood. *The Future of Children*, 20(1), 159–179. <https://doi.org/10.1353/foc.0.0043>
- ⁷⁶ Albanesi, C., Cicogna <https://www.karger-com.ezproxy.lib.ryerson.ca/Article/Abstract/381655ni>, E. and Zani, B. (2007). Sense of community, civic engagement and social well-being in Italian adolescents. *J. Community. Appl. Soc. Psychol.*, 17: 387–406. <https://doi-org.ezproxy.lib.ryerson.ca/10.1002/casp.903>
- ⁷⁷ Ibid.

- ⁷⁸ Lardier, D. T., Opara, I., Bergeson, C., Herrera, A., Garcia-Reid, P., & Reid, R. J. (2019). A study of psychological sense of community as a mediator between supportive social systems, school belongingness, and outcome behaviours among urban high school students of color. *Journal of Community Psychology*, 47(5), 1131–1150. <https://doi.org/10.1002/jcop.22182>
- ⁷⁹ Prilleltensky, I., Nelson, G., & Peirson, L. (2001). The role of power and control in children's lives: An ecological analysis of pathways toward wellness, resilience, and problems. *Journal of Community and Applied Social Psychology*, 11.
- ⁸⁰ Albanesi, C., Cicognani, E. and Zani, B. (2007), Sense of community, civic engagement and social well-being in Italian adolescents. *Journal of Community and Applied Social Psychology*, 17: 387–406. <https://doi-org.ezproxy.lib.ryerson.ca/10.1002/casp.903>
- ⁸¹ Ibid.
- ⁸² Ibid.
- ⁸³ Crocetti et al. (2014).
- ⁸⁴ Ibid.
- ⁸⁵ Phillips, T. M., & Pittman, J. F. (2007). Adolescent psychological well-being by identity style. *Journal of Adolescence*, 30(6), 1021–1034. <https://doi.org/10.1016/j.adolescence.2007.03.002>
- ⁸⁶ Crocetti et al. (2014).
- ⁸⁷ Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jelicic, H., Alberts, A., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive Youth Development, Participation in Community Youth Development Programs, and Community Contributions of Fifth-Grade Adolescents: Findings From the First Wave Of the 4-H Study of Positive Youth Development. *The Journal of Early Adolescence*, 25(1), 17–71. <https://doi.org/10.1177/0272431604272461>
- ⁸⁸ Christine M. Cress. "Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement" *Diversity & Democracy* Vol. 15 Iss. 3 (2012) Available at: http://works.bepress.com/christine_cress/12/
- ⁸⁹ Ibid.
- ⁹⁰ Ludden, A. B. (2011). Engagement in School and Community Civic Activities Among Rural Adolescents. *Journal of Youth and Adolescence*, 40(9), 1254–1270. <https://doi.org/10.1007/s10964-010-9536-3>
- ⁹¹ *Youth Voting Trends in Canada | Elections Canada's Civic Education*. (n.d.). Retrieved from <https://electionsanddemocracy.ca/canadas-elections/youth-voting-trends>
- ⁹² Garriguet, D. (2021, February 1). Portrait of youth in Canada: Data report . Chapter 1: Health of youth in Canada. *Statistics Canada*. https://publications.gc.ca/collections/collection_2021/statcan/42-28-0001/CS42-28-0001-2021-1-eng.pdf
- ⁹³ Garriguet, D. (2021, February 1). Chapter 1: Health of youth in Canada. *Statistics Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00001-eng.htm>
- ⁹⁴ Canadian Social Survey: Loneliness in Canada. (2021, November 24). *Statistics Canada*. <https://www150.statcan.gc.ca/n1/daily-quotidien/211124/dq211124e-eng.htm>
- ⁹⁵ Ibid.
- ⁹⁶ Ibid.
- ⁹⁷ Garriguet, D. (2021, February 1). Chapter 1: Health of youth in Canada. *Statistics Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00001-eng.htm>
- ⁹⁸ Garriguet, D. (2021, February 1). Portrait of youth in Canada: Data report . Chapter 1: Health of youth in Canada. *Statistics Canada*. https://publications.gc.ca/collections/collection_2021/statcan/42-28-0001/CS42-28-0001-2021-1-eng.pdf
- ⁹⁹ Ibid.
- ¹⁰⁰ Ibid.
- ¹⁰¹ Ibid.
- ¹⁰² Ibid.
- ¹⁰³ Garriguet, D. (2021, February 1). Chapter 1: Health of youth in Canada. *Statistics Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00001-eng.htm>
- ¹⁰⁴ Despite Pandemic, Civically Engaged Youth Report Higher Well-Being. (2021, July 7). *Center for Information & Research on Civic Learning and Engagement*. <https://circle.tufts.edu/latest-research/despite-pandemic-civically-engaged-youth-report-higher-well-being>
- ¹⁰⁵ Youth and COVID-19 Impacts on Jobs, Education, Rights and Well-being. Survey Report 2020. *International Labour Organization*. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_753026.pdf
- ¹⁰⁶ Ibid
- ¹⁰⁷ Cost, K. T., Crosbie, J., Anagnostou, E., Birken, C. S., Charach, A., Monga, S., Kelley, E., Nicolson, R., Maguire, J. L., Burton, C. L., Schachar, R. J., Arnold, P. D., & Korcak, D. J. (2022). Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry*, 31(4), 671–684. <https://doi.org/10.1007/s00787-021-01744-3>
- ¹⁰⁸ Youth and COVID-19 Impacts on Jobs, Education, Rights and Well-being. Survey Report 2020. *International Labour Organization*. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_753026.pdf
- ¹⁰⁹ Ibid.
- ¹¹⁰ Despite Pandemic, Civically Engaged Youth Report Higher Well-Being. (2021, July 7). *Center for Information & Research on Civic Learning and Engagement*. <https://circle.tufts.edu/latest-research/despite-pandemic-civically-engaged-youth-report-higher-well-being>
- ¹¹¹ Ibid.
- ¹¹² Ibid.
- ¹¹³ Ibid.
- ¹¹⁴ Ibid.
- ¹¹⁵ Parissa J. Ballard and Emily J. Ozer, 'The Implications of Youth Activism for Health and Well-Being', in Contemporary Youth Activism: Advancing Social Justice in the United States, ed. Jerusha Conner and Sonia M. Rosen (ABCCLIO, 2016)
- ¹¹⁶ Watts, R. J., & Flanagan, C. (2007). Pushing the envelope on youth civic engagement: A developmental and liberation psychology perspective. *Journal of Community Psychology*, 35(6).
- ¹¹⁷ Ibid.
- ¹¹⁸ Watts, R., & Guessous, O. (2006). Sociopolitical development: The missing link in research and policy on adolescents. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance: Youth activism and community change*. (pp. xiii- xxii). New York: Routledge.
- ¹¹⁹ Watts, R. J., Diemer, M. A., & Voight, A. M. (2011). Critical consciousness: Current status and future directions [Special Issue]. *New Directions for Child and Adolescent Development*, 2011(134)
- ¹²⁰ Bastedo, H. (2015). Not 'one of us': Understanding how non-engaged youth feel about politics and political leadership. *Journal of Youth Studies*, 18(5)
- ¹²¹ Roy, A. L., Raver, C. C., Masucci, M. D., & DeJoseph, M. (2019). "If They Focus on Giving Us a Chance in Life We Can Actually Do Something in This World": Poverty, Inequality, and Youths' Critical Consciousness. *Developmental Psychology*, 55(3).
- ¹²² Heritage, Canadian. *Canada's First State of Youth Report: For Youth, with Youth, by Youth*. 11 Aug. 2021, <https://www.canada.ca/en/canadian-heritage/campaigns/state-youth/report.html>.
- ¹²³ Ibid.

- ¹²⁴ Flanagan, C., & Levine, P. (2010). Civic engagement and the transition to adulthood. *The Future of Children*, 20(1), 159–179. <https://doi.org/10.1353/foc.0.0043>
- ¹²⁵ Ibid.
- ¹²⁶ Levinson, Meira. (2010). The Civic Empowerment Gap: Defining the Problem and Locating Solutions. In *Handbook of Research on Civic Engagement*, ed. Lonnie Sherrod, Judith Torney-Purta, and Constance A. Flanagan, 331–361. Hoboken, NJ: John Wiley & Sons.
- ¹²⁷ Smith, A., Schlozman, K. L., Verba, S., & Brady, H. (2009, September 1). The Demographics of Online and Offline Political Participation. *Pew Research Center: Internet, Science & Tech*. <https://www.pewresearch.org/internet/2009/09/01/the-demographics-of-online-and-offline-political-participation/>
- ¹²⁸ Levinson, Meira. (2010). The Civic Empowerment Gap: Defining the Problem and Locating Solutions. In *Handbook of Research on Civic Engagement*, ed. Lonnie Sherrod, Judith TorneyPurta, and Constance A. Flanagan, 331–361. Hoboken, NJ: John Wiley & Sons.
- ¹²⁹ Ballard, P. J., & Syme, S. L. (2016). Engaging youth in communities: a framework for promoting adolescent and community health. *Journal of Epidemiology and Community Health*, 70(2), 202. <https://doi.org/10.1136/jech-2015-206110>
- ¹³⁰ Bartels, L. (2010). Unequal Democracy: the Political Economy of the New Gilded Age.
- ¹³¹ Roy, A. L., Raver, C. C., Masucci, M. D., & DeJoseph, M. (2019). “If they focus on giving us a chance in life we can actually do something in this world”: Poverty, inequality, and youths’ critical consciousness. *Developmental Psychology*, 55(3), 550–561. <https://doi-org.ezproxy.lib.ryerson.ca/10.1037/dev0000586>
- ¹³² Ibid.
- ¹³³ Ibid.
- ¹³⁴ Liebenberg, L., Wall, D., Wood, M., & Hutt-MacLeod, D. (2019). Spaces & places: Understanding sense of belonging and cultural engagement among Indigenous youth. *International Journal of Qualitative Methods*, 18.
- ¹³⁵ Ibid.
- ¹³⁶ Wikler, M. (2020, February 11). Indigenous youth are rising up in solidarity with Wet’suwet’en. *Briarpatch*. <https://briarpatchmagazine.com/articles/view/indigenous-youth-are-rising-up-in-solidarity-with-wetsuweten>
- ¹³⁷ Ibid.
- ¹³⁸ Gibson, M., Stuart, J., Leske, S., Ward, R., & Vidyattama, Y. (2021). Does community cultural connectedness reduce the influence of area disadvantage on Aboriginal & Torres Strait Islander young peoples’ suicide? *Australian and New Zealand Journal of Public Health*, 45(6), 643–650. <https://doi.org/10.1111/1753-6405.13164>
- ¹³⁹ Ibid.
- ¹⁴⁰ Ibid.
- ¹⁴¹ Black History Month 2022...by the numbers. *Statistics Canada*. https://www.statcan.gc.ca/en/dai/smr08/2022/smr08_259
- ¹⁴² Ibid.
- ¹⁴³ Maynard, R. (2017). Policing Black Lives: State Violence in Canada from Slavery to the Present. <https://books.google.ca/books?hl=en&lr=&id=YwJOEAAAQBAJ&oi=fnd&pg=PT13&dq=black+slavery+in+canada&ots=74HfXMBWJ&sig=07Zf-Vw-Mv8rqp1TTeRq5hOS-VxA#v=onepage&q=black%20slavery%20in%20canada&f=false>
- ¹⁴⁴ Kids Help Phone and BlackNorth Initiative (2021, February 4). Kids Help Phone data shows Black youth reaching out for mental health support around racism are among the most distressed service users. <https://www.newswire.ca/news-releases/kids-help-phone-data-shows-black-youth-reaching-out-for-mental-health-support-around-racism-are-among-the-most-distressed-service-users-882778575.html>
- ¹⁴⁵ Baskin-Sommers, A., Simmons, C., Conley, M., Chang, S.-A., Estrada, S., Collins, M., Pelham, W., Beckford, E., Mitchell-Adams, H., Berrian, N., Tapert, S. F., Gee, D. G., & Casey, B. J. (2021). Adolescent civic engagement: Lessons from Black Lives Matter. *Proceedings of the National Academy of Sciences of the United States of America*, 118(41), e2109860118. <https://doi.org/10.1073/pnas.2109860118>
- ¹⁴⁶ Ibid.
- ¹⁴⁷ Gajaria, A., Guzder, J., & Rasasingham, R. (2021). What’s race got to do with it? A proposed framework to address racism’s impacts on child and adolescent mental health in Canada. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 30(2), 131–137. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8056965/>
- ¹⁴⁸ Ibid.
- ¹⁴⁹ Ibid.
- ¹⁵⁰ Hope, E. C., & Jagers, R. J. (2014). The Role of Sociopolitical Attitudes and Civic Education in the Civic Engagement of Black Youth. *Journal of Research on Adolescence*, 24(3), 460–470. <https://doi.org/10.1111/jora.12117>
- ¹⁵¹ Ibid.
- ¹⁵² Heritage, Canadian. *Canada’s First State of Youth Report: For Youth, with Youth, by Youth*. 11 Aug. 2021. <https://www.canada.ca/en/canadian-heritage/campaigns/state-youth/report.html>.
- ¹⁵³ Ibid.
- ¹⁵⁴ Baskin-Sommers et al. (2021).
- ¹⁵⁵ Ibid.
- ¹⁵⁶ Kupchik, A., & Catlaw, T. J. (2015). Discipline and Participation: The Long-Term Effects of Suspension and School Security on the Political and Civic Engagement of Youth. *Youth & Society*, 47(1), 95–124. <https://doi.org/10.1177/0044118X14544675>
- ¹⁵⁷ Ibid.
- ¹⁵⁸ Towards Race Equity in Education. The Schooling of Black Students in the Greater Toronto Area. (April 2017). *York University*. <https://edu.yorku.ca/files/2017/04/Towards-Race-Equity-in-Education-April-2017.pdf>
- ¹⁵⁹ Kupchik et al. (2015).
- ¹⁶⁰ Gibson et al. (2021).
- ¹⁶¹ Civic Participation of Youth in a Digital World. Rapid Analysis. Europe and Asia. (2021, May). *UNDP*. <https://www.undp.org/sites/g/files/zskgke326/files/migration/eurasia/Civic-Participation-of-Youth-in-the-Digital-Word.pdf>
- ¹⁶² Youth Civic Engagement, Socio-Political Responsibility & Social Media. (2022, February 11). *Youth Research and Evaluation EXchange*. <https://youthrex.com/blog/youth-civic-engagement-responsibility-study/>
- ¹⁶³ Learning Loss as Civic Loss. Addressing the Generational Impact of the COVID-19 Pandemic on Youth Democratic Engagement. (April 2022). *Fondation Rideau Hall. The Samra Centre for Democracy*. https://rhf-frh.ca/wp-content/uploads/2022/04/LLCL_RHF_report_EN_fnl.pdf
- ¹⁶⁴ Digital Civic Engagement by Young People. *UNICEF*.
- ¹⁶⁵ Young People Turn to Online Political Engagement During COVID-19 (2020, October 20). Center for Information and Research on Civic Learning and Engagement. <https://circle.tufts.edu/latest-research/young-people-turn-online-political-engagement-during-covid-19>
- ¹⁶⁶ Government of Canada, S. C. (2022, July 19). *Chapter 6: Political participation, civic engagement and caregiving among youth in Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>
- ¹⁶⁷ CIUS 2021

- ¹⁶⁸ Survey of Canadian Parents on Technology and Electronic Bullying (2018). *PREVNet*. <https://assets.ctfassets.net/1izjqx-4qtt8c/1HVMfYwjjZGCbPOKA0QXj6/680fa4ac18dc58cabf-1ca89226cc3253/Survey-of-Canadian-Parents-on-Technology-and-Electronic-Bullying.pdf>
- ¹⁶⁹ Global Kids Online 2019: Comparative Report, UNICEF Office of Research
- ¹⁷⁰ Digital Civic Engagement by Young People. *UNICEF*.
- ¹⁷¹ Ibid.
- ¹⁷² Pasek, J., More, E. & Romer, D. (2009). Realizing the Social Internet? Online Social Networking Meets Offline Civic Engagement. *Journal of Information Technology & Politics*. 3-4(6). <https://www.tandfonline-com.ezproxy.lib.ryerson.ca/doi/full/10.1080/19331680902996403#>
- ¹⁷³ Ibid.
- ¹⁷⁴ Ibid.
- ¹⁷⁵ Ibid.
- ¹⁷⁶ Ibid.
- ¹⁷⁷ Ibid.
- ¹⁷⁸ Ibid.
- ¹⁷⁹ Ibid.
- ¹⁸⁰ Kristofferson, K., White, K., & Peloza, J. (2014). The nature of slacktivism: How the social observability of an initial act of token support affects subsequent prosocial action. *Journal of Consumer Research*, 40.
- ¹⁸¹ So Much for "Slacktivism": Youth Translate Online Engagement to Offline Political Action. (2018, October 15). *Center for Information & Research on Civic Learning and Engagement* <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>
- ¹⁸² Greijdanus, H. et al: The psychology of online activism and social movements. Relations between online and offline collective action. *Current Opinion in Psychology*, 2020.
- ¹⁸³ Milosevic-Dordevic, J. S & Zezelj, I. L. (2016). Civic activism online: Making young people dormant or more active in real life? *Computers in Human Behavior*.
- ¹⁸⁴ UN Women: Six activists who are using social media for change offline. (2018).
- ¹⁸⁵ Piat, C. (2019). Slacktivism: Not Simply a Means to an End, but a Legitimate Form of Civic Participation. *Canadian Journal of Family and Youth / Le Journal Canadien de Famille et de La Jeunesse*, 11(1), 162-179. <https://doi.org/10.29173/cjfy29476>
- ¹⁸⁶ So Much for "Slacktivism": Youth Translate Online Engagement to Offline Political Action. (2018, October 15). *Center for Information & Research on Civic Learning and Engagement* <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>
- ¹⁸⁷ Andrey, S., Rand, A., Masoodi, M.J., and Bardeesy, K. (2021, September). Rebuilding Canada's Public Square. Retrieved from <https://www.cybersecurepolicy.ca/public-square>.
- ¹⁸⁸ Ibid.
- ¹⁸⁹ So Much for "Slacktivism": Youth Translate Online Engagement to Offline Political Action. (2018, October 15). *Center for Information & Research on Civic Learning and Engagement* <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>
- ¹⁹⁰ Ibid.
- ¹⁹¹ Ibid.
- ¹⁹² Ibid.
- ¹⁹³ Wike, R., & Castillo, A. (2018, October 17). Many Around the World Are Disengaged From Politics. *Pew Research Center's Global Attitudes Project*. <https://www.pewresearch.org/global/2018/10/17/international-political-engagement/>
- ¹⁹⁴ Digital Civic Engagement by Young People. *UNICEF*.
- ¹⁹⁵ Revisiting News Consumption and Democratic Engagement. (2019). *Abacus Data. Apathy is Boring*. https://d3n8a8pro7vvhmx.cloudfront.net/apathyisboring/pages/687/attachments/original/1629743211/Abacus_Report_Data_2021_EN_v4.pdf?1629743211
- ¹⁹⁶ CIGI-IPSOS Global Survey Internet Security & Trust. Internet Security, Online Privacy, and Trust. *Ipsos Public Affairs. Centre for International Governance Innovation*. <https://www.cigionline.org/sites/default/files/documents/2019%20CIGI-Ipsos%20Global%20Survey%20-%20Part%201%20%26%20%20Internet%20Security%2C%20Online%20Privacy%20%26%20Trust.pdf>
- ¹⁹⁷ Madden, M., Lenhart, A., & Fontaine C. (2017, February). How Youth Navigate the News Landscape. *Data & Society*. https://knightfoundation.org/wp-content/uploads/2020/03/Youth_News.pdf
- ¹⁹⁸ Brisson-Boivin, Kara. (2018). The Digital Well-Being of Canadian Families. *MediaSmarts*. <https://mediasmarts.ca/sites/mediasmarts/files/publication-report/full/digital-canadian-families.pdf>
- ¹⁹⁹ Ibid.
- ²⁰⁰ Ibid.
- ²⁰¹ Survey of Canadian Parents on Technology and Electronic Bullying (2018).
- ²⁰² Efuribe, C., Barre-Hemingway, M., Vaghefi, E., & Suleiman, A. B. (2020). Coping with the COVID-19 crisis: A call for youth engagement and the inclusion of young people in matters that affect their lives. *Journal of Adolescent Health*, 67(1), 16-17. <https://www.jahonline.org/action/showPdf?pii=S1054-139X%2820%2930185-3>
- ²⁰³ Ibid.
- ²⁰⁴ Ibid.
- ²⁰⁵ Augsberger, A., Collins, M., Gecker, W., Lusk, K., Tena, F., & Davis, S. (2016). Engaging youth in local government: Lessons from the Boston region. https://open.bu.edu/bitstream/handle/2144/18652/IOC_Youth%20Council_White%20Paper.pdf?sequence=1&isAllowed=y
- ²⁰⁶ Ibid.
- ²⁰⁷ Ibid.
- ²⁰⁸ Cicognani, E., Mazzoni, D., Albanesi, C., & Zani, B. (2015). Sense of Community and Empowerment Among Young People: Understanding Pathways from Civic Participation to Social Well-Being. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 26(1), 24-44. <https://doi.org/10.1007/s11266-014-9481-y>
- ²⁰⁹ Ibid.
- ²¹⁰ For Youth Initiative. (2019). Annual Report. https://static1.squarespace.com/static/5c5b3bfd8135a0f3ad041ca/t/606f48e03e29c3083691fe05/1617905893960/2019_Annual_Report.pdf.
- ²¹¹ CanStudyUS Fellowship. About the Fellowship. Leadership Lab. <https://www.ryersonleadlab.com/canstudyus>
- ²¹² About. Apathy is Boring. <https://www.apathyisboring.com/about>
- ²¹³ Join Rise. Apathy is Boring. <https://www.apathyisboring.com/joinrise>
- ²¹⁴ About. Future Majority. <https://www.futuremajority.ca/about>
- ²¹⁵ Gerodimos, R. (2012). Online Youth Civic Attitudes And The Limits Of Civic Consumerism. *Information, Communication & Society*, 15(2).
- ²¹⁶ Ballard et al. (2019).

- ²¹⁷ Government of Canada, S. C. (2022, July 19). *Chapter 6: Political participation, civic engagement and caregiving among youth in Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>
- ²¹⁸ Revisiting News Consumption and Democratic Engagement. (2019). *Abacus Data. Apathy is Boring*. https://d3n8a8pro7vhmx.cloudfront.net/apathyisboring/pages/687/attachments/original/1629743211/Abacus_Report_Data_2021_EN_v4.pdf?1629743211
- ²¹⁹ Investing in Canadians' Civic Literacy: An Answer to Fake News and Disinformation. (n.d.). *The Samara Centre for Democracy*. https://www.samaracanada.com/docs/default-source/reports/investing-in-canadians-civic-literacy-by-the-samara-centre-for-democracy.pdf?sfvrsn=66f2072f_4
- ²²⁰ Ibid.
- ²²¹ For overviews of in-school Canadian citizenship education: Ken Osborne, "public schooling and citizenship education in Canada", *Canadian Ethnic Studies* 32(1): 8-37.
- ²²² Ontario government. (n.d.). Curriculum and Resources. Overview. <https://www.dcp.edu.gov.on.ca/en/curriculum/canadian-and-world-studies/courses/chv2o/overview>
- ²²³ Investing in Canadians' Civic Literacy: An Answer to Fake News and Disinformation. (n.d.). *The Samara Centre for Democracy*. https://www.samaracanada.com/docs/default-source/reports/investing-in-canadians-civic-literacy-by-the-samara-centre-for-democracy.pdf?sfvrsn=66f2072f_4
- ²²⁴ Schulz et al. (2016): Becoming Citizens in a Changing World IEA International Civic and Citizenship Education Study.
- ²²⁵ Augsberger, A.; Collins, M.E.; Gecker, W & Dougher, M. (2018, March). Youth Civic Engagement: Do Youth Councils Reduce or Reinforce Social Inequality. *Journal of Adolescent Research*. https://www.researchgate.net/profile/Whitney-Gecker/publication/323412836_Youth_Civic_Engagement_Do_Youth_Councils_Reduce_or_Reinforce_Social_Inequality/links/5b48f3550f7e9b4637d5dfff/Youth-Civic-Engagement-Do-Youth-Councils-Reduce-or-Reinforce-Social-Inequality.pdf
- ²²⁶ Hamilton Students for Justice. (n.d.) <https://hs4j.ca/>
- ²²⁷ Ibid.
- ²²⁸ Investing in Canadians' Civic Literacy: An Answer to Fake News and Disinformation.
- ²²⁹ Ibid.
- ²³⁰ Ibid.
- ²³¹ Ibid.
- ²³² Preus, B., Payne, R., Wick, C., & Glowski, E. (2016). Listening to the voices of civically engaged high school students. *The High School Journal*, 100(1), 66-84.
- ²³³ Gerodimos, R. (2012). Online Youth Civic Attitudes And The Limits Of Civic Consumerism. *Information, Communication & Society*, 15(2)
- ²³⁴ Mental Health Commission of Canada. (2020). COVID-19 and Mental Health: Policy Responses and Emerging Issues. Mental Health Commission of Canada. https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2020-06/COVID_19_policy_responses_emerging_issues_eng.pdf
- ²³⁵ Miller, K. K., Shramko, M., Brown, C., & Svetaz, M. V. (2021). The election is over, now what? Youth civic engagement as a path to critical consciousness. *Journal of Adolescent Health*, 68(2), 233-235. <https://www.jahonline.org/action/showPdf?pii=S1054-139X%2820%2930650-9>
- ²³⁶ Ibid.
- ²³⁷ Youth Engagement Toolkit. *Pan Canadian Joint Consortium for School Health*. http://www.gov.pe.ca/photos/original/eecd_YETOOL_E.pdf
- ²³⁸ Ibid.
- ²³⁹ Ibid.
- ²⁴⁰ Ibid.
- ²⁴¹ Ibid.
- ²⁴² Gibson, M., Stuart, J., Leske, S., Ward, R., & Vidyattama, Y. (2021). Does community cultural connectedness reduce the influence of area disadvantage on Aboriginal & Torres Strait Islander young peoples' suicide? *Australian and New Zealand Journal of Public Health*, 45(6), 643-650. <https://doi.org/10.1111/1753-6405.13164>
- ²⁴³ Ibid.
- ²⁴⁴ Digital Civic Engagement by Young People. *UNICEF*.
- ²⁴⁵ Ibid.
- ²⁴⁶ Gilster, P. (1997). *Digital literacy*. John Wiley & Sons, Inc.
- ²⁴⁷ Li, Y., & Ranieri, M. (2010). Are 'digital natives' really digitally competent?—A study on Chinese teenagers. *British Journal of Educational Technology*.
- ²⁴⁸ Ibid.
- ²⁴⁹ Van Deursen, A. J., & Van Dijk, J. A. (2014). The digital divide shifts to differences in usage. *New media & society*.
- ²⁵⁰ McAleese, S. & Brisson-Boivin, K. (2022). From Access to Engagement: Building a Digital Media Literacy Strategy for Canada. *MediaSmarts*. Ottawa. https://mediasmarts.ca/sites/default/files/publication-report/full/from_access_to_engagement_-_building_a_digital_media_literacy_strategy_for_canada_2022_0.pdf
- ²⁵¹ Digital Civic Engagement by Young people. *UNICEF*
- ²⁵² Global Kids Online 2019: Comparative Report, UNICEF Office of Research
- ²⁵³ Park, J. & Vance, A. (2021, April 1). Youth Privacy and Data Protection 101. *Student Privacy Compass*. <https://studentprivacycompass.org/youth-privacy-and-data-protection-101/>
- ²⁵⁴ Ibid.
- ²⁵⁵ Government of Canada. The Government's Commitment to Address Online Safety. *Canadian Heritage*. <https://www.canada.ca/en/canadian-heritage/campaigns/harmful-online-content.html>
- ²⁵⁶ Ogihara, Y., & Kusumi, T. (2020). The Developmental Trajectory of Self-Esteem Across the Life Span in Japan: Age Differences in Scores on the Rosenberg Self-Esteem Scale From Adolescence to Old Age. *Frontiers in Public Health*, 8. <https://www.frontiersin.org/articles/10.3389/fpubh.2020.00132>
- ²⁵⁷ Digital Civic Engagement by Young People. *UNICEF*.
- ²⁵⁸ Civic Participation of Youth in a Digital World. Rapid Analysis. Europe and Asia. (2021, May). *UNDP*. <https://www.undp.org/sites/g/files/zskgke326/files/migration/eurasia/Civic-Participation-of-Youth-in-the-Digital-Word.pdf>
- ²⁵⁹ Ibid.
- ²⁶⁰ Frenette, M., K. Frank, and Z. Deng. (2020, April 15). School Closures and the Online Preparedness of Children during the COVID-19 Pandemic. *Statistics Canada*. <https://www150.statcan.gc.ca/n1/pub/11-626-x/11-626-x2020001-eng.htm>
- ²⁶¹ Innovation, Science and Economic Development Canada. Government of Canada (2019, November 22). Connecting Families. <https://www.ic.gc.ca/eic/site/111.nsf/eng%20/home>.
- ²⁶² Statistics Canada. Government of Canada. (2021, June 22). *Canadian Internet Use Survey, 2020*. <https://www150.statcan.gc.ca/n1/daily-quotidien/210622/dq210622b-eng.htm>
- ²⁶³ Lessons learned: The pandemic and learning from home in Canada. (2021, September). *Diversity Institute*. https://www.ryerson.ca/diversity/reports/Lessons-Learned_EN.pdf.

- ²⁶⁴ Koivusilta, L. K., Lintonen, T. P., & Rimpelä, A. H. (2007). Orientations in adolescent use of information and communication technology: a digital divide by sociodemographic background, educational career, and health. *Scandinavian Journal of Public Health*.
- ²⁶⁵ Harris, C., Straker, L., & Pollock, C. (2017). A socioeconomic related 'digital divide' exists in how, not if, young people use computers. *PLoS one*.
- ²⁶⁶ Brown, C., & Czerniewicz, L. (2010). Debunking the 'digital native': beyond digital apartheid, toward digital democracy. *Journal of Computer Assisted Learning*, 26(5), 357-369.
- ²⁶⁷ Krish, C., Urvashi, A., Vidisha, M., Nozibele, G. & Jaya, J. (2018) 'Bridging the digital divide in the G20: Skills for the new age'. *Economics: The Open-Access, Open-Assessment E-Journal*.
- ²⁶⁸ Mertens, S., & D'Haenens, L. (2010). The digital divide among young people in Brussels: Social and cultural influences on ownership and use of digital technologies. *Communications. The European Journal of Communication Research*.
- ²⁶⁹ Zhong, Z. (2011). From access to usage: The divide of self-reported digital skills among adolescents. *Computers & Education*.
- ²⁷⁰ Aesaert, K., & Van Braak, J. (2015). Gender and socioeconomic related differences in performance based ICT competences. *Computers & Education*.
- ²⁷¹ Looker, E. D., & Thiessen, V. (2003). Beyond the digital divide in Canadian schools: From access to competency in the use of information technology. *Social Science Computer Review*.
- ²⁷² Haight, M., Quan-Haase, A., & Corbett, B. A. (2014). Revisiting the digital divide in Canada: The impact of demographic factors on access to the internet, level of online activity, and social networking site usage. *Information, Communication & Society*.
- ²⁷³ CIUS (2021)
- ²⁷⁴ CIUS (2021).
- ²⁷⁵ Canadian Radio-television and Telecommunications Commission. Government of Canada. (2020). *Communications Monitoring Report 2020*. <https://crtc.gc.ca/pubs/cm2020-en.pdf>.
- ²⁷⁶ CIUS (2021).

Appendix 1: Database and Search Terms

Name of Database or Search Platform	Type	Search Terms Used	All Results	Sources Left After Screening Title and Abstract
ERIC	Database	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	509	71
JSTOR	Database	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	9,979	46
PsycINFO	Database	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	3,073	26
Scopus	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	309	0
ProQuest Research Library	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	382	65
Base	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	7,656	69
Scholars Portal Journal	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	0	0
Core	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	153,601 (only 10,000 accessible to view)	44
EbscoHost	Platform	(youth* OR "young people") AND ("engagement" OR "civic engagement" OR "leadership" OR "leadership activities" OR "civic activities") AND (mental* health* OR "loneliness")	6,649	5
		Totals (without other sources)	38,557	326
		Duplicates identified	26	
		Total with duplicates removed	300*	
Additional Records identified through other sources				37*

* full-text articles assessed for eligibility

Appendix 2: Codebook and Charting Table

Codes were created to easily identify and record sources' main objectives, types of civic engagement referenced and themes addressed, and added to a charting table. These data formed the basis of the analysis discussed in the Results section. The types of civic engagement were coded as:

Code	Type of Civic Engagement
A	General (voting and volunteering)
B	Community-Based Programs
C	Online Participation
D	Youth Councils/Advisory Groups
E	School-Based Programs
F	Activism/Protest
G	Youth Participatory Research

Main source objectives were coded as:

Code	Objective
1	Establish a positive correlation between civic engagement and mental health outcomes
2	Establish a positive correlation between civic engagement and loneliness/social cohesion
3	Establish a positive correlation between civic engagement and life outcomes (education, SES, income)
4	Explain state of youth mental health
5	Show policy implications/best practices/examples of youth leadership/civic programs
6	Impacts on youth rights and freedoms
7	Impact on marginalized/vulnerable/under-represented youth

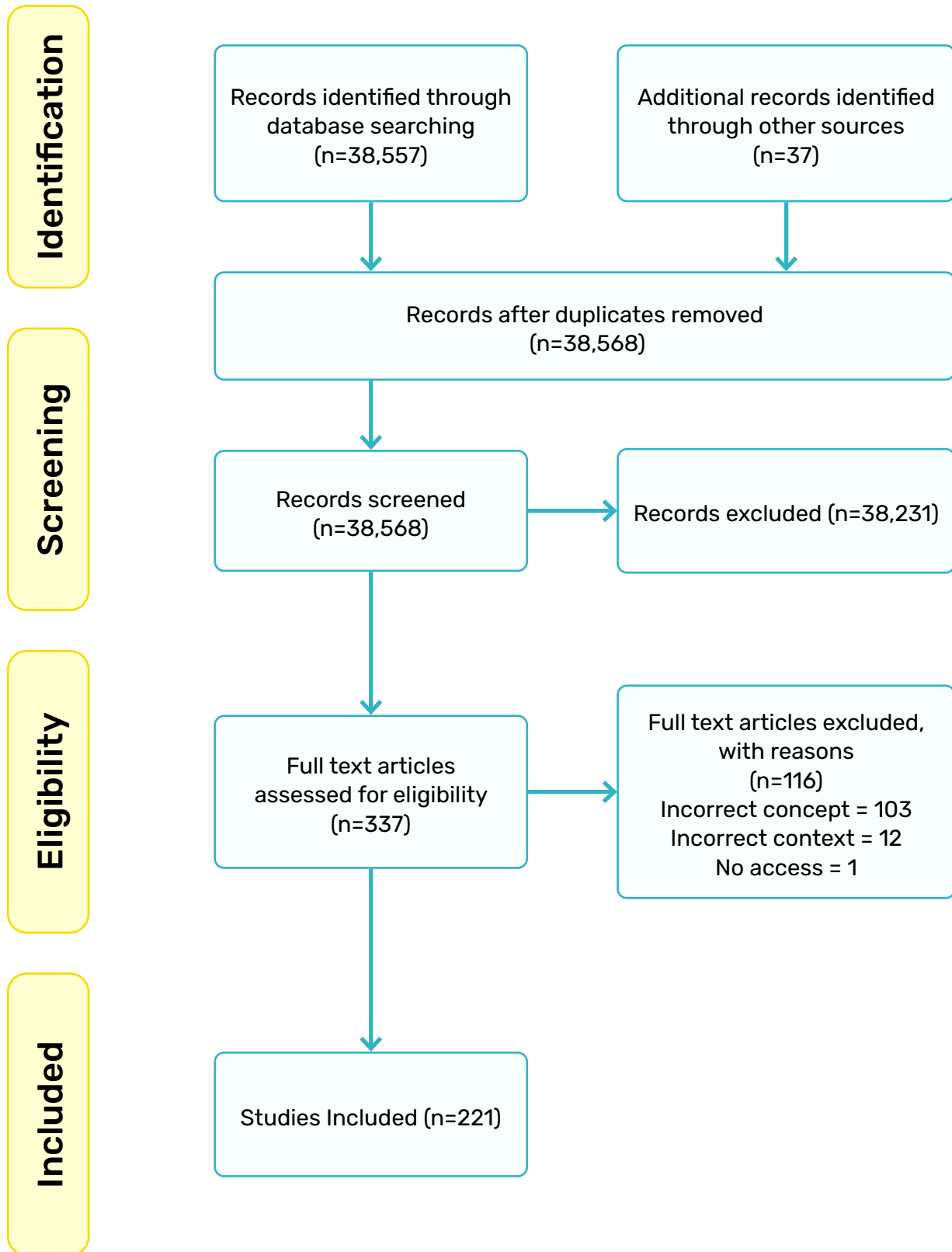
The themes/implications covered by each source were coded as such:

Code	Theme
A	Civic engagement creating positive outcomes for youth
B	Online/digital civic participation and its implications
C	COVID-19 pandemic impacts on civic engagement
D	COVID-19 pandemic impacts on youth mental health and loneliness
E	Youth responses to mental health and loneliness through civic engagement
F	Youth unique needs for effective programming
G	Case studies of programs targeting marginalized/vulnerable/under-represented youth

The following chart table was used to synthesize results:

Author	Publication Year	Article Type	Country	Mentions Civic Engagement?	Mentions Leadership Engagement?	Type of leadership/ civic engagement discussed	Mentions loneliness, mental health or community building?	Specific types of organizations/ types of work/ programs that are impacted?	Title	Additional Notes

Appendix 3: PRISMA-ScR Flow Chart



Appendix 4: All Canadian Sources Included

Canada, Elections. *First-Time Electors – Youth*. 24 Sept. 2021, <https://www.elections.ca/content.aspx?sec-tion=res&dir=rec%2Fpart%2Fyth&document=index&lang=e>.

Cheeptham, Naowarat, et al. "Aboriginal Youth Summer Camp in Science and Health Science: A Western Canadian University Review of 10 Years of Successes and Learning." *International Journal of Science Education, Part B: Communication and Public Engagement*, vol. 10, no. 3, 0 2020, pp. 204–16, <https://doi.org/10.1080/21548455.2020.1748743>.

Cost, Katherine Tombeau, et al. "Mostly Worse, Occasionally Better: Impact of COVID-19 Pandemic on the Mental Health of Canadian Children and Adolescents." *European Child & Adolescent Psychiatry*, vol. 31, no. 4, Apr. 2022, pp. 671–84, <https://doi.org/10.1007/s00787-021-01744-3>.

Crooks, C. V., Burleigh, D., Snowshoe, A., Lapp, A., Hughes, R., & Sisco, A. (2015). A Case Study of Culturally Relevant School-Based Programming for First Nations Youth: Improved Relationships, Confidence and Leadership, and School Success. *Advances in School Mental Health Promotion*, 8(4), 216–230. <https://doi.org/10.1080/1754730X.2015.1064775>

Denault, A.-S., & Poulin, F. (2019). Trajectories of Participation in Organized Activities and Outcomes in Young Adulthood. *Applied Developmental Science*, 23(1), 74–89. <https://doi.org/10.1080/10888691.2017.1308829>

Government of Canada, Statistics Canada. *Canadians' Assessments of Social Media in Their Lives*. 24 Mar. 2021, <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2021003/article/00004-eng.htm>.

Government of Canada, Statistics Canada. *Chapter 6: Political Participation, Civic Engagement and Caregiving among Youth in Canada*. 19 July 2022, <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>.

Halsall, T., McCann, E., & Armstrong, J. (2022). Engaging young people within a collaborative knowledge mobilization network: Development and evaluation. *Health Expectations: An International Journal of Public Participation in Health Care and Health Policy*, 25(2), 617–627. <https://doi.org/10.1111/hex.13409>

Halsall, Tanya, and Tanya Forneris. "Evaluation of a Leadership Program for First Nations, Métis, and Inuit Youth: Stories of Positive Youth Development and Community Engagement." *Applied Developmental Science*, vol. 22, no. 2, Apr. 2018, pp. 125–38, <https://doi.org/10.1080/10888691.2016.1231579>.

Heritage, Canadian. *Building a Youth Policy for Canada – What We Heard Report – Youth*. 28 Nov. 2018, <https://www.canada.ca/en/youth/corporate/transparency/what-we-heard.html>.

Heritage, Canadian. *Canada's First State of Youth Report: For Youth, with Youth, by Youth*. 11 Aug. 2021, <https://www.canada.ca/en/canadian-heritage/campaigns/state-youth/report.html>.

Lenzi, Michela, et al. "Family Affluence, School and Neighborhood Contexts and Adolescents' Civic Engagement: A Cross-National Study." *American Journal of Community Psychology*, vol. 50, no. 1–2, Sept. 2012, pp. 197–210, <https://doi.org/10.1007/s10464-012-9489-7>.

Mental Health Commission of Canada. HeadStrong. (2020). Lockdown Life: Mental Health Impacts of COVID-19 on Youth in Canada. *Health Canada*. https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2021-02/lockdown_life_eng.pdf

Nakhaie, Reza, et al. "Mental Health of Newcomer Refugee and Immigrant Youth During COVID-19." *Canadian Ethnic Studies*, vol. 54, no. 1, 2022, pp. 1–28, <https://www.proquest.com/docview/2626963439/abstract/E8E4D8492C484A54PQ/2>.

Pearce, Sean, and Elizabeth Kristjansson. "Perceptions of the Physical and Social Neighbourhood Environment and Youth Volunteerism: Canada's Capital Region." *Canadian Journal of Nonprofit and Social Economy Research: Revue Canadienne de Recherche Sur Les OSBL et l'Économie Sociale (ANSERJ)*, vol. 10, no. 1, Spring 2019, pp. 41–60, <https://www.proquest.com/docview/2269925561/abstract/E8E4D8492C484A54PQ/193>.

Promoting Health and Well-Being Through Social Inclusion in Toronto: Synthesis of International and Local Evidence and Implications for Future Action.

Samji, H., Dove, N., Ames, M., Barbic, S., Sones, M., & Leadbeater, B. (2021, July). Impacts of the COVID-10 Pandemic on the Health and Well-Being of Young Adults in British Columbia. *British Columbia Centre for Disease Control COVID-19 Young Adult Task Force*. http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID-Impacts/BCCDC_COVID-19_Young_Adult_Health_Well-being_Report.pdf

Understanding the Impact of Youth Engagement on Positive Youth Development – CORE. <https://core.ac.uk/works/9603388>. Accessed 10 July 2022.

Appendix 5: Bibliography of All Included Sources

- Agans, J. P., Champine, R. B., Desouza, L. M., Mueller, M. K., Johnson, S. K., & Lerner, R. M. (2014). Activity Involvement as an Ecological Asset: Profiles of Participation and Youth Outcomes. *Journal of Youth and Adolescence*, 43(6), 919–932. <https://doi.org/10.1007/s10964-014-0091-1>
- Agrawal, N., Someshwar, A., Ravi, A., Dhas, A. A., & Srivastava, A. (2021). Understanding the Role of Participation in Online Support Groups on Mental Well-being. *Indian Journal of Health and Wellbeing*, 12(4), 457–465. <https://www.proquest.com/docview/2621544125/abstract/E8E4D8492C484A54PQ/43>
- Alegría, Margarita, et al. "Development of a Youth Civic Engagement Program: Process and Pilot Testing with a Youth-Partnered Research Team." *American Journal of Community Psychology*, vol. 69, no. 1–2, 2022, pp. 86–99. <https://doi.org/10.1002/ajcp.12548>.
- Alexander, D. T., Barraket, J., Lewis, J. M., & Considine, M. (2012). Civic Engagement and Associationalism: The Impact of Group Membership Scope versus Intensity of Participation. *European Sociological Review*, 28(1), 43–58. <https://www.jstor.org/stable/41343469>
- Anderson, K., Gall, A., Butler, T., Arley, B., Howard, K., Cass, A., & Garvey, G. (2021). Using web conferencing to engage Aboriginal and Torres Strait Islander young people in research: a feasibility study. *BMC Medical Research Methodology*, 21(1), 172. <https://doi.org/10.1186/s12874-021-01366-y>
- Angel, L., Lee, I., Valdovinos, E., & Uy-Smith, E. (2015). 215. Fostering Leadership in Transitional Youth: The Making of an Adolescent Patient Advisory Board. *Journal of Adolescent Health*, 56(2), S110. <https://doi.org/10.1016/j.jadohealth.2014.10.220>
- Anyon, Y., Bender, K., Kennedy, H., & Dechants, J. (2018). A Systematic Review of Youth Participatory Action Research (YPAR) in the United States: Methodologies, Youth Outcomes, and Future Directions. *Health Education & Behavior*, 45(6), 865–878. <https://doi.org/10.1177/1090198118769357>
- Armstrong, L.L., & Manion, I. (2015). Meaningful Youth Engagement as a Protective Factor for Youth Suicidal Ideation. *Journal of Research on Adolescence*. Wiley Online Library. (n.d.). Retrieved July 10, 2022, from <https://onlinelibrary.wiley.com/doi/10.1111/jora.12098>
- Arnold, M. E. (2020). America's Moment: Investing in Positive Youth Development to Transform Youth and Society. *Journal of Youth Development*, 15(5), 16–36. <https://doi.org/10.5195/jyd.2020.996>
- Atkinson, C., Thomas, G., Goodhall, N., Barker, L., Healey, I., Wilkinson, L., & Ogunmyiwa, J. (2019). Developing a Student-Led School Mental Health Strategy. *Pastoral Care in Education*, 37(1), 3–25. <https://doi.org/10.1080/02643944.2019.1570545>
- Atkinson, K. N. (2013). *Education for liberation: A precursor to youth activism for social justice*. ProQuest Information & Learning.
- Augsberger, A., Collins, M., Davis, S., Gecker, W., Lusk, K., & Tena, F. (n.d.). *Engaging Youth in Local Government: Lessons from the Boston Region*. Retrieved July 10, 2022, from <https://core.ac.uk/works/46226607>
- Augsberger, Astraea, et al. "Best Practices for Youth Engagement in Municipal Government." *National Civic Review*, vol. 106, no. 1, 2017, pp. 9–16. <https://www.jstor.org/stable/10.1002/naticivirevi.106.1.0009>.
- Ballard & Ozer. (n.d.). *Implications of Youth Activism for Health and Well-Being*.
- Ballard, Parissa J., et al. "Can a School-Based Civic Empowerment Intervention Support Adolescent Health?" *Preventive Medicine Reports*, vol. 16, Aug. 2019, p. 100968. <https://doi.org/10.1016/j.pmedr.2019.100968>.
- Ballard, Parissa J., et al. "Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood." *Child Development*, vol. 90, no. 4, 2019, pp. 1138–54. <https://doi.org/10.1111/cdev.12998>.
- Balsano, A. B. (2005). Youth Civic Engagement in the United States: Understanding and Addressing the Impact of Social Impediments on Positive Youth and Community Development. *Applied Developmental Science*, 9(4), 188–201. https://doi.org/10.1207/s1532480xads0904_2
- Barker, M. (2021). Social Integration in Social Isolation: Newcomers' Integration during the COVID-19 Pandemic. *New Horizons in Adult Education and Human Resource Development*, 33(2). <https://doi.org/10.1002/nha3.20313>
- Baskin-Sommers, Arielle, et al. "Adolescent Civic Engagement: Lessons from Black Lives Matter." *Proceedings of the National Academy of Sciences of the United States of America*, vol. 118, no. 41, Oct. 2021, p. e2109860118. <https://doi.org/10.1073/pnas.2109860118>.
- Beckett, L. K., Lu, F., & Sabati, S. (2022). Beyond Inclusion: Cultivating a Critical Sense of Belonging through Community-Engaged Research. *Social Sciences*, 11(3), 132. <https://doi.org/10.3390/socsci11030132>
- Beek, M. V., & Patulny, R. (2021). "The threat is in all of us": Perceptions of loneliness and divided communities in urban and rural areas during COVID-19. *Journal of Community Psychology*. <https://doi.org/10.1002/jcop.22732>
- Benefits of Volunteering in Young People at Risk of Social Exclusion*. <https://core.ac.uk/works/84235616>.
- Beyond Neighborhood Play: Factors that Predict Child Civic Engagement - CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/75063407>
- Bolton, R. N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., Loureiro, Y. K., & Solnet, D. (2013). Understanding Generation Y and their use of social media: a review and research agenda. *Journal of Service Management*, 24(3), 245–267. <https://doi.org/10.1108/09564231311326987>
- Bourgeois, A., Bower, J., & Carroll, A. (2014). Social networking and the social and emotional well-being of adolescents in Australia. *Journal of Psychologists and Counsellors in Schools*, 24(2), 167–182.
- Bowe, M., Wakefield, J. R. H., Kellezi, B., Stevenson, C., Mc-Namara, N., Jones, B. A., Sumich, A., & Heym, N. (2022). The mental health benefits of community helping during crisis: Co-ordinated helping, community identification and sense of unity during the COVID-19 pandemic. *Journal of Community & Applied Social Psychology*, 32(3), 521–535. <https://doi.org/10.1002/casp.2520>
- Braun-lewensohn, O. (2016). Sense of coherence, values, youth involvement, civic efficacy and hope: Adolescents during social protest. *Social Indicators Research*, 128(2), 661–673. (n.d.). <http://dx.doi.org/10.1007/s11205-015-1049-8>

- Bryant, M. J., Outley, C., & Edwards, M. B. (2013). Social Justice and Civic Engagement through Participation in a Youth Health Leadership Program. *Journal of Youth Development, 8*(2), 76–83. <https://doi.org/10.5195/jyd.2013.97>
- Breedvelt, J. J. F., Tiemeier, H., Sharples, E., Galea, S., Niedzwiedz, C., Elliott, I., & Bockting, C. L. (2022). The effects of neighbourhood social cohesion on preventing depression and anxiety among adolescents and young adults: rapid review. *BJPsych Open, 8*(4). <https://doi.org/10.1192/bjo.2022.57>
- Brennan, Jan. "Civic Hackathons for Youth." *National Civic Review*, vol. 108, no. 4, 2020, pp. 55–64. <https://www.jstor.org/stable/10.32543/naticivrevi.108.4.0055>.
- Brown, C. D., & Albert, B. (2015). Youth Development Program in Northern Manitoba. *Rural Educator, 36*(2), 1–10. [https://eric.ed.gov/?q=\(youth*+OR+%22young+people%22\)+AND+\(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22\)+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dtySince_2013&pg=16&id=EJ1225585](https://eric.ed.gov/?q=(youth*+OR+%22young+people%22)+AND+(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22)+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dtySince_2013&pg=16&id=EJ1225585)
- Brown, R., & Jeanneret, N. (2015). Re-Engaging At-Risk Youth through Art – The Evolution Program. *International Journal of Education & the Arts, 16*(14). [https://eric.ed.gov/?q=\(youth*+OR+%22young+people%22\)+AND+\(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22\)+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dtySince_2013&pg=6&id=EJ1081846](https://eric.ed.gov/?q=(youth*+OR+%22young+people%22)+AND+(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22)+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dtySince_2013&pg=6&id=EJ1081846)
- Brusilovskiy, E., Townley, G., Snethen, G., & Salzer, M. S. (2016). Social media use, community participation and psychological well-being among individuals with serious mental illnesses. *Computers in Human Behavior, 65*, 232–240. <https://doi.org/10.1016/j.chb.2016.08.036>
- Bryan, J. A., Young, A., Griffin, D., & Holcomb-McCoy, C. (2017). Leadership Practices Linked to Involvement in School-Family-Community Partnerships: A National Study. *Professional School Counseling, 21*(1), 1–13. <https://www.jstor.org/stable/90023527>
- Bryant, M. J., Outley, C., & Edwards, M. B. (2013). Social Justice and Civic Engagement through Participation in a Youth Health Leadership Program. *Journal of Youth Development, 8*(2), 76–83. <https://doi.org/10.5195/jyd.2013.97>
- Calhoun, Deane. "Decreasing the Supply of and Demand for Guns: Oakland's Youth Advocacy Project." *Journal of Urban Health : Bulletin of the New York Academy of Medicine*, vol. 91, no. 1, Feb. 2014, pp. 72–83. <https://doi.org/10.1007/s11524-013-9835-6>.
- Callina, K. S., Johnson, S. K., Buckingham, M. H., & Lerner, R. M. (2014). Hope in context: Developmental profiles of trust, hopeful future expectations, and civic engagement across adolescence. *Journal of Youth and Adolescence, 43*(6), 869–883. (n.d.). <http://dx.doi.org/10.1007/s10964-014-0096-9>
- Canada, E. (2021, September 24). *First-Time Electors – Youth*. <https://www.elections.ca/content.aspx?section=res&dir=rec%2Fpart%2Fyth&document=index&lang=e>
- Canas, E., Lachance, L., Phipps, D., & Birchwood, C. C. (2019). What makes for effective, sustainable youth engagement in knowledge mobilization? A perspective for health services. *Health Expectations : An International Journal of Public Participation in Health Care and Health Policy, 22*(5), 874–882. <https://doi.org/10.1111/hex.12918>
- Chan, R. C. H., Mak, W. W. S., Chan, W.-Y., & Lin, W.-Y. (2021). Effects of Social Movement Participation on Political Efficacy and Well-Being: A Longitudinal Study of Civically Engaged Youth. *Journal of Happiness Studies, 22*(5), 1981–2001. <https://doi.org/10.1007/s10902-020-00303-y>
- Chan, W. Y., Ou, S.-R., & Reynolds, A. J. (2014). Adolescent civic engagement and adult outcomes: An examination among urban racial minorities. *Journal of Youth and Adolescence, 43*(11), 1829–1843. <https://doi.org/10.1007/s10964-014-0136-5>
- Cheeptham, N., Mahara, S., Antoine, M., Insuk, C., & Loy, K. (2020). Aboriginal Youth Summer Camp in Science and Health Science: A Western Canadian University Review of 10 Years of Successes and Learning. *International Journal of Science Education, Part B: Communication and Public Engagement, 10*(3), 204–216. <https://doi.org/10.1080/21548455.2020.1748743>
- Chen, P. J., & Stilinovic, M. (2020). New Media and Youth Political Engagement. *Journal of Applied Youth Studies, 1*–14. <https://doi.org/10.1007/s43151-020-00003-7>
- Cheung, C. (2013). Public Policies that Help Foster Social Inclusion. *Social Indicators Research, 112*(1), 47–68. <https://doi.org/10.1007/s11205-012-0039-3>
- Choi, B., Kim, H., & Huh-Yoo, J. (2021). Seeking Mental Health Support Among College Students in Video-Based Social Media: Content and Statistical Analysis of YouTube Videos. *JMIR Formative Research, 5*(11), e31944. <https://doi.org/10.2196/31944>
- Christine M. Cress. "Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement" *Diversity & Democracy* Vol. 15 Iss. 3 (2012) Available at: http://works.bepress.com/christine_cress/12/
- Cicognani, E. (2012). Gender differences in youths' political engagement and participation. The role of parents and of adolescents' social and civic participation. *Journal of Adolescence*. Wiley Online Library. (n.d.). Retrieved July 10, 2022, from <https://onlinelibrary.wiley.com/doi/10.1016/j.adolescence.2011.10.002>
- Cicognani, E., Mazzoni, D., Albanesi, C., & Zani, B. (2015). *Sense of Community and Empowerment Among Young People: Understanding Pathways from Civic Participation to Social Well-Being*. *Voluntas, 26*(1), 24–44. <https://doi.org/10.1007/s11266-014-9481-y>
- #CivicEngagement: An Exploratory Study of Social Media Use and Civic Engagement Among Undergraduates – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/49602524>
- Civic Engagement Among Emerging Adults: Self-Efficacy, Purpose, And Program Experiences – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/89895466>
- Civic learning for dissent: College students' activist orientation, campus climates, and higher education in the American democracy – CORE. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/64851507>
- Clark, C., & Teravainen-Goff, A. (2018). School Libraries: Why Children and Young People Use Them or Not, Their Literacy Engagement and Mental Wellbeing. Findings from Our Annual Literacy Survey 2017/2018. *National Literacy Trust Research Report*. National Literacy Trust. [https://eric.ed.gov/?q=\(youth*+OR+%22young+people%22\)+AND+\(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22\)+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dtySince_2013&pg=8&id=ED593893](https://eric.ed.gov/?q=(youth*+OR+%22young+people%22)+AND+(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22)+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dtySince_2013&pg=8&id=ED593893)

- Clarke, A. M., Chambers, D., & Barry, M. M. (2017). *Bridging the Digital Disconnect: Exploring the Views of Professionals on Using Technology to Promote Young People's Mental Health*. *School Psychology International*, 38(4), 380–397. <https://doi.org/10.1177/0143034317700937>
- Collin, P., Lala, G., Palombo, L., Maci, G., Marrades, R., & Vromen, A. (2016). *Creating Benefit for All: Young People, Engagement and Public Policy*. <https://researchdirect.westernsydney.edu.au/islandora/object/uws%3A36403/>
- Community Civic Engagement as an Enabler of Student Flourishing – CORE*. <https://core.ac.uk/works/84229414>.
- Community Engagement Strategies for Civic Participation in Youth Development: The University of Mississippi's Fight Against Poverty – CORE*. <https://core.ac.uk/works/10272427>.
- Community Organizing as a Vehicle to Promote Public Health in Clarkston, GA: A Literature Review & Case Study of Georgia Refugee Health and Mental Health – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/9094032>
- Coping With the COVID-19 Crisis: A Call for Youth Engagement and the Inclusion of Young People in Matters That Affect Their Lives – Journal of Adolescent Health*. [https://www.jahonline.org/article/S1054-139X\(20\)30185-3/fulltext](https://www.jahonline.org/article/S1054-139X(20)30185-3/fulltext).
- Cost, K. T., Crosbie, J., Anagnostou, E., Birken, C. S., Charach, A., Monga, S., Kelley, E., Nicolson, R., Maguire, J. L., Burton, C. L., Schachar, R. J., Arnold, P. D., & Korczak, D. J. (2022). Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry*, 31(4), 671–684. <https://doi.org/10.1007/s00787-021-01744-3>
- Cress, C. M. (2012). *Civic engagement and student success: Leveraging multiple degrees of achievement*. *Diversity and Democracy*, 15(3), 2–4.
- Cresswell-Smith, J., Macintyre, A. K., & Wahlbeck, K. (2021). Untapped potential? Action by non-governmental organisations on the social determinants of mental health in high-income countries: an integrative review. *Voluntary Sector Review*, 12(2), 189–209. <https://doi.org/10.1332/204080520X15874661935482>
- Crocetti, E., Erentait, R., & Ukauskien, R. (2014). Identity Styles, Positive Youth Development, and Civic Engagement in Adolescence. *Journal of Youth and Adolescence*, 43(11), 1818–28. <http://dx.doi.org.ezproxy.lib.ryerson.ca/10.1007/s10964-014-0100-4>.
- Crooks, Claire V., et al. "A Case Study of Culturally Relevant School-Based Programming for First Nations Youth: Improved Relationships, Confidence and Leadership, and School Success." *Advances in School Mental Health Promotion*, vol. 8, no. 4, 0 2015, pp. 216–30. <https://doi.org/10.1080/1754730X.2015.1064775>.
- Cummings, Mark, et al. *Adolescent Civic Engagement and Perceived Political Conflict: The Role of Family Cohesion*. <https://core.ac.uk/works/37955632>.
- Curran, T., & Wexler, L. (2017). School-Based Positive Youth Development: A Systematic Review of the Literature. *Journal of School Health*, 87(1), 71–80.
- Dadich, A., Link to external site, this link will open in a new window, Boydell, K. M., Habak, S., & Watfern, C. (2021). Positive Organisational Arts-Based Youth Scholarship: Redressing Discourse on Danger, Disquiet, and Distress during COVID-19. *International Journal of Environmental Research and Public Health*, 18(11), 5655. <https://doi.org/10.3390/ijerph18115655>
- Denaut, A.-S., & Poulin, F. (2019). Trajectories of Participation in Organized Activities and Outcomes in Young Adulthood. *Applied Developmental Science*, 23(1), 74–89. <https://doi.org/10.1080/1088691.2017.1308829>
- Dewa, L. H., Lawrance, E., Roberts, L., Brooks-Hall, E., Ashrafian, H., Fontana, G., & Paul, A. (2021). Quality Social Connection as an Active Ingredient in Digital Interventions for Young People With Depression and Anxiety: Systematic Scoping Review and Meta-analysis. *Journal of Medical Internet Research*, e26584. <https://doi.org/10.2196/26584>
- Digital civic engagement by young people UNICEF*. (n.d.). https://www.unicef.org/media/72436/file/Digital-civic-engagement-by-young-people-2020_4.pdf
- Donald, W. E. & Jackson, D.. (2022). Subjective Wellbeing among University Students and Recent Graduates: Evidence from the United Kingdom. *International Journal of Environmental Research and Public Health*, 19(11), 6911. <https://doi.org/10.3390/ijerph19116911>
- Donovan, O. M. (2017). *Using Technologies to Support the Social and Academic Engagement of Young People with Cancer*. ProQuest LLC.
- Earl, J. (2018). Youth protest's new tools and old concerns. *Contexts*, 17(2), 15–17. <https://www.jstor.org/stable/26500877>
- Earl, J., & Elliott, T. (2018). *Organizing the Next Generation: Youth Engagement with Activism Inside and Outside of Organizations*. (n.d.). Retrieved July 9, 2022, from <https://journals.sagepub.com/doi/10.1177/2056305117750722>
- Elsaesser, C., Heath, R. D., Kim, J.-B., & Bouris, A. (2018). The Long-Term Influence of Social Support on Academic Engagement among Latino Adolescents: Analysis of between-Person and within-Person Effects among Mexican and Other Latino Youth. *Youth & Society*, 50(8), 1123–1144. <https://doi.org/10.1177/0044118X16656086>
- Erbstein, N. (2013). Engaging Underrepresented Youth Populations in Community Youth Development: Tapping Social Capital as a Critical Resource. *New Directions for Youth Development*. <https://doi.org/10.1002/yd.20061>
- Eric, L. (2019). Youth engagement on health as a political issue. *European Journal of Public Health*, 29(Supplement_4), ckz186.008. <https://doi.org/10.1093/eurpub/ckz186.008>
- Estrella Zambrana, M. L. (2016). *Place attachment, civic engagement, and collective well-being among Chicago's Puerto Rican youth*. ProQuest Information & Learning.
- Fernández, J. S., & Watts, R. J. (2022). Sociopolitical Development as Emotional Work: How Young Organizers Engage Emotions to Support Community Organizing for Transformative Racial Justice. *Journal of Adolescent Research*, 07435584221091497. <https://doi.org/10.1177/07435584221091497>
- Finlay, A. K., & Flanagan, C. (2013). Adolescents' Civic Engagement and Alcohol Use: Longitudinal Evidence for Patterns of Engagement and Use in the Adult Lives of a British Cohort. *Journal of Adolescence*, 36(3), 435–446. <https://doi.org/10.1016/j.adolescence.2013.01.006>
- Fisher, M. J. B. (2017). *The power in the pattern: Relationships between out-of-school time activity participation profiles and civic engagement in youth*. ProQuest Information & Learning.
- Flanagan, C. (2015). Youth finding meaning through a larger sense of community. *American Journal of Orthopsychiatry*, 85(6, Suppl), S70–S78. <https://doi.org/10.1037/ort0000105>

- Forenza, B. (2017). Empowering Processes of a Countywide Arts Intervention for High School Youth. *Journal of Youth Development, 12*(2), 21–40. <https://doi.org/10.5195/jyd.2017.35>
- Forsman, A. K., Herberts, C., Wrzus, C., Cutrona, C. E., Victor, C. R., Victor, C. R., Victor, C. R., Luanaigh, C., Perlman, D., Nyqvist, F., Nyqvist, F., Litwin, H., Lee, H. Y., Kawachi, I., Muckenhuber, J., Saarela, J., Tomaka, J., Kafetsios, K., ... Lauder, W. (n.d.). *The association between social capital and loneliness in different age groups: a population-based study in Western Finland*. Retrieved July 10, 2022, from <https://core.ac.uk/works/7986954>
- Foss, L., Brown, S. A., Sutherland, S., Miller, C. J., & Philliber, S. (2022). A randomized controlled trial of the impact of the Teen Council peer education program on youth development. *Health Education Research, 37*(1), 36–47. <https://doi.org/10.1093/her/cyac001>
- Full article: *Engaging youth in global health and social justice: a decade of experience teaching a high school summer course*. (n.d.). Retrieved July 10, 2022, from <https://www.tandfonline.com/doi/full/10.1080/16549716.2021.1987045>
- Garcia, J., Vargas, N., Clark, J. L., Magaña Álvarez, M., Nelons, D. A., & Parker, R. G. (2020). Social isolation and connectedness as determinants of well-being: Global evidence mapping focused on LGBTQ youth. *Global Public Health, 15*(4), 497–519. <https://doi.org/10.1080/17441692.2019.1682028>
- Garriguet, D. (2021, February 1). Portrait of youth in Canada: Data report - Chapter 1: Health of youth in Canada. *Statistics Canada*. (n.d.). https://publications.gc.ca/collections/collection_2021/statcan/42-28-0001/CS42-28-0001-2021-1-eng.pdf
- Gebbia, M. I., Maculaitis, M. C., & Camenzuli, C. A. (2012). The Relationship between Volunteer Experience Quality and Adolescent Bullying. *North American Journal of Psychology, 14*(3), 455–470. <https://www.proquest.com/docview/1287407088/abstract/E8E4D8492C484A54PQ/325>
- Gerodimos, R. (2012). Online Youth Civic Attitudes and the Limits of Civic Consumerism. *Information, Communication & Society, 15*(2), 217–245. <https://doi.org/10.1080/1369118X.2011.572983>
- Gibson, M., Stuart, J., Leske, S., Ward, R., & Vidyattama, Y. (2021). Does community cultural connectedness reduce the influence of area disadvantage on Aboriginal & Torres Strait Islander young peoples' suicide? *Australian and New Zealand Journal of Public Health, 45*(6), 643–650. <https://doi.org/10.1111/1753-6405.13164>
- Godfrey, E. B., Burson, E. L., Yanisch, T. M., Hughes, D., & Way, N. (2019). A Bitter Pill to Swallow? Patterns of Critical Consciousness and Socioemotional and Academic Well-Being in Early Adolescence. *Developmental Psychology, 55*(3), 525–537. <https://doi.org/10.1037/dev0000558>
- Goodfellow, C., Hardoon, D., Inchley, J., Leyland, A. H., Qualter, P., Simpson, S. A., & Long, E. (2022). Loneliness and personal well-being in young people: Moderating effects of individual, interpersonal, and community factors. *Journal of Adolescence, 94*(4), 554–568. <https://doi.org/10.1002/jad.12046>
- Gotfredsen, A. C., & Landstedt, E. (2021). 'I teach them that anything is possible': exploring how adult leaders perceive and handle social factors of youth mental health in the context of young people's civic engagement. *Community Development Journal, 56*(3), 506–523. <http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-87734>
- Goth, U. S., & Småland, E. (2014). The Role of Civic Engagement for Men's Health and Well Being in Norway—A Contribution to Public Health. *International Journal of Environmental Research and Public Health, 11*(6), 6375–6387. <https://www.proquest.com/docview/1544528735/abstract/E8E4D8492C484A54PQ/137>
- Government of Canada, S. C. (2022, July 19). *Chapter 6: Political participation, civic engagement and caregiving among youth in Canada*. <https://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm>
- Government of Canada, S. C. (2021, March 24). *Canadians' assessments of social media in their lives*. <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2021003/article/00004-eng.htm>
- Goyette, M., Mann-feder, V., Turcotte, D., & Grenier, S. (2016). Youth empowerment and engagement: an analysis of support practices in the youth protection system in Québec. *Revista Española de Pedagogía, 74*(263), 31–49. <https://www.jstor.org/stable/24711267>
- Grimwood, T., Goodwin, V., & Grabrovaz, M. (2020). *Voluntary and community organisations in Cumbria: assets for young people's decision-making?* [Report]. Health and Society Knowledge Exchange (HASKE). <https://www.hellofuture.ac.uk/wp-content/uploads/Voluntary-and-Community-Organisations-in-Cumbria-Assets-for-Young-Peoples-Decision-Making-1.pdf>
- Grose, R. G., Halden Brown, E., Roth Bayer, C., & Paulk, E. (2022). The youth HIV policy advisors programme: Creating change agents and policy leaders. *Health Education Journal, 81*(3), 293–311. <https://doi.org/10.1177/00178969211073416>
- Gutierrez, I. A., & Mattis, J. S. (2014). Factors Predicting Volunteer Engagement Among Urban-Residing African American Women. *Journal of Black Studies, 45*(7), 599–619. <https://www.jstor.org/stable/24572879>
- Gutuskey, L., McCaughtry, N., Shen, B., Centeio, E., & Garn, A. (2016). The Role and Impact of Student Leadership on Participants in a Healthy Eating and Physical Activity Programme. *Health Education Journal, 75*(1), 27–37. <https://doi.org/10.1177/0017896914561878>
- Halsall, T., & Forneris, T. (2018). Evaluation of a leadership program for First Nations, Métis, and Inuit Youth: Stories of positive youth development and community engagement. *Applied Developmental Science, 22*(2), 125–138. <https://doi.org/10.1080/10888691.2016.1231579>
- Halsall, T., McCann, E., & Armstrong, J. (2022). Engaging young people within a collaborative knowledge mobilization network: Development and evaluation. *Health Expectations: An International Journal of Public Participation in Health Care and Health Policy, 25*(2), 617–627. <https://doi.org/10.1111/hex.13409>
- Haseltine, W. A. (n.d.). *Young People Hit Hardest By Loneliness And Depression During COVID-19*. Forbes. Retrieved July 20, 2022, from <https://www.forbes.com/sites/williamhaseltine/2021/04/13/young-people-hit-hardest-by-loneliness-and-depression-during-covid-19/>
- Heafner, Tina Lane. "Agency, Advocacy, Activism: Action for Social Studies." *Social Education*, vol. 84, no. 1, 0 2020, pp. 4–12.
- Heritage, Canadian. Building a Youth Policy for Canada - *What We Heard Report - Youth*. 28 Nov. 2018. <https://www.canada.ca/en/youth/corporate/transparency/what-we-heard.html>
- Heritage, Canadian. *Canada's First State of Youth Report: For Youth, with Youth, by Youth*. 11 Aug. 2021. <https://www.canada.ca/en/canadian-heritage/campaigns/state-youth/report.html>
- Hsueh, Y.-C., Batchelor, R., Liebmann, M., Dhanani, A., Vaughan, L., Fett, A.-K., Mann, F., & Pitman, A. (2022). A Systematic Review of Studies Describing the Effectiveness, Acceptability, and Potential Harms of Place-Based Interventions to Address Loneliness and Mental Health Problems. *International Journal of Environmental Research and Public Health, 19*(8), 4766. <https://doi.org/10.3390/ijerph19084766>

Impacts of adolescent and young adult civic engagement on health and socioeconomic status in adulthood. (n.d.).

Ishizawa, H. (2015). Civic Participation through Volunteerism among Youth across Immigrant Generations. *Sociological Perspectives, 58*(2), 264–285. <https://www.jstor.org/stable/44014704>

Jennings, V., & Bamkole, O. (2019). The Relationship between Social Cohesion and Urban Green Space: An Avenue for Health Promotion. *International Journal of Environmental Research and Public Health, 16*(3). <https://doi.org/10.3390/ijerph16030452>

Jeong, T., & Seol, D.-H. (2022). Theoretical Construction of a Fragmented Society: Fragmentations in Social System and in Interpersonal Relationships. *Journal of Asian Sociology, 51*(1), 97–128. <https://doi.org/10.21588/dns.2022.51.1.004>

Keller, T. E., Perry, M., & Spencer, R. (2020). Reducing Social Isolation Through Formal Youth Mentoring: Opportunities and Potential Pitfalls. *Clinical Social Work Journal, 48*(1), 35–45. <https://doi.org/10.1007/s10615-019-00727-x>

Kupchik, A., & Catlaw, T. J. (2013). *Discipline and Participation: The Long-Term Effects of Suspension and School Security on the Political and Civic Engagement of Youth.* <https://escholarship.org/uc/item/2x35t1tf>

Landstedt, Evelina, et al. "Disentangling the Directions of Associations between Structural Social Capital and Mental Health: Longitudinal Analyses of Gender, Civic Engagement and Depressive Symptoms." *Social Science & Medicine*, vol. 163, Aug. 2016, pp. 135–43. <https://doi.org/10.1016/j.socscimed.2016.07.005>.

Lardier, D. T., Opara, I., Bergeson, C., Herrera, A., Garcia Reid, P., & Reid, R. J. (2019). A study of psychological sense of community as a mediator between supportive social systems, school belongingness, and outcome behaviours among urban high school students of color. *Journal of Community Psychology, 47*(5), 1131–1150.

Laslo Roth, R., George Levi, S., & Margalit, M. (2020). Social participation and posttraumatic growth: The serial mediation of hope, social support, and reappraisal. *Journal of Community Psychology, 49*(1–2), 197–210. <https://doi.org/10.1002/jcop.22490>

Lawrence Youth Council: A Model for Youth Participation in Creating Healthy Cities. (n.d.).

Lenzi, M., Vieno, A., Perkins, D. D., Santinello, M., Elgar, F. J., Morgan, A., & Mazzardis, S. (2012). Family Affluence, School and Neighborhood Contexts and Adolescents' Civic Engagement: A Cross-National Study. *American Journal of Community Psychology, 50*(1–2), 197–210. <https://doi.org/10.1007/s10464-012-9489-7>

Leonard, G. A. (2015, Fall). *Social Network Activity and Social Well-Being in Emerging Adults.* ERA. <https://doi.org/10.7939/R3416T991>

Leonard, S. E. (2017). *After the Bell: Youth Activity Engagement in Relation to Income and Metropolitan Status.* National Issue Brief Number 121. Carsey School of Public Policy. [https://eric.ed.gov/?q={youth*+OR+%22young+people%22}+AND+{%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22}+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dtYSince_2013&pg=16&id=ED586220](https://eric.ed.gov/?q={youth*+OR+%22young+people%22}+AND+{%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22}+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dtYSince_2013&pg=16&id=ED586220)

Leonard, S., Stiles, A. A., & Gudiño, O. G. (2016). School Engagement of Youth Investigated by Child Welfare Services: Associations with Academic Achievement and Mental Health. *School Mental Health, 8*(3), 386–398. <https://doi.org/10.1007/s12310-016-9186-z>

Leonard, S. S., & Gudiño, O. G. (2016). Academic and Mental Health Outcomes of Youth Placed in Out-of-Home Care: The Role of School Stability and Engagement. *Child & Youth Care Forum, 45*(6), 807–827. <https://doi.org/10.1007/s10566-016-9357-y>

Lickiss, S., Lowery, L., & Triemstra, J. D. (2020). Voter registration and engagement in an adolescent and young adult primary care clinic. *Journal of Adolescent Health, 66*(6), 747–749. <https://doi.org/10.1016/j.jadohealth.2019.11.316>

Liebenberg, L., Sylliboy, A., Davis-Ward, D., & Vincent, A. (2017). Meaningful Engagement of Indigenous Youth in PAR: The Role of Community Partnerships. *International Journal of Qualitative Methods, 16*(1), 1609406917704095. <https://doi.org/10.1177/1609406917704095>

Lipscomb, S. (2018). Engaged Communities are Thriving Communities. *National Civic Review, 10*(3), 37–47. <https://www.jstor.org/stable/10.32543/naticivirevi.107.3.0037>

Li, X., & Shek, D. T. L. (2020). Objective Outcome Evaluation of a Leadership Course Utilising the Positive Youth Development Approach in Hong Kong. *Assessment & Evaluation in Higher Education, 45*(5), 741–757. <https://doi.org/10.1080/02602938.2019.1696944>

Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., Linney, C., McManus, M. N., Borwick, C., & Crawley, E. (2020). Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. *Journal of the American Academy of Child and Adolescent Psychiatry, 59*(11), 1218–1239.e3. <https://doi.org/10.1016/j.jaac.2020.05.009>

Local Community Experience as an Anchor Sustaining Reorientation Processes during COVID-19 Pandemic. (2021). *Sustainability, 13*(8), 4385. <https://doi.org/10.3390/su13084385>

MacPhee, D., Forlenza, E., Christensen, K., & Prendergast, S. (2017). Promotion of civic engagement with the Family Leadership Training Institute. *American Journal of Community Psychology, 60*(3–4), 568–583. <https://doi.org/10.1002/ajcp.12205>

Madrigal, Daniel, et al. "Developing Youth Environmental Health Literacy and Civic Leadership through Community Air Monitoring in Imperial County, California." *International Journal of Environmental Research and Public Health*, vol. 17, no. 5, Mar. 2020, p. 1537. <https://doi.org/10.3390/ijerph17051537>.

Mak, H. W., Coulter, R., & Fancourt, D. (2022). Relationships between Volunteering, Neighbourhood Deprivation and Mental Wellbeing across Four British Birth Cohorts: Evidence from 10 Years of the UK Household Longitudinal Study. *International Journal of Environmental Research and Public Health, 19*(3), 1531. <https://doi.org/10.3390/ijerph19031531>

Mak, W. W. S., Ng, S. M., Tsoi, E. W. S., & Yu, B. C. L. (2022). Interconnectedness Is Associated with a Greater Sense of Civic Duty and Collective Action Participation through Transcendental Awareness and Compassion during COVID-19. *International Journal of Environmental Research and Public Health, 19*(12), 7261. <https://doi.org/10.3390/ijerph19127261>

Malema, M. J., Young, M. E. M., & Wegner, L. (2022). Leisure programmes that promote leadership amongst youth with, and without disabilities: A scoping review. *African Journal for Physical Activity and Health Sciences, 28*(1), 47–62. <https://www.ajol.info/index.php/ajpherd/article/view/225277>

Manganelli, S., Lucidi, F., & Alivernini, F. (2015). Italian adolescents' civic engagement and open classroom climate: The mediating role of self-efficacy. *Journal of Applied Developmental Psychology, 41*, 8–18. <https://doi.org/10.1016/j.appdev.2015.07.001>

- Marques, J. (2016). Shaping Morally Responsible Leaders: Infusing Civic Engagement into Business Ethics Courses. *Journal of Business Ethics*, 135(2), 279–291. <https://www.jstor.org/stable/24736082>
- May, M., & Smilde, D. (2016). Minority Participation and Well-Being in Majority Catholic Nations: What Does it Mean to be a Religious Minority? *Journal of Religion and Health*, 55(3), 874–894. <https://www.jstor.org/stable/24735671>
- McCombs, J. S., Augustine, C. H., Unlu, F., Ziolo-Guest, K. M., Naftel, S., Gomez, C. J., Marsh, T., Akinniranye, G., & Todd, I. (2019). *Investing in Successful Summer Programs: A Review of Evidence under the Every Student Succeeds Act. Research Report. RR-2836-WF*. RAND Corporation.
- Mcdougale, L., Handy, F., Konrath, S., & Walk, M. (2014). Health Outcomes and Volunteering: The Moderating Role of Religiosity. *Social Indicators Research*, 117(2), 337–351. <https://doi.org/10.1007/s11205-013-0336-5>
- Melendez-Torres, G. J., Dickson, K., Fletcher, A., Thomas, J., Hinds, K., Campbell, R., Murphy, S., & Bonell, C. (2016). Systematic review and meta-analysis of effects of community-delivered positive youth development interventions on violence outcomes. *Journal of Epidemiology and Community Health* (1979-), 70(12), 1171–1177. <https://www.jstor.org/stable/44133782>
- Mental Health Commission of Canada. HeadStrong. (2020). Lockdown Life: Mental Health Impacts of COVID-19 on Youth in Canada. *Health Canada*. https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2021-02/lockdown_life_eng.pdf
- Miller, K. K., Shramko, M., Brown, C., & Svetaz, M. V. (2021). The Election Is Over, Now What? Youth Civic Engagement as a Path to Critical Consciousness. *Journal of Adolescent Health*, 68(2), 233–235. <https://doi.org/10.1016/j.jadohealth.2020.10.033>
- Moll, A., & Renault, L. (2014). Rebirth, empowerment, and youth leading social change: non-formal education in Honduras. *Gender and Development*, 22(1), 31–47. <https://www.jstor.org/stable/24697418>
- Monkman, K., & Proweller, A. (2016). Emerging Youth Leaders in an After-School Civic Leadership Program. *Schools: Studies in Education*, 13(2), 179–197. <https://www.jstor.org/stable/26562413>
- Murnaghan, D., Morrison, W., Laurence, C., & Bell, B. (2014). Investigating Mental Fitness and School Connectedness in Prince Edward Island and New Brunswick, Canada. *Journal of School Health*, 84(7), 444–450. <https://doi.org/10.1111/josh.12169>
- Nakhaie, R., Ramos, H., Vosoughi, D., & Baghdadi, O. (2022). Mental Health of Newcomer Refugee and Immigrant Youth During COVID-19. *Canadian Ethnic Studies*, 54(1), 1–28. <https://www.proquest.com/docview/2626963439/abstract/E8E4D-8492C484A54PQ/2>
- Napoli, I. D., Dolce, P., & Arcidiacono, C. (2019). Community Trust: A Social Indicator Related to Community Engagement. *Social Indicators Research*, 145(2), 551–579. <https://doi.org/10.1007/s11205-019-02114-y>
- National youth work and youth policy programme 2020–2023: Aiming to ensure a meaningful life and social inclusion for all young people* – CORE. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/97048198>
- Nishimoto, S. (2019). Insights in Public Health. *Hawai'i Journal of Health & Social Welfare*, 78(8), 270–273. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6695338/>
- O'Brien, K. A., & Bowles, T. V. (2013). The Importance of Belonging for Adolescents in Secondary School Settings. *The European Journal of Social & Behavioural Sciences*, 5(2), 976–984. <https://www.proquest.com/docview/1532446221/citation/E8E4D-8492C484A54PQ/255>
- Oppong Asante, K., Meyer-Weitz, A., & Petersen, I. (2016). Mental Health and Health Risk Behaviours of Homeless Adolescents and Youth: A Mixed Methods Study. *Child & Youth Care Forum*, 45(3), 433–449. <https://doi.org/10.1007/s10566-015-9335-9>
- Ozaki, C. (2020). The Broomfield Connection: Civic Engagement and the Creation of a Consolidated City and County. *National Civic Review*, 109(1), 58–68. <https://www.jstor.org/stable/10.32543/naticivirevi.109.1.0058>
- Parry, S., McCarthy, S. R., & Clark, J. (2022). Young people's engagement with climate change issues through digital media – a content analysis. *Child and Adolescent Mental Health*, 27(1), 30–38. <https://doi.org/10.1111/camh.12532>
- Pearce, S., & Kristjansson, E. (2019). Perceptions of the Physical and Social Neighbourhood Environment and Youth Volunteerism: Canada's Capital Region. *Canadian Journal of Nonprofit and Social Economy Research: Revue Canadienne de Recherche Sur Les OSBL et l'Économie Sociale* (ANSERJ), 10(1), 41–60. <https://www.proquest.com/docview/2269925561/abstract/E8E4D-8492C484A54PQ/193>
- Pelcher, A., & Rajan, S. (2016). After-School Program Implementation in Urban Environments: Increasing Engagement among Adolescent Youth. *Journal of School Health*, 86(8), 585–594. <https://doi.org/10.1111/josh.12411>
- Pierre, J. (2019). *Building a Digital Family Examining Social Media and Social Support in the Development of Youth "At-Risk."* ProQuest LLC.
- Polson, E. C., Kim, Y.-I., Jang, S. J., Johnson, B. R., & Smith, B. (2013). Being Prepared and Staying Connected: Scouting's Influence on Social Capital and Community Involvement. *Social Science Quarterly*, 94(3), 758–776. <https://www.jstor.org/stable/42864159>
- Poon, B. T., Atchison, C., & Kwan, A. (2022). Understanding the Influence of Community-Level Determinants on Children's Social and Emotional Well-Being: A Systems Science and Participatory Approach. *International Journal of Environmental Research and Public Health*, 19(10), 5972. <https://doi.org/10.3390/ijerph19105972>
- Positive youth development programs build civically engaged leaders* – CORE. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/61678168>
- Pozeg, R., Pattison-Meek, J., Willard, K., Crapsi, L., & Milford, R. (2017). School-Community Partnerships: Building Healthy Communities with Youth. *Youth Engagement in Health Promotion*, 1(3). <https://jps.library.utoronto.ca/index.php/youthengage/article/view/Commentary>
- Prince, A. M. T. (2013). *Postschool Engagement of Youths with Disabilities in South Carolina: Analysis of Employment and Post-secondary Education Outcomes across Three Years*. ProQuest LLC.
- Psychological, Social and Political Correlates of Youth Civic Engagement in Kosovo* – CORE. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/107398900>

- Puri, A., & Sharma, R. (2016). Internet usage, depression, social isolation and loneliness amongst adolescents. *Indian Journal of Health and Wellbeing*, 7(10), 996–1003. <https://www.proquest.com/docview/1843832254/abstract/E8E4D-8492C484A54PQ/219>
- Rapacciuolo, A., Filardi, P. P., Cuomo, R., Mauriello, V., Quarto, M., Kisslinger, A., Savarese, G., Illario, M., & Tramontano, D. (2016). The Impact of Social and Cultural Engagement and Dieting on Well-Being and Resilience in a Group of Residents in the Metropolitan Area of Naples. *Journal of Aging Research*, 2016. <https://doi.org/10.1155/2016/4768420>
- Riley, K. A. (2013). Walking the leadership tightrope: building community cohesiveness and social capital in schools in highly disadvantaged urban communities. *British Educational Research Journal*, 39(2), 266–286. <https://www.jstor.org/stable/24463930>
- Rose, T., Joe, S., Shields, J., & Caldwell, C. H. (2014). Social Integration and the Mental Health of Black Adolescents. *Child Development*, 85(3), 1003–1018. <https://www.jstor.org/stable/24031906>
- Rossetti, J., Berkowitz, S., & Maher, A. (2016). Somerville, Massachusetts: A City's Comprehensive Approach to Youth Development. *National Civic Review*, 105(1), 3–11. <https://doi.org/10.1002/ncr.21262>
- Ross, J. A., & Stoecker, R. (2016). The Emotional Context of Higher Education Community Engagement. *Journal of Community Engagement and Scholarship*, 9(2), 7–18. <https://www.proquest.com/docview/1953862192/abstract/E8E4D-8492C484A54PQ/188>
- Samji, H., Dove, N., Ames, M., Barbic, S., Sones, M., & Leadbeater, B. (2021, July). Impacts of the COVID-10 Pandemic on the Health and Well-Being of Young Adults in British Columbia. *British Columbia Centre for Disease Control COVID-19 Young Adult Task Force*. http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID-Impacts/BCCDC_COVID-19_Young_Adult_Health_Well-being_Report.pdf
- Settipani, C. A., Hawke, L. D., Cleverley, K., Chaim, G., Cheung, A., Mehra, K., Rice, M., Szatmari, P., & Henderson, J. (2019). Key attributes of integrated community-based youth service hubs for mental health: a scoping review. *International Journal of Mental Health Systems*, 13(1), 52. <https://doi.org/10.1186/s13033-019-0306-7>
- Shaewitz, D., Manriquez, G., Bradley, C., DeLong, E., Hagins, J., Lovett, H., Olivarez, F., & Saunders, J. (2020). Listen to Us: Responses from Youth with Disabilities during the Youth Voices Community Forum. *Institute for Educational Leadership*. [https://eric.ed.gov/?q=\(youth*+OR+%22young+people%22\)+AND+\(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22\)+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dytSince_2013&pg=4&id=ED615670](https://eric.ed.gov/?q=(youth*+OR+%22young+people%22)+AND+(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22)+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dytSince_2013&pg=4&id=ED615670)
- Shaw, P. W., & Constantineanu, C. (2016). Space and Community, Engagement and Empowerment: The Missional Equipping of Children. *Transformation*, 33(3), 208–217. <https://www.jstor.org/stable/90008914>
- Six Strategies to Build Empowering Youth Engagement*. (2021). Coalition for Community Schools. [https://eric.ed.gov/?q=\(youth*+OR+%22young+people%22\)+AND+\(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22\)+AND+\(mental*+health*+OR+%22loneliness%22\)&ff1=dytSince_2013&pg=5&id=ED614103](https://eric.ed.gov/?q=(youth*+OR+%22young+people%22)+AND+(%22engagement%22+OR+%22civic+engagement%22+OR+%22leadership%22+OR+%22leadership+activities%22+OR+%22civic+activities%22)+AND+(mental*+health*+OR+%22loneliness%22)&ff1=dytSince_2013&pg=5&id=ED614103)
- Snellman, K., Silva, J. M., Fredrick, C. B., & Putnam, R. D. (2015). The Engagement Gap: Social Mobility and Extracurricular Participation among American Youth. *The Annals of the American Academy of Political and Social Science*, 657, 194–207. <https://www.jstor.org/stable/24541799>
- Social networking and the social and emotional well-being of adolescents in Australia*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/25120670>
- Social Networking, Learning, and Civic Engagement: New Relationships between Professors and Students, Public Administrators and Citizens – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/69368920>
- So Much for "Slacktivism": Youth Translate Online Engagement to Offline Political Action*. (n.d.). Retrieved October 12, 2022, from <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>
- Speer, P. W., Peterson, N. A., Christens, B. D., & Reid, R. J. (2019). Youth cognitive empowerment: Development and evaluation of an instrument. *American Journal of Community Psychology*, 64(3–4), 528–540. <https://doi.org/10.1002/ajcp.12339>
- Sprague Martinez, L., Puffall Jones, E., & Connolly, N. (2020). From Consultation to Shared Decision-Making: Youth Engagement Strategies for Promoting School and Community Well-being. *Journal of School Health*, 90(12), 976–984. <https://doi.org/10.1111/josh.12960>
- Sprague Martinez, L., Tang Yan, C., McClay, C., Varga, S., & Zaff, J. F. (2020). Adult Reflection on Engaging Youth of Color in Research and Action: A Case Study from Five U.S. Cities. *Journal of Adolescent Research*, 35(6), 699–727. <https://doi.org/10.1177/0743558420906086>
- Stavropoulos, V., Motti-Stefanidi, F., & Griffiths, M. D. (2022). Risks and Opportunities for Youth in the Digital Era. *European Psychologist*, 27(2), 86–101. <https://doi.org/10.1027/1016-9040/a000451>
- Stephens, J. B. (2016). Blogging for Community Engagement Learning—An Experiment. *National Civic Review*, 105(2), 52–59. <https://www.jstor.org/stable/10.1002/naticivirevi.105.2.0052>
- Supporting young people's mental health through the COVID-19 crisis*. (n.d.). OECD. Retrieved July 20, 2022, from <https://www.oecd.org/coronavirus/policy-responses/supporting-young-people-s-mental-health-through-the-covid-19-crisis-84e143e5/>
- Switzer, S. (2020). "People Give and Take a Lot in Order to Participate in Things:" Youth Talk Back -- Making a Case for Non-Participation. *Curriculum Inquiry*, 50(2), 168–193. <https://doi.org/10.1080/03626784.2020.1766341>
- Tanksley, T. C. (2019). *Race, Education and #BlackLivesMatter: How Social Media Activism Shapes the Educational Experiences of Black College-Age Women*. ProQuest LLC.
- Tasker, S., & Collin, P. (2021). Young People Shaping Wise Futures. *Brill*. https://doi.org/10.1163/9789004505544_024
- The Impact of Donald Trump's Tweets on College Student Civic Engagement in Relation to his Perceived Credibility and Expertise – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/84836767>
- The impact of student leadership engagement on meaning in life and work during college – CORE*. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/50039004>

- The Influence of Media Consumption on Trust, Political Efficacy and Social Media Activism among Young Adults – CORE.* (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/63307606>
- The Pursuit of Civic Engagement: Youth Civic Engagement and the Role of Higher Education.* (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/84234246>
- Thomas, L., Orme, E., & Kerrigan, F. (2020). Student Loneliness: The Role of Social Media Through Life Transitions. *Computers & Education*, 146, 103754. <https://doi.org/10.1016/j.compedu.2019.103754>
- Tkacová, H., Králik, R., Tvrdou, M., Jenisová, Z., Martin, J. G. (2022). Credibility and Involvement of Social Media in Education—Recommendations for Mitigating the Negative Effects of the Pandemic among High School Students. *International Journal of Environmental Research and Public Health*, 19(5), 2767. <https://doi.org/10.3390/ijerph19052767>
- Tkáčová, H., Pavlíková, M., Jenisová, Z., Maturkanič, P., & Králik, R. (2021). Social Media and Students' Wellbeing: An Empirical Analysis during the COVID-19 Pandemic. *Sustainability*, 13(18), 10442. <https://doi.org/10.3390/su131810442>
- Toolis, E. E. (2021). Restoring the Balance between People, Places, and Profits: A Psychosocial Analysis of Uneven Community Development and the Case for Placemaking Processes. *Sustainability*, 13(13), 7256. <https://doi.org/10.3390/su13137256>
- Topazian, R. J., Levine, A. S., McGinty, E. E., Barry, C. L., & Han, H. (2022). Civic engagement and psychological distress during the COVID-19 pandemic. *BMC Public Health*, 22(1), 869. <https://doi.org/10.1186/s12889-022-13289-4>
- Toronto Public Health. Promoting Health and Well-Being Through Social Inclusion in Toronto: Synthesis of international and local evidence and implications for future action.* (n.d.).
- Toward an understanding of youth in community governance: Policy priorities and research directions.* (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/10503549>
- Townsend, L., Zippay, A., Caler, K., & Forenza, B. (2016). Technology and Opportunity: People with Serious Mental Illness and Social Connection. *Journal of the Society for Social Work and Research*, 7(2), 371–393. <https://www.jstor.org/stable/26547147>
- Trout, R. (2022). Inclusive Civic Engagement and the COVID Pandemic: Examples from All-America Cities and Finalists. *National Civic Review*, 110(4), 46–53. <https://www.jstor.org/stable/48646875>
- Tsui, E., Bylander, K., Cho, M., Maybank, A., & Freudenberg, N. (2012). Engaging Youth in Food Activism in New York City: Lessons Learned from a Youth Organization, Health Department, and University Partnership. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 89(5), 809–827. <https://doi.org/10.1007/s11524-012-9684-8>
- Understanding the Impact of Youth Engagement on Positive Youth Development – CORE.* (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/9603388>
- Vaingankar, J. A., Abidin, E., Chong, S. A., Shafie, S., Sambasivam, R., Zhang, Y. J., Chang, S., Chua, B. Y., Shahwan, S., Jeyagurunathan, A., Kwok, K. W., & Subramaniam, M. (2020). The association of mental disorders with perceived social support, and the role of marital status: results from a national cross-sectional survey. *Archives of Public Health*, 78, 1–11. <https://doi.org/10.1186/s13690-020-00476-1>
- Vaingankar, J. A., Dam, R. M., Samari, E., Chang, S., Seow, E., Chua, Y. C., Luo, N., Verma, S., Subramaniam, M. (2022). Social Media-Driven Routes to Positive Mental Health Among Youth: Qualitative Enquiry and Concept Mapping Study. *JMIR Pediatrics and Parenting*, 5(1), e32758. <https://doi.org/10.2196/32758>
- Wahlström, J., Modin, B., Svensson, J., Löfstedt, P., & Låftman, S. B. (2021). Sense of Unity and Self-Reported Health Among 15-year-Olds: Findings From the Swedish 2017/18 Health Behavior in School-Aged Children Study. *International Journal of Public Health*, 66. <https://doi.org/10.3389/ijph.2021.621964>
- Wang, J.-L., Hsieh, H.-F., Assari, S., Gaskin, J., & Rost, D. H. (2018). The Protective Effects of Social Support and Engagement Coping Strategy on the Relationship between Perceived Discrimination and Psychological Distress among Chinese Migrant Children. *Youth & Society*, 50(5), 593–614. <https://doi.org/10.1177/0044118X15619804>
- Wardlaw, M. (2018). *Placing youth in a volunteer framework.* <https://www.researchbank.ac.nz/handle/10652/4467>
- Wexler, L., Poudel-Tandukar, K., Rataj, S., Trout, L., Poudel, K. C., Woods, M., & Chachamovich, E. (2017). Preliminary Evaluation of a School-Based Youth Leadership and Prevention Program in Rural Alaska Native Communities. *School Mental Health*, 9(2), 172–183. <https://doi.org/10.1007/s12310-016-9203-2>
- Williams, S. E., & Braun, B. (2019). Loneliness and Social Isolation—A Private Problem, A Public Issue. *Journal of Family and Consumer Sciences*, 111(1), 7–14. https://www.researchgate.net/profile/Bonnie-Braun/publication/331677412_Loneliness_and_Social_Isolation-A_Private_Problem_A_Public_Issue/links/5c92445d92851cf0ae8a037d/Loneliness-and-Social-Isolation-A-Private-Problem-A-Public-Issue.pdf
- Wilson, C. Y.-A., Seitz, S., Broomfield-Massey, K., Whitehead, L., Mangia, J., Pridgeon, K. M., & Kuperminc, G. (2017). “It’s more like we want to come to this”: Program Engagement in a Sexual Health Youth Leadership Council. *Journal of Youth Development*, 12(3), 37–49. <https://doi.org/10.5195/jyd.2017.508>
- Winter, R., & Lavis, A. (2022). The Impact of COVID-19 on Young People’s Mental Health in the UK: Key Insights from Social Media Using Online Ethnography. *International Journal of Environmental Research and Public Health*, 19(1), 352. <https://doi.org/10.3390/ijerph19010352>
- World Health Organization. (2018). *Engaging young people for health and sustainable development: strategic opportunities for the World Health Organization and partners.* World Health Organization. <https://apps.who.int/iris/handle/10665/274368>
- Wray-Lake, Laura, et al. “Being a Latinx Adolescent under a Trump Presidency: Analysis of Latinx Youth’s Reactions to Immigration Politics.” *Children and Youth Services Review*, vol. 87, 2018, pp. 192–204. <https://doi.org/10.1016/j.childyouth.2018.02.032>
- Writer, C. W. H. S. (2021, February 17). Young adults hardest hit by loneliness during pandemic, study finds. *Harvard Gazette*. <https://news.harvard.edu/gazette/story/2021/02/young-adults-teens-loneliness-mental-health-coronavirus-covid-pandemic/>
- Youth Alliance – a new model for health policy development / European Journal of Public Health | Oxford Academic.* (n.d.). Retrieved July 9, 2022, from https://academic.oup.com/eurpub/article/29/Supplement_4/ckz185.688/5624443
- Youth Impact Summit redefining youth civic engagement in ontario.* (n.d.).

Youth political (dis)engagement and the need for citizenship education: encouraging young people's civic and political participation through the curriculum. (n.d.). Retrieved July 10, 2022, from <https://core.ac.uk/works/18771759>

Yeung, D., & Link to external site, this link will open in a new window. (2018). Social Media as a Catalyst for Policy Action and Social Change for Health and Well-Being: Viewpoint. *Journal of Medical Internet Research*, 20(3). <https://doi.org/10.2196/jmir.8508>

Yi-Fang, L., Heng-Yu, S., Shu-Ching, Y., & Liang-Ching, C., (2021). The Relationships among Anxiety, Subjective Well-Being, Media Consumption, and Safety-Seeking Behaviors during the COVID-19 Epidemic. *International Journal of Environmental Research and Public Health*, 18(24), 13189. <https://doi.org/10.3390/ijerph182413189>

Ysseldyk, R., McQuaid, R. J., McInnis, O. A., Anisman, H., & Matheson, K. (2018). The ties that bind: Ingroup ties are linked with diminished inflammatory immune responses and fewer mental health symptoms through less rumination. *PLoS One*, 13(4), e0195237. <https://doi.org/10.1371/journal.pone.0195237>

Yu, T., Xu, J., Jiang, Y., Hua, H., Zhou, Y., & Guo, X. (2022). School educational models and child mental health among K-12 students: a scoping review. *Child and Adolescent Psychiatry and Mental Health*, 16, 1–16. <https://doi.org/10.1186/s13034-022-00469-8>