# Mapping Youth-led Engagement:
# Impacts of Youth-led Engagement in English Canada over the Last 35 Years

by

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## AUTHOR'S DECLARATION

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

## ABSTRACT

This study explores how youth have inspired social change in Canada from 1978 to 2012. The objectives of the research include defining youth-led engagement in Canada, understanding its role as a change agent, and mapping the relationships between strategies and impacts. The goals of this study are to help current and future youth maximize opportunities that are likely to result in the greatest success, as well as increase opportunities for youth to be involved in decision making processes by validating their contributions.

The research includes youth who effect change in a variety of contexts from across Canada. Data collection consists of an online media search and supplementary document reviews. A media content analysis methodology is applied to extract the data, while frequencies and cross tabulations in the form of chi-square tests were used to analyze them. The results show a strong relationship between strategies youth use and the impacts that follow. Further, the data show that youth have made some of their most frequent contributions by participating in political processes to address issues of equality, empowerment and social justice. Patterns between youth efforts and long-term changes in society are discussed, and the measurement of impacts is considered.

This research measures three types of impacts youth have had on social change: individual, community/interorganizational, and systemic. It highlights the importance of institutionalizing the inclusion of youth as part of decision making processes in Canada, and validates the argument that youth have important contributions to make to our diverse society.



*Key words: youth, youth-led, engagement, impact, change.*

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## DEDICATION

This thesis is dedicated to Simon Isdell-Carpenter, who inspired me to join my first major youth-led engagement – SWITCH (the Solar and Wind Initiative Towards Change) – and who helped me grow into my role as a youth leader. You taught me valuable lessons about leading the organization towards success and what the true meaning of purpose and commitment in a leadership context meant. I look forward to watching your daughters grow up to be world-changing youth themselves – and maybe the insight in this thesis paper will provide them with some guidance.

Thank you Simon.

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*"Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace.*

*If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies."*

*~ Kofi Annan*
*Saluting International Youth Day (press release), 2001*

# 1. INTRODUCTION

Youth in Canada have an important role to play as change agents within Canada and abroad (Canada25, 2005). Over the last 35 years, they have been responsible for prompting a variety of social changes including influencing debates of national importance (Seidman, 2012), leading import health sciences research (Coyne, 2010), changing the way industry operates (The Globe and Mail, 1999), and increasing access to post-secondary education (Seguin, 2012). Yet youth are increasingly disenfranchised from social change/decision making processes (Bell, 2005; Apathy is Boring, 2004; DreamNow, n.d.). Youth need to be mentored, not excluded, so they can become more involved and effective citizens today and in the near future – citizens who are better equipped and more experienced in implementing the social changes that need to occur. When youth are engaged, particularly when empowerment and development opportunities are provided, there are multiple benefits for society (Powers & Tiffany, 2006). Knowledge is generated that is often accessible to local and broader communities alike. The youth emerge more skilled, better connected and ready to become active, productive members of society (Wilson, 2000).

Youth-led engagement in social change may occur in many different ways. These can vary from short-term projects to sustaining a business with the goal of long-term social improvement. Youth may serve in the roles of educators, advisors, planners, and even policy and decision makers. Types and topics of engagement can be anything from civic participation to social and environmental justice to economic planning and success. This thesis strives to identify how youth have been agents of change over the last 35 years, and to analyze the strategies that have been used to effect such changes, in order to better equip youth of today and tomorrow to achieve their goals as they pursue their various initiatives. It has been developed as part of a larger project owned by Apathy is Boring, an organization founded and partially led by youth – included here to provide context for the reader, in partnership with the University of Waterloo. A primary goal is to pinpoint the most effective route youth may take towards achieving success by better understanding the relationship between strategies applied by youth and the impacts that result. This section offers a brief look at the issues that are discussed in the rest of the thesis, and

the research question is introduced. A short discussion regarding the content and layout of the rest of the paper follows.

## 1.1 Understanding youth-led engagement

Youth-led engagement leading to social change can occur in many different ways, and there is little evidence in the existing literature of a single way to research the concept. Such engagement might occur at a heavily localized level or a national and even international one (Wilson, 2000; Ho & Chernushevich, 2009; Clarke & Dougherty, 2010); there may be multiple engagement types that address a single topic (Ilkiw, 2010; Wilson, 2000; Alvord, Brown, & Letts, 2004). There is no study that specifically discusses the topics youth address, although authors have presented examples/case studies in natural resources/environment (Christensen, Krogman, & Parlee, 2010), health (Weinstock, Berman, & Cates Jr., 2004), politics/civics (Apathy is Boring, 2004; Canada25, 2005; Jahromi, Crocetti, & Buchanan, 2012), education (Connell, Spencer, & Aber, 1994) and culture (Ary, Duncan, & Hops, 1999; Coupland, 1991; Wilson, 2000).

It is important to clearly define such initiatives since they can be analyzed in very different ways. For example, Lenzi et. al.. (2012) found that levels of engagement peaked during community political activities, but were at a minimum when participants took part in sports or cultural organizations. Conversely, a cross-cultural study involving over 90,000 students in 28 countries found that youth are less engaged in formal political activities (Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Llewellyn, Cook, & Molina, 2010). This difference may be explained in part by the differing methods used to recruit participants; researchers in the former study defined engagement in terms of club memberships, whereas the latter study involved a variety of youth in different contexts. Addressing the concepts of scale and context is also important to generating relevant, replicable results. For example, although some research concluded differently, Lindner and Cox (1998) saw differences in the activities and initiatives pursued by youth entrepreneurs and non-entrepreneurs. Such differences have resulted in a variety of discussions each taking place separately, without much synthesis of different types of engagements, varying topics or evaluation of engagement strategies between the two groups.

The information in this thesis is meant to be of use to youth practitioners, and so the objectives are structured so the impacts that youth may have on society may be better understood. As such, the scope is limited to include youth-led engagements only (not youth-targeted initiatives). The Grassroots Youth Collaborative, a report commissioned by Youth on Youth in 2005, discusses why youth-led organizations are better at meeting the needs of youth than are conventional service providers (Ilkiw, 2010):

- they are immersed in youth culture and perspectives;
- they know and understand youth needs, and how to engage support;
- they can be more approachable than non-youth; and
- they have the ability to identify with the issues and obstacles and can come up with youth-friendly/appropriate ways to address them.

For these reasons, only youth-led engagement is considered for this research, assessing the impacts youth may have on society.

### *1.1.1 Rationale for the research*

This research is part of a larger, ongoing initiative which strives "to enable environmental and social change through youth-led social ventures (or initiatives)" (SEED, 2013, p. 1). The underlying motivation is to find and understand identifiable patterns or 'best practices' that can be used by youth to maximize their social impacts. The expectation for this thesis is that youth may apply the research framework to their initiatives in order to maximize their impacts and achieve success in their endeavors. For this reason, Apathy is Boring has participated in the research, providing feedback on its objectives and discussion, to ensure relevance to the youth practitioner stakeholder. A media content analysis methodology and analysis using frequencies and chi-square tests were used to find and interpret the data. Two sets of recommendations – one for youth practitioners and one for future research – are included in the conclusion.

## 1.2 Research questions and objectives

There are four objectives to this thesis:

1. clearly define each of the relevant terms – including 'youth' and 'youth-led engagement' and 'impact' in a way that synthesises existing literature and which may create some common understanding of the otherwise inconsistently used labels;
2. clarify the concept of youth-led engagement types and strategies;
3. learn how youth-led engagement has impacted societal change in Canada over 35 years, from 1978 to 2012 (inclusive); and
4. understand how youth-led strategies, types and impacts relate to one another, and what implications for youth-led initiatives may be expected by practicing youth.

The table below, **Table 1-1**, outlines where and how the above objectives may be found in the thesis. The research question pertaining to these objectives is as follows: using patterns of past outcomes, related impacts and resulting implications, how can current and future youth-led engagement types and strategies be most effective, maximizing the impact of any youth-led activities on Canadian society?

**Table 1-1. Overview of research objectives and their locations in the thesis.**

| Related Objectives | 2 Literature Review | 3 Methods | 4 Results | 5 Discussion | 6 Conclusion |
|---|---|---|---|---|---|
| Defining key terms and concepts | 2.1, 2.2.1, 2.2.2 | 3.3 - 3.5 | 4.1 | 5.1, 5.2.1, 5.2.2 | 6.1 |
| Youth-led types and strategies | 2.2.3, 2.2.4 | 3.3 - 3.5 | 4.2.1, 4.2.3, 4.3.1 | 5.2 | 6 - 6.1 |
| Determining impacts | 2.3.2, 2.3.3,3.1.1 | 3.4 - 3.6 | 4.2.4, 4.3.2 | 5.3 | 6 - 6.2 |
| Understanding relationships and implications | 2.4 | 3.3 - 3.6 | 4.2.5, 4.3 | 5.3-5.4 | 6 - 6.2 |

## 1.3 Methods

The objectives are addressed with the goal of understanding patterns in youth-led engagement roles and impacts over a span of 35 years. A literature review collects relevant perspectives and results from different contexts of youth-led engagement into one discussion of what the relevant terms mean, how the concepts have been studied and what others have found in similar research. A media content analysis using four Canadian newspapers collected data related to the kinds of youth initiatives that have affected change in society over time, offering a perspective of impact depending on the newspaper coverage the initiative received. Frequencies and chi-square values were calculated in order to pull out patterns and potential relationships, as well as to test the statistical significance of these relationships. Several research gaps are identified from which a base for the research is established.

## 1.4 Contributions

The purpose of the research is to better understand the role youth-led engagement has had and can have in our changing society in order to arm current and future youth with the tools and strategies that have resulted in previous success. The academic contribution includes the support of a framework by Clarke and Dougherty (2010), which is revised to include an additional category of strategy. The thesis also led to the creation of a new framework synthesising the various aspects that make up youth-led engagement, including the topics, engagement types and organizations youth address or use, as well as expanded and revised definitions from the literature. From the perspective of an applied contribution, the results and discussion of the thesis may be shared among youth who can apply its framework to their initiatives in order to maximize their impacts and achieve success in their endeavours.

## 1.5 Thesis overview

The following sections and subsections outline the research foundation, methodology and results of the research. The literature review (section 2) defines the concepts of youth, impact and

youth-led engagement, and summarizes past research from a variety of fields and contexts. The methods (section 3) include the processes of conducting a media content analysis. Section 4 disseminates the results of the research, while the discussion (section 5) incorporates key information from past literature into an analysis of the results. Implications of the contributions of this research are also considered in this section. Relationships between the strategies youth employed and the impacts which occurred are analyzed and discussed throughout both chapters. Recommendations for future research and practice are provided in section 6.

# 2. LITERATURE REVIEW

This chapter offers a look into current and past literature which has analyzed the engagement of youth in Canada from 1978 to 2012. The goals of this chapter are twofold. The first aim is to establish a common understanding of key terms based on past research. Second, this chapter provides a discussion of what the literature offers in terms of strategies used by youth and the impacts their activities have had on social change. This provides a base upon which to identify gaps in the research.

## 2.1 Definitions

The following subsections discuss and define three key terms - 'youth', 'youth-led engagement' and 'impacts' - per the literature. The term 'youth' is used to represent a demographic, expressed by specific age ranges which may change depending on context or culture. Youth-led engagement describes the actions, and the nature of such actions, youth have taken to achieve their goal(s) for public good. The term 'impact' is first discussed as it is understood in a variety of contexts so as to offer some insight into the complex nature of the concept. After describing various definitions, methods of measurement and applications of the term as found in the literature, three frameworks (Arnstein, 1969; Apathy is Boring, 2004; Clarke & Dougherty, 2010) are introduced that will inform the definition of 'impact' used in this thesis. In addition, these frameworks form the foundation of the new framework created later in the literature review, results and discussion. Although the focus of this study is on Canada-based organizations and information, some foreign examples are used to demonstrate inconsistencies or best practices.

### *2.1.1 Youth*

Defined primarily by the age of young people, there is very little consensus regarding the precise age range of individuals that fall into the category of 'youth'. Suggested ages found scattered throughout the literature range from 10 to 29, and the main factors which appear to determine the age bracket are the context of the society and the domain under which the study occurs. For

example, studies under the human health domain from two different countries defined 'youth' very differently. One study, comparing the health of different age groups between the social classes of the United Kingdom, defined youth as ages 10-14 (West, 1997). The second study, which looked at youth in the American sexual health context, defined the term as 'young people' aged 15-24 (Weinstock, Berman, & Cates Jr., 2004). In the context of Canadian social entrepreneurship, Clarke and Dougherty (2010) define 'young people' as between the ages of 18 and 30. Still, just as the definition of 'young people' varies depending the country and social context, it also changes between regions within countries (UNESCO, 2012).

Within Canada, there are multiple 'youth' age brackets within the same or similar domain. The Youth Criminal Justice Act (2002, c.1) aims to achieve justice designed to address the development challenges of criminal youth offenders, while the Child and Youth Advocate Act (2001, c. C-12.01) deals primarily with the provision of child and youth services – particularly as they relate to the rights, interests and viewpoints of this demographic. In the Youth Criminal Justice Act (2002, c.1) , a young person is "a person who is or, in the absence of evidence to the contrary, appears to be twelve years old or older, but less than eighteen years old (c. 1, s. 2(1))." Yet, in the Child and Youth Advocate Act (2001, c. C-12.01) the definition of youth is "a person who is 16 years of age but under 19 years of age" (s. 2(g)). It would be interesting to see how the issue of conflicting definitions for 'youth' would be resolved if these Acts were to intersect in a certain circumstance.

Even within single organizations there may be differing opinions as to who is included under the umbrella of 'youth'. Statistics Canada articles generally identify the ages of 12-17 (Statistics Canada, 2010b; Taylor-Butts & Bressan, 2009; Brennon, 2012), although some define the same term by other age brackets, such as ages 14-25 (Statistics Canada, 2010b). Similarly, Rotary International defines youth as being ages 14-30, although it acknowledges its regional clubs may want to narrow this bracket down to 14-18 or 19-30 (Rotary International, 2012).

There is, however, some agreement on the ages at which an individual enters or exits the years of youth. The United Nations Educational, Scientific and Cultural Organization uses the same definition of youth as Weinstock, Berman, & Cates Jr. (2004): "young persons between the ages

of 15 and 24" (UNESCO, 2012). The Ontario Ministry of Natural Resources' Youth Programs, which provide valuable job experience to eligible youth, also agrees with this definition; however, it expands the upper age bracket to 29 for persons with disabilities (Ontario Ministry of Natural Resources, 2012). Because this age range –15 to 24 years – is the only one identified as having any authoritative consensus to support it, it is the definition of 'youth' that is used in this thesis paper.

### *2.1.2 Youth-led engagement*

The concept of youth-led engagement encompasses attitudes, behaviors, knowledge, and skills with a specifically-directed course of action. These courses of action may occur in any kind of setting (Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012). Some engagement contexts may include community organizations, youth organizations, musical outlets, sports, cultural organizations, employment, education, social or political activism, and religion or spirituality (Centre of Excellence for Youth Engagement, n.d.). The Centre of Excellence for Youth Engagement defines youth engagement as "the meaningful participation and sustained involvement of a young person in an activity, with a focus outside of him or herself" (Centre of Excellence for Youth Engagement, n.d., p. 1). Youth might join a protest, a youth advisory body (Clarke & Dougherty, 2010) or a political party. Some key points of these definitions are summarized as active participation which provides meaning and multiple benefits and a drive or interest that extends beyond the individual person. Although this definition is a good basic explanation of the term within the context of this research, there are many other components and subcategories which should be considered. Further definitions of the types and topics of youth-led engagement are included in the description of each activity under section 2.2.3.

Youth-led engagement often occurs when non-youth invite youth to participate in decisions that affect or will affect them directly (National Council for Voluntary Youth Services, 2008). They are involved in exploring solutions, and sometimes can even influence decision making or planning processes. This kind of engagement, where youth are invited to participate, is known as youth organizing. Youth organizing and youth-led organizing are two separate concepts (Ilkiw, 2010). Youth organizing involves specific strategies that bring youth together for social justice

purposes. Alternatively, youth-led organizations are set up by youth and are typically centred on grassroots activities (Ilkiw, 2010).

### *2.1.3 Impact*

Impacts may be broken down into several different impact types. One field in which the concept of impacts has been well studied is environmental impact assessment. Describing the definitions of this process can serve as a base upon which to build a more comprehensive definition that is more relevant to the context at hand. In environmental assessment, impacts are defined as estimates of the value society places on certain environmental effects – which are changes, typically measurable, in the condition of a certain environmental or other parameter (Noble, 2006). According to Noble (2006), impacts can be direct or secondary, synergistic or antagonistic in nature; continuous or of other temporal quality; and may occur at varying magnitudes.

In the context of this research, the definition of social impacts can be derived from the literature on environmental impacts. Social impact assessments are becoming more common in the environmental assessment world, although the concept of social impact is defined in many different ways (Forth Sector Development, 2012b). Similarly, effects on society can be measured in numerous ways. For example, the International Mining for Development Centre recently published a guide to mining practices in Australia which outlines common social impacts that may be assessed (Franks, 2012). Although not all are directly relevant to the impacts youth might have on society, some of the examples of categories under which impacts may occur include: social infrastructure and services, social order, customs and culture, community health and safety, gender and vulnerable groups, human rights and security, distribution of benefits, community engagement/activity and development, and participation (Franks, 2012). These impacts may also be categorized by the qualities presented by Noble (2006) and may be intended or unintended consequences (Forth Sector Development, 2012b). Thus, social impacts can be thought of as effects, or outputs, of an action or decision. These effects occur whether they were planned or not, and are not the primary result of an action or decision (i.e., a coal power plant may be the result of a decision but increased pollution is an effect/output of the project). Yet,

they may also be considered outcomes – changes or prevention of changes that occur as a direct result of the action or decision (Forth Sector Development, 2012a). The below visual is one way the sequence of 'action to impact' can be viewed.

**Figure 2-1. Social Impact Scotland's logic model for understanding social impacts.**


**(Forth Sector Development, 2012c)**

The figure represents the logic model provided by Social Impact Scotland, an Internet web-based resource that uses the Scottish government's work on social return on investment, or SROI. It is dedicated to helping organizations, funders, investors and the public sector (which are collectively identified as the 'third sector') understand the concept of social impacts and how they are measured (Forth Sector Development, 2012g). When applied to a real-world decision making process, it is possible to see how these steps – especially the last three – relate to each other. A policy change might be a good illustrative example:

- *Outputs* may relate to the direct result of the policy change, like the discontinuation of a service;
- *Outcomes* may be the implications, like people moving to a different region to access the service which is no longer available at their initial location;
- *Impacts* of the decision may relate to Noble's concept in that the value or importance of this issue to society dictates the magnitude of impact. So, if an issue matters very much to a community, the potential for it to create a large impact is higher than if the community cared less about the issue.

This model has been defined by those who have adapted it for their own use. The following figure is a concise summary of the above logic model using similar definitions to the above source, but organized in an easy to understand manner:

**Table 2-1. Logic model definitions and examples.**

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| The financial & human resources needed to operate the program<br>• Staff<br>• Funding<br>• Board<br>• Clients<br>• Materials | How resources are used<br>• Teach students language skills and confidence | Units of service resulting from activities<br>• # of students taught<br>• Hours of instruction | Changed conditions for program participants<br>• Higher high school grad rates<br>• Higher college enrollment<br>• Higher test scores | Changes in organizations, communities, or systems<br>• Lower crime rates<br>• Less poverty<br>• Less strain on social safety net |

**(Edgington, 2010)**

The logic model is one of several measurement tools provided by Forth Sector Development, an online resource for better understanding social impacts, especially for public organizations (Forth Sector Development, 2012g). The visual links an intended outcome to the actions that are designed to accomplish it (Forth Sector Development, 2012c). Although this tool is more applicable to planning or evaluative processes like policy making, the visual supports an understanding of terms like outputs, outcomes and impacts (Forth Sector Development, 2012c) by demonstrating their relationships to one another. Other tools are discussed in section 2.3.3.

Yet another perspective on the way impacts can be perceived is discussed by Clarke and Dougherty (2010). These authors looked at impacts of youth as part of a relationship with engagement strategies (see **Table 2-6**). In this way, impacts are not only viewable as a linear process or as simply an outcome; they are tied to certain factors and are factored in as a consideration of other part of a decision making processes. This framework, and the authors'

matrix, is further discussed in later sections of the literature review and in other sections of the thesis.

In summary, the impacts of youth-led engagement can be defined as the scale of effects, whether intended or not, of an initiative led by youth ages 15 to 24, which creates a change in society. The following sections discuss the scales at which engagement and impacts may occur, as well as the contexts in which they are found and tools for analyzing them.

## 2.2 Youth-led engagement

Youth-led engagement plays many roles in society. These can vary from tackling a short-term project to sustaining a business with the goal of long-term social improvement. Youth in these engagements could serve in the roles of educators, advisors, planners, and even policy and decision makers. Genres of engagement can be anything from civic engagement to social and environmental justice to economic planning and success. These roles and genres will be discussed in this and later sections of the thesis, but how these engagements can occur first needs to be established.

### *2.2.1 Scales of engagement*

Different perspectives may define the concept of 'scale' in very different ways (Clarke & Dougherty, 2010; Noble, 2006). Definitions might include:

1. Individual versus group scales;
2. Levels of involvement or engagement – i.e., commitment levels or the levels of participation (Apathy is Boring, 2004);
3. Geographic/physical/spatial concepts (Noble, 2006; DuBois, Holloway, Valentine, & Cooper, 2002).

Engagement of individuals, as opposed to large groups of people, is both a scale and a strategy of engagement. By focusing on the attributes of individuals, a greater number of people can be attracted to, and engaged in, volunteering for a particular cause (Wilson, 2000). Still, individuals

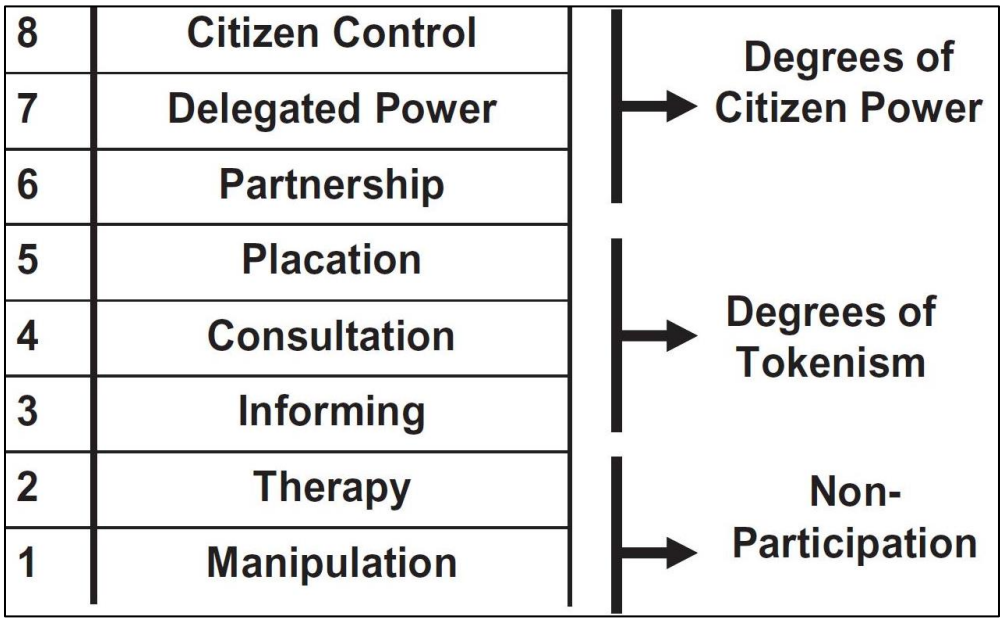
can be more effective, persuasive and are often more credible when they come together to cooperate on an engagement. Most often, when youth are engaged by non-youth they are involved in identifying needs, as they are leaders and decision makers in their lives and regions and they may even hold authoritative systems and institutions accountable (Ilkiw, 2010). In this case, the involvement of youth creates ripples of social change. Political and organizational developments are often the results of such social change even if not the goals of the engagement itself (Ilkiw, 2010). Still, many advocates of youth-led engagement believe youth should be involved not only as citizens of tomorrow – on topics that directly affect or will affect them – but also as citizens of today, involved in all kinds of decision making processes at equal value to adults and other stakeholders (National Council for Voluntary Youth Services, 2008).

In the non-profit sector, youth sometimes begin their own organizations in part because they are undervalued and underpaid in existing ones (Ilkiw, 2010). Despite the differences in these definitions, these concepts can sometime overlap. This thesis focuses on youth-led organizing since other research has already spent time studying youth organizing by non-youth (Ilkiw, 2010; Wilson, 2000; DuBois, Holloway, Valentine, & Cooper, 2002; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Powers & Tiffany, 2006; Jahromi, Crocetti, & Buchanan, 2012). In Canada, youth organizing often emerges from existing youth-led groups, and the opposite can also be true (Ilkiw, 2010).

### *2.2.2 Levels, or degrees, of engagement*

Arnstein's ladder of participation (**Figure 2-2**), first published in 1969, is a well-cited visual that describes one view of the degrees of public participation. Although this diagram was not originally designed to represent youth-led engagement, it serves as a foundation to the discussion.

**Figure 2-2. Arnstein's ladder of citizen engagement.**

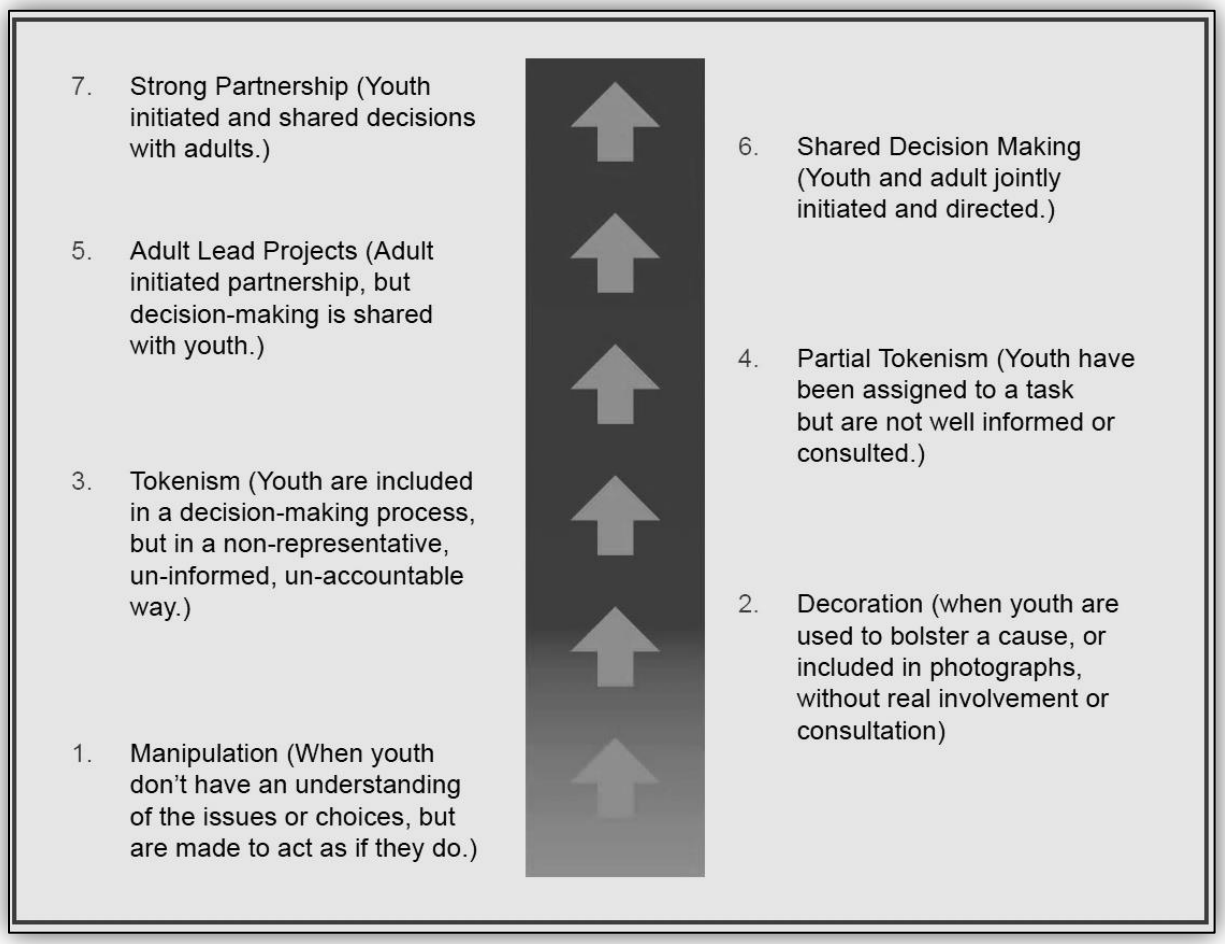



**(Arnstein, 1969, p. 217)**

The ladder is perhaps more relevant to a discussion on governance since it relates to levels of participation and their connection to certain levels of citizen power, or control. The appeal of this visual to a variety of disciplines comes from the simplicity of it; however, this is also the root of its limitations (Collins & Ison, 2009). First, the hierarchical nature of the diagram makes assumptions about linear relationships and about the goals of participation or engagement (Collins & Ison, 2009). Linearity of an engagement, aside from excluding all possibility of feedback loops or cycles, would also imply that the issue remains constant (Collins & Ison, 2009), which is not usually the case. Finally, there is no acknowledgement of any collective processes between stakeholders of an engagement whereby power is shared or distributed (Collins & Ison, 2009).

As a result, there are alternative models which may have been inspired by Arnstein's ladder but which have been designed to address one or more of the above limitations. Collins and Ison (2009) used the ladder to develop their policy and practice paradigm which focuses on social learning. Apathy is Boring has a guide for forming intragenerational partnerships (Apathy is Boring, 2004) which is similar to the ladder in its linear typology, yet it addresses the collective nature that youth (and other) engagements often have (see **Figure 2-3**).

**Figure 2-3. The revised ladder of participation.**

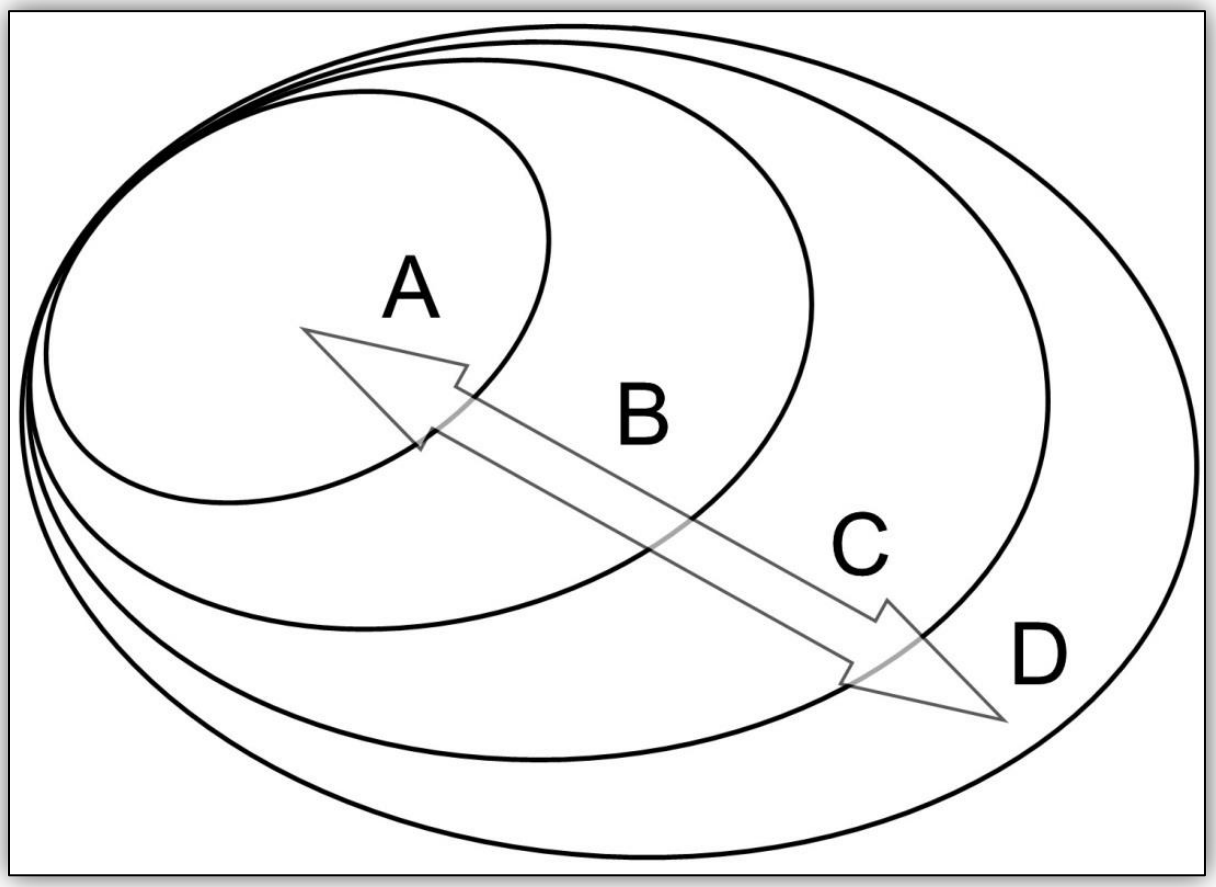



**(Apathy is Boring, 2004, p. 7).**

Bearing in mind that this visual was created to guide youth through intragenerational partnerships, levels six and seven are most relevant to this thesis. Outside the scope of the diagram, 'shared decision making' and 'strong partnership' may be associated with interorganizational or peer to peer collaborations. Other levels of engagement may illustrate the differences between degrees of personal commitment to a given engagement activity. One perspective may be demonstrated through the visual in **Figure 2-4** below, which is based on the evolution of the above two models and which illustrates a nested system of engagement allowing movement between each level. The first level, 'A', is best described as 'required involvement' (i.e., high school volunteer hours). Level two, 'B', encompasses involvement for gain (i.e., for

pay, status or other reward). The third level, 'C', may be described as exploratory involvement (out of interest/curiosity). Finally, a vested level of engagement (no expectancy of reward; for accomplishment of common goals) is the final stage of the series, 'D'. In many cases, an individual may have his or her beginnings with required involvement, possibly through school volunteer hours or as part of a family commitment. However, from this 'level A' involvement, the individual may grow in his or her role into the other spheres. Although one sphere may lead to higher one, it is also possible to move back down in the reverse order.

**Figure 2-4. A proposition for illustrating levels of youth-led engagement.**




### *2.2.3 Types and topics of engagement*

The focus of this research is on the role of youth-led engagement and its impacts on society. This section will briefly summarize the main genres in which youth-led initiatives occur, addressing the second objective of clarifying the concept of youth-led engagement and its

strategies. Although the following is not a complete list of youth-led engagement types or topics, it is a synthesis of the most common categories in the available literature. Note that examples of topics under each category – or type – of engagement are not necessarily specific to the engagement type, and may overlap more than one category for a single engagement. Examples may include, but are not limited to, economic development, civic participation, human rights, health and wellness, environment, awareness and youth learning or development (Sen, 2007, p. 537).

***Philanthropy and donations***

Philanthropy involves the donation of money (most often), time, or both, directed at efforts to increase others' happiness and well-being (Canada25, 2005). Although a donation of a few dollars is, in principle, considered to be a philanthropic act, most often the term is associated with large sums of money allocated to a specific initiative, commonly after the philanthropist has passed (Canada25, 2005).

There is also a somewhat novel concept of 'philanthropreneurs', or venture philanthropists (Alter, 2007, pp. 8-9). Rather than following the old notion of wealthy members of society endowing their estates upon their passing, many of these people want to allocate their funds while they are still alive and to play a role in implementing the initiatives directly (Alter, 2007). They can be valuable assets since they often have indispensable experience to draw upon from success in their own business ventures. These individuals may apply market principles to the initiative and treat the engagement as a social investment – for which they typically expect some kind of social return (Alter, 2007). Although youth are typically not in a position to be 'philanthropreneurs' themselves, there are partnership opportunities that youth can explore so both youth and the philanthropists can achieve their goals.

Although not technically part of the formal definition, other types of donation drives – like those for food, clothing or other needed or life-enhancing items – can make direct changes to peoples' lives on multiple levels (Canada25, 2005).

***Community volunteerism***

This engagement category is most often affiliated with the concept of volunteerism – "a planned form of helping others, which takes place over a period of time, in an organizational setting, and for which the volunteer expects no direct compensation" (Canada25, 2005, p. 10; Wilson, 2000). Volunteering contributes significantly to Canada's economy and society; in 2005 the Canadian voluntary sector consisted of 6.5 million volunteers and 1.3 million staff – making it one of the largest voluntary sectors in the world (Canada25, 2005). In 2010 over 13.3 million people – in addition to almost 1.1 million full-time jobs – volunteered their time through a group or organization (Statistics Canada, 2010b).

Community-oriented engagement, or volunteering, has been studied not only in terms of how much or how often an individual volunteered, but also in terms of motivations and attitudes towards the various activities pursued (Jahromi, Crocetti, & Buchanan, 2012; Wilson, 2000). Measures included assessing the frequency youth partook of engagement activities, the importance of an activity to the youth and intention to continue volunteering in the future. Motivations were measured as either helping others, for example "I feel I will be helping people less fortunate than myself", or other external reason such as recognition for volunteering (Jahromi, Crocetti, & Buchanan, 2012). For example, political activities (see section on civil society and civic participation, below) and attitudes were measured in terms of frequency of membership or participation, likelihood of voting in next election, and likelihood of boycotting, demonstrating or working on a political campaign. Similarly, six psychological functions have been suggested which can be met via volunteering: feelings of fulfillment (personal and of personal values), opportunities for learning, building of relationships, access to professional development, preventing guilt, and feeling uplifted or having a positive attitude (Canada25, 2005).

Examples of topics in this area include providing for basic human needs, providing electricity or other energy resources, reducing poverty, increasing access to recreation and other services, increasing attendance in public classrooms, empowering youth (including mentorship programs), and building accessible and sustainable sanitation infrastructure (Bach, 2009; Alvord, Brown, & Letts, 2004; Sen, 2007; Wilson, 2000).

***Civil society and civic participation***

Also, known as social activism (Canada25, 2005), the definition of this type of engagement is perhaps the least clear or agreed-upon of all the categories included here. Although voting is considered the most commonly accepted example of civic participation, there is a call for expanding this definition to be more inclusive of youth who influence civil processes but who do so via other types of participation (Bell, 2005). Such a definition may also include protesting and other public expressions or political acts, community service, and even lack of actions (i.e., boycotting products) as part of the civic participation spectrum (Keeter, Jenkins, Zukin, & M., 2003; Jenkins, Andonlina, Keeter, & Zukin, 2003; Gauthier, 2003; McLeod J. , 2000; O'Toole, Lister, Marsh, Jones, & McDonagh, 2003; Sherrod & Youniss, 2002; Jahromi, Crocetti, & Buchanan, 2012; Gauthier, 2003).

According to Jahromi, Crocetti, & Buchanan (2012), who studied civic engagement across Italian and American youth cultures, civic engagement can be broken down into two types: community-oriented (volunteering) and political. A similar concept has been discussed in other articles which have studied the youth-led engagement sector. In another model, youth-led engagement can be looked at in terms of motivation – for example in terms of volunteerism and activism versus social entrepreneurship. Volunteering is an action where time is offered to another person or organization at no cost in order for benefits to be achieved (Wilson, 2000). Sometimes remuneration can be offered in thanks for the time committed to an initiative, but this is still debated under the question of whether or not this would fall under the umbrella of volunteering. Activism is often used to describe voluntary actions which focus on social change, whereas volunteering concentrates more on individual or localized issues (Wilson, 2000). Perhaps different kinds of people are attracted to each kind of engagement; however roles are often a social construction and can change according to context. Volunteers have been found to care about people and not about politics – addressing the needs of the individuals without directly influencing political authorities – and themselves denied any association with being activists (Eliasoph, 1998).

In contrast to Jahromi, Crocetti, & Buchanan (2012), who surveyed high school aged youth in Italy and the United States – categorizing the study groups according to nationality and by gender, a study by Lenzi et. al.. (2012) compared civic engagement of 15 year old students from five countries: Belgium, Canada, Italy, Romania and England. Youth in Canada, particularly female youth, participated more in such activities than youth of other countries. The researchers found the youths' social environment to be a strong contributor to the level of engagement in each of the communities studied. They also noted that youth in both cultures were more likely to participate in community-oriented volunteerism rather than political activity; however, Lenzi et. al., (2012) felt age plays a part in identifying youth who are more or less involved in political activity (p. 198). Similarly, the influence of peers and school were more strongly linked to community-oriented engagement than political activity. The indicators of engagement and influence in this study can lend some insight as one approach to addressing the complexities of engagement behaviours. Like the previous study (Jahromi, Crocetti, & Buchanan, 2012), these researchers focused primarily on the factors that would predict levels of civic engagement. None of these researchers intentionally studied the impacts or roles of the engagements in the communities, although there is discussion on the role of community/social environment on youth-led engagement efforts (Ilkiw, 2010; Canada25, 2005; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Sherrod & Youniss, 2002; Llewellyn, Cook, & Molina, 2010; Christensen, Krogman, & Parlee, 2010; Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

***Government and policy***

This category straddles the above sections on community volunteerism and civic participation, with some input from economic organizations (below). Regarding youth partnerships, the types of government organizations covered under this category include national governments and development banks like the World Bank (Alter, 2007). Contributions may include increasing productivity and socially-inclusive wealth, enabling or empowering individuals and communities (so they can improve their neighborhoods per the section above), changing local policies to incorporate more sustainable practices, finding innovative ways to provide public services and to promote inclusivity and active citizenship (Alter, 2007; Sen, 2007; Wilson, 2000).

Some initiatives that may fall under this category include disseminating packages (i.e., which help resettle immigrant families), participating in decision or policy-making processes (i.e., via a youth panel), engaging political leaders in partnerships with youth and other stakeholders, using local initiatives to implement systemic changes (i.e., political parties, Green Belt Movement in Kenya), or create lending opportunities to improve economic circumstances (Bach, 2009; Andolina, Jenkins, Zukin, & Keeter, 2003; Alvord, Brown, & Letts, 2004; Ilkiw, 2010; Christensen, Krogman, & Parlee, 2010; Jahromi, Crocetti, & Buchanan, 2012; Apathy is Boring, 2004).

***Economic organizations and social entrepreneurship***

Organizations that youth may be involved in under this category include cooperatives, fair trade/other associations, social firms, community development corporations, microenterprises, and other forms of social entrepreneurship (Alter, 2007; Wilson, 2000). These social enterprises or other entrepreneurial organizations can be youth-led or can exist as partners of youth activities (i.e., as funding, sustainable programming, or other support mechanisms)

'Social enterprise' is defined as a business or exchange of a product or service which strives to address a social issue, and which generates social value (McClurg, 2005; Alter, 2007). A similar concept, social entrepreneurship, describes any activity which has a social mission and which makes money; one definition includes any non-profit organization (Light, 2006). However, the most widely used definition describes social entrepreneurship as a social change that occurs despite a multitude of obstacles as a direct result of efforts and risks (Light, 2006). The definition of social entrepreneurship may depend on who is being asked to define it. Perhaps a more comprehensive definition of individuals or organizations involved in these activities may be as follows:

> A social entrepreneur is an individual, group, network, organization, or alliance of organizations that seeks sustainable, large scale change through pattern-breaking ideas in what or how governments, non-profits, and businesses do to address significant social problems.
>
> (Light, 2006, p. 50)

Some challenges facing these organizations include maintaining profits/income/funding and building a financial structure that allows them to pursue their missions as best they can while

using few resources as possible (Dees, 1998). They also need to be adaptive, realistic (Dees, 1998), and defined appropriately according to the scale at which operations will occur (Dees, Anderson, & Wei-skillern, 2004). Some common principles of organizations of this nature include social purpose, use of an enterprise approach, and social or shared ownership (Alter, 2007). However, the way in which youth leaders understand the enterprising aspect, and how they engage other youth, is a great determinant in the success of such initiatives (Dees, 1998). As such, three ways of visualizing the variations in organizations that are included under this topic are included below. These activities can be classified on a spectrum (**Table 2-2**) based on how centred they are to mission or profit (Alter, 2007; Dees, 1998), as well as the level of integration that is seen between social programming and business activities (Alter, 2007).

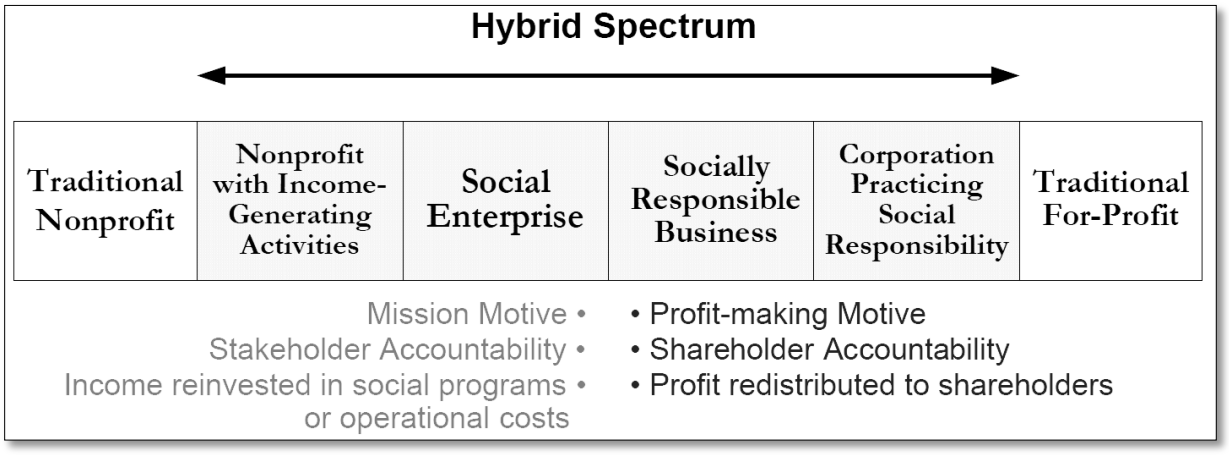
**Table 2-2. Levels of classification for social enterprises and their stakeholders.**

| **THE SOCIAL ENTERPRISE SPECTRUM** | | | |
|---|---|---|---|
| ***MOTIVES, METHODS AND GOALS*** | | | |
| | ***Philanthropic*** | ⟺ | ***Commercial*** |
| ***KEY STAKEHOLDERS*** | *Appeal to goodwill; mission driven; social value* | *Mixed motives; mission and market driven; social and economic value* | *Appeal to self-interest; market driven; economic value* |
| ***Beneficiaries*** | Pay nothing | Subsidized rates, or mix of full payers and those who pay nothing | Market-rate prices |
| ***Capital*** | Donations and grants | Below-market capital, or mix of donations and market-rate capital | Market-rate capital |
| ***Workforces*** | Volunteers | Below market wages, or mix of volunteers and fully-paid staff | Market-rate compensation |
| ***Suppliers*** | Make in-kind donations | Special discounts, or mix of in-kind and full-price donations | Market-rate prices |

**Adapted from Dees (1998, p. 60).**

In the spectrum above there are two clear sides with a hybrid area in the middle. This hybrid area can be broken down into four organization types, per **Figure 2-5** below. The hybrid spectrum briefly describes the four organization types not only per their position on the scale, but also compared against each other and their characteristics in the points below (Alter, 2007).

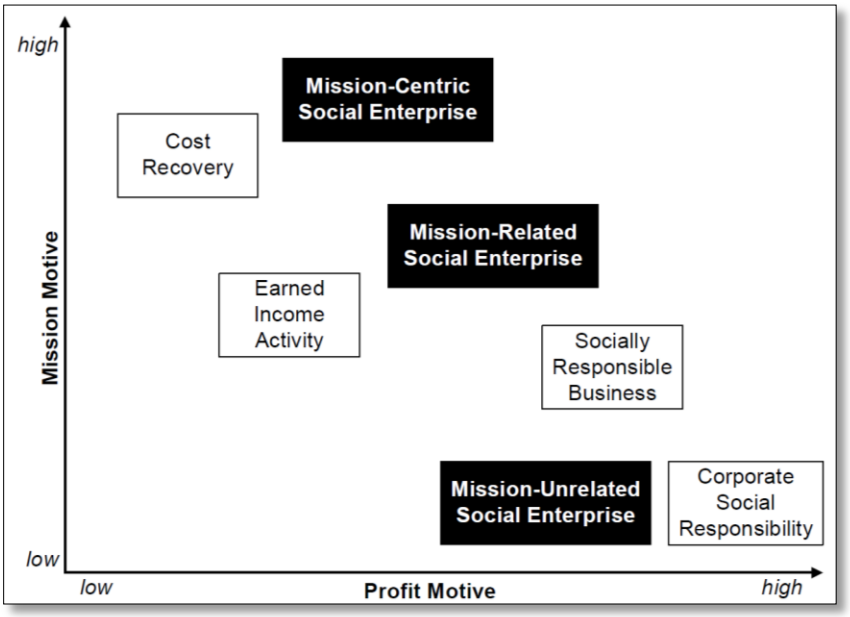
**Figure 2-5. The hybrid spectrum.**




**(Alter, 2007, p. 14)**

Alternatively, the following **Figure 2-6** provides a scatter plot representation of the above organizations. Organizations are placed per their profit or mission motives, and can be compared against each other. Of course, the following model of organizations does not apply only to economic organizations and entrepreneurship; however, because it is based on the economic concepts discussed above it is most relevant to this part of the discussion.

**Figure 2-6. Economic organizations in relation to mission or profit motives.**




**(Alter, 2007, p. 22)**

Regardless of where on the spectrum or chart the organization falls, youth create opportunities to effect changes in society by infiltrating areas typically led by non-youth economic bodies. By finding a place in these socio-economic areas, youth open up even more venues from which to access resources, gain support and leave lasting impacts.

### *Education and awareness campaigns*

Although less represented in the literature as anticipated, this type of engagement often appears as an obvious step or foundation to many initiatives (Centre of Excellence for Youth Engagement, n.d.; Ho & Chernushevich, 2009; Ho, 2007; Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Ilkiw, 2010; Llewellyn, Cook, & Molina, 2010; Wilson, 2000; Canada25, 2005), possibly explaining the lack of direct discussion. In **Table 2-6** which describes the matrix used in Clarke and Dougherty (2010), the concept of socialization is described as making individuals, communities/organizations, and/or broader sectors/large scale communities "aware of, and care about, the social problem" (p. 5). In this way, education is more about achieving increased engagement. It is about creating lasting changes in the minds of people, changes which may translate into actions in their everyday lives.

Changing the mindset of local individuals towards environmental sustainability, creating a consistent knowledge base for youth to understand politics and other issues, sharing information about political controversies and educating youth about sexual and reproductive health are examples of this type of engagement (Bach, 2009; Llewellyn, Cook, & Molina, 2010; West, 1997; Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

***Student groups/project-based engagements***

Student initiatives are often project-based engagements. These can be individual or group activities, but such activities are temporary (Manning, 2008; Wilson, 2000), with a clear beginning and an end. There are clear ultimate goals, and interim objectives which define a path to work through (Manning, 2008). It is irrelevant whether or not the youth in a project-based organization choose to pursue other projects – renewing the life of the organization; the organization is generally defined by each project and does not have a mandate outside of this (Ho & Chernushevich, 2009). One such example is that of SWITCH.

SWITCH, the Solar and Wind Initiative Towards Change is a project-based organization in Toronto which tackles issues which deal with environmental, economic and social inequities (Ho, 2007). This kind of organization is ever-evolving; the mission may change from project to project and so may the champions. However, being project-based does not mean the organization cannot exist beyond its project. SWITCH evolves year after year, targeting different issues under each project it undertakes, driven by the students of that year (Ho & Chernushevich, 2009). For example, the first and second generations of SWITCH students pursued and eventually accomplished the original goal of generating clean electricity on school property, while successive generations found other projects to tackle within various, often shorter, timeframes. It may not be the same organization from one year to the next, even if the successors evolved from the predecessors (Ho & Chernushevich, 2009). The name 'SWITCH' is a brand in the Toronto District School Board, which the first generation of students spent three years building credibility for (Ho, 2007; Ho & Chernushevich, 2009). Some other examples of time- or project-bound student initiatives may include the recruitment of a handful of individuals to participate in a pilot program, or individuals each pursuing on their own a six-week public education campaign for a school project (Ho, 2007).

Project-based organizations like SWITCH provide many benefits, many of which are similar to those of other engagement types. Some students got involved in the organization to feel more a part of a community or a close group of friends (Ho & Chernushevich, 2009). Others were looking for a real-world challenge. Many wanted to feel like their voices meant something to someone, and would be heard and genuinely considered. All students came out empowered, more aware, and feeling like they had their own professional and social networks to depend on for years to come (Ho & Chernushevich, 2009). This sense of empowerment is likely the most important aspect of youth roles, and is also one of the reasons why youth feel the need to organize and lead themselves (Wilson, 2000; Ilkiw, 2010). Like engagements of other categories, student initiatives can often overlap with other engagement types.

***Other engagement types***

Less prominent in the literature, but still noteworthy, are the following types and topics of engagement: international engagement, play and expression, and religious and cultural engagement (Canada25, 2005; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000). Ilkiw (2010) found social justice to be an important topic for youth per the definition described in section 2.1.2. Music, sports and religion and spirituality were identified by the Centre of Excellence for Youth Engagement (n.d.), as topics in which youth may be engaged. Although increasingly being acknowledged as formal engagement types, international engagements and initiatives based in recreation, leisure or artistic/personal expression are not the focus of this thesis. These themes may occasionally appear as strategies or topics of engagement, but are not analyzed in this context as typologies. Religious and cultural engagements are somewhat more relevant. Although engagements like cultural festivals and other sharing, appreciative or celebratory initiatives are excluded from the thesis, issues pertaining to equality and human rights are directly relevant as topics of engagement which may fall under numerous of the above categories. Furthermore, participating in the excluded activities above may affect the level of involvement youth commit to as a result of factors like a growing sense of belonging or increased networks over time (Canada25, 2005).

### *Summarizing engagement types*

There are seven distinct types of youth-led engagement that were common to the literature, although some of these overlap with each other on certain principles. The following summary table offers a brief description of each engagement type discussed above as well as some examples from the text.

**Table 2-3. Youth-led engagement types summary.**

| TYPE OF ENGAGEMENT | DESCRIPTION | EXAMPLES |
|---|---|---|
| ***1. Philanthropy*** | The donation of money, time or both either during or after a person's life (Canada25, 2005; Alter, 2007). Although youth are not typically in a position to be philanthropists themselves, there are many partnership opportunities available. | Getting large sums of money donated to an engagement; also food or clothing drives and things of this nature (Canada25, 2005; Alter, 2007). |
| ***2. Community Volunteerism*** | Community-oriented engagement, or volunteering, is "a planned form of helping others, which takes place over a period of time, in an organizational setting, and for which the volunteer expects no direct compensation" (Canada25, 2005, p. 10; Wilson, 2000). | Empowering youth (including mentorship programs); building sanitation infrastructure (Sen, 2007; Wilson, 2000). |
| ***3. Public policy*** | May include national governments and development banks like the World Bank (Alter, 2007) which youth may approach as partners, or which youth may target for implementing changes, or youth being in direct power themselves. | Participating in decision or policy making processes (i.e., via a youth panel); using local initiatives to implement systemic changes. |
| ***4. Political Engagement*** | Can be understood as community-oriented or political, it is also known as social activism (Canada25, 2005; Jahromi, Crocetti, & Buchanan, 2012). This engagement is characterized by a variety of political acts or inactions (Gauthier, 2003; Jenkins, Andonlina, Keeter, & Zukin, 2003; Keeter, Jenkins, Zukin, & M., 2003; McLeod J. , 2000; O'Toole, Lister, Marsh, Jones, & McDonagh, 2003; Sherrod & Youniss, 2002). | Voting (Bell, 2005); protesting; boycotting (Jenkins, Andonlina, Keeter, & Zukin, 2003; Keeter, Jenkins, Zukin, & M., 2003; McLeod J. , 2000; Sherrod & Youniss, 2002). |
| ***5. Economic Activity*** | An organization which has a social mission and which makes money, balancing between economic/commercial and philanthropic motives (Dees, 1998; Light, 2006). | Cooperatives; fair trade/other associations; social firms; microenterprises (Alter, 2007; Wilson, 2000). |
| ***6. Project-based*** | Leading individual or group activities, but such activities are temporary (Manning, 2008; Wilson, | School or District-wide sustainability and renewable |

| | | |
|---|---|---|
| | 2000). | energy initiatives (Ho, 2007; Ho & Chernushevich, 2009). |
| ***7. Arts*** | Engagement through artistic expression, including visual arts, music and dance (Canada25, 2005; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000). | Creative visuals like zines and murals, community events of expression and culture (Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000). |
| ***8. Research and Innovation*** | Creating (systemic) changes by implementing innovative solutions to existing problems, including the use of new and existing research to further society's knowledge of a particular subject (Sen, 2007). | Developing software to help increase awareness and decrease stigma about issues like mental illness; linking illnesses to wholefood remedies (Weber, 2010). |

### *Summarizing engagement topics*

The following table summarized the topics mentioned in the literature under each of the previously discussed engagement types.

**Table 2-4. Topics youth address, per type of engagement.**

| **Engagement type** | **Associated topics** |
|---|---|
| **Philanthropy and donations** | Social enterprise (Alter, 2007), human rights and equality (Canada25) are topics commonly associated to philanthropism. |
| **Community volunteerism** | Examples of topics addressed in this engagement type include providing for basic human needs, providing electricity or other energy resources, reducing poverty, increasing access to recreation and other services, increasing attendance in public classrooms, empowering youth (including mentorship programs), and building accessible and sustainable sanitation infrastructure (Bach, 2009; Alvord, Brown, & Letts, 2004; Sen, 2007; Wilson, 2000) |
| **Civic participation** | Voting/democracy (Bell, 2005) |
| **Government and policy** | Equality and empowerment, public policy, environmental sustainability and civics (Alter, 2007; Sen, 2007; Wilson, 2000) are associated with government and policy. |
| **Economic organizations** | Although no specific topics are clearly discussed in this section, one major economic organization that appears to be popular with youth is the social enterprise, which may address any number of social and/or environmental topics, as it strives to provide social value (McClurg, 2005; Alter, 2007) (Light, 2006). |

| | |
|---|---|
| **Education and awareness campaigns** | Changing the mindset of local individuals towards environmental sustainability, creating a consistent knowledge base for youth to understand politics and other issues, sharing information about political controversies and educating youth about sexual and reproductive health are examples of this type of engagement (Bach, 2009; Llewellyn, Cook, & Molina, 2010; West, 1997; Torney-Purta, Lehmann, Oswald, & Schulz, 2001). |
| **Student groups/project-based organizations** | Environment, environmental, economic and social inequities; health, energy and infrastructure (Ho, 2010; Ho, 2007; Ho & Chernushevich, 2009) |
| **Other** | Less prominent in the literature but still noteworthy are the following types and topics of engagement: play and expression, religious and cultural engagement (Canada25, 2005; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000). Ilkiw (2010) found social justice to be an important topic for youth. |

Overall, the literature has exposed six main topic areas, as follows:

1. Human rights and democracy (Alvord, Brown, & Letts, 2004; Bach, 2009; Canada25, 2005; Ho, 2010; Jahromi, Crocetti, & Buchanan, 2012; Sen, 2007; Wilson, 2000)
2. Equality (Alvord, Brown, & Letts, 2004; Bach, 2009; Canada25, 2005; Ho, 2010; Jahromi, Crocetti, & Buchanan, 2012; Sen, 2007; Wilson, 2000)
3. Environment (Ho, 2010; Ho, 2007; Ho & Chernushevich, 2009)
4. Health (Alvord, Brown, & Letts, 2004; Bach, 2009; Canada25, 2005; Ho, 2010; Jahromi, Crocetti, & Buchanan, 2012; Sen, 2007; Wilson, 2000)
5. Energy and infrastructure (Alvord, Brown, & Letts, 2004; Bach, 2009; Canada25, 2005; Ho, 2010; Jahromi, Crocetti, & Buchanan, 2012; Sen, 2007; Wilson, 2000; Ho, 2007)
6. Culture and religion (Centre of Excellence for Youth Engagement, n.d.)

### *2.2.4 Strategies youth employ*

The collaboration and networking of youth-led organizations results in common goals being established (Ilkiw, 2010). Groups may combine forces – youth-led organizing – to be more effective in their efforts or to implement a shared vision; for example, a recent trend is the increase in participation in policy or other political or governmental/systemic activities by youth wanting to effect a change (Ilkiw, 2010). There are various examples of how different people

determine what strategies are commonly used and which are most effective. Clarke and Dougherty (2010) identified three strategies to creating change: socialization, influence and power. Or, awareness (e.g., education campaigns), lobbying (e.g., protesting) and taking control (e.g., youth implementing changes themselves).

In these examples, there are three common 'forms of innovation' (Alvord, Brown, & Letts, 2004), or strategies of change: building local capacity, disseminating a package, and building a movement. Capacity-building required attention to the roles and norms of local groups and resource providers, and transformations of cultural norms and perspectives were expected (Alvord, Brown, & Letts, 2004). Package dissemination initiatives addressed the needs of stakeholders by providing packaged services – tools and resources that maximize productivity – that transformed economic capacities. Movement-building involved relations with allies and political targets, typically operated on a large or systemic scale, and used political leverage. These initiatives create a voice for people who would otherwise have no access for participation (Alvord, Brown, & Letts, 2004). This voice allows them to not only have access, but to influence and even change political decisions.

Selecting which strategy is most appropriate for a given youth organization is based on how the youth assess it against their organization's established activities, mandate and resources. Research exists that applies the stages of evidence – emergence, progression, stagnation and eclipse – originally found in Lemieux (1986) to social activities like policy and youth-led engagement (Gauthier, 2003). Lemieux' stages are important to the concept of strategies because an understanding of where a society or organization stands in these phases would provide insight as to the specific strategy that is used. Some patterns that have been identified after successful movements in Quebec show that a period of youth in their progression stage while the organizations and systems were in their stagnation stage was followed by a period of organizational and systemic mobilization while youth stagnated (Gauthier, 2003). Alvord, Brown and Letts (2004) also identified ways in which changes can be most effective by identifying common factors within effective engagements. Successful organizations have the following characteristics:

- They use existing assets of marginalized groups;

- emphasize systematic learning;
- are often founded by leaders with the capacity to work with and build bridges among stakeholders; and
- expand impacts by either investing in the organization or system to support expansion, or by investing in alliance building with stakeholders who will implement daily activities (Alvord, Brown, & Letts, 2004).

The information that has so far been revealed in this review of the literature illustrates how and why selecting strategies according to the receptiveness or stage of the targeted organization or system is important. As such, Dees, Anderson and Wei-skillem (2004) identified a Five R's system to guide youth in finding the most effective strategy for them. These five concepts help youth focus on key factors and are defined as follows (Dees, Anderson, & Wei-skillern, 2004, p. 30):

1. *Readiness* – is the innovation ready to be spread?
2. *Receptivity* – will the innovation be well-received in target communities?
3. *Resources* – what resources are required to get the job done?
4. *Risk* – what's the chance it will be incorrectly implemented, or will fail to have impact?
5. *Returns* – what is the bottom line? Strive not just to serve many people, but to serve them well.

This guide, coupled with the stages of evidence and a variety of strategic approaches, may be used to create the foundation for achieving youth success. Used correctly, this toolkit can allow youth to maximize their impacts on society, effecting a permanent change. One goal of the thesis is to create a youth guide outlining tips or best practices synthesized from the literature and the findings of the research. Aspects of the guides outlined by Dees, Anderson, & Wei-skillern (2004) and other authors are examples of the literature which may be included in such a guide.

### *2.2.5 A note on 'virtual engagement'*

'Virtual engagement', or engagement via social media and the World Wide Web, provides valuable opportunities for youth to create global links and have instantaneous interactions that

would, without internet, be impossible (Canada25, 2005). Although not without drawbacks, the internet can be an easily accessible communication tool from which youth can share information, become educated and even participate in local social and political activities from the relative safety of their own homes – for those with a viable web connection (Llewellyn, Cook, & Molina, 2010).

Virtual engagement can be a tool in this respect (by making it possible to access long-distance participation or other youth opportunities); however it can also be used in a strategy youth can employ to recruit, educate and through which to have a powerful public voice (Canada25, 2005; Llewellyn, Cook, & Molina, 2010). This concept may even be viewed as a type of engagement, as there are those initiatives which are based entirely online. Although this concept does not properly fit into any single category discussed in this thesis, nor is it a focus of the research in any way, it is noteworthy as a current trend that is likely to become even more embedded in youth activities in the near future.

## 2.3 Impacts of youth-led engagement

This chapter discusses the concept of engagement impact. It discusses how impacts occur and the types and scales of impacts. The following subsections also pull from the literature various ways of classifying, measuring and predicting or planning impacts from various contexts. For those perspectives which are outside the scope or context of this research, the basic concepts are extracted and applied to the youth-led engagement field. While earlier definitions of 'impact' used biophysical scales for illustrative purposes, the research from here on focuses on social impacts.

### *2.3.1 Introduction to social impacts*

When youth are engaged in social change there are benefits to be enjoyed both by society, in the form of local, accessible knowledge, and by the youth themselves, in the form of skills development and networking opportunities (Powers & Tiffany, 2006; Wilson, 2000). In a study by Alvord, Brown and Letts (2004), common effects of each of three types of youth initiatives

studied include: mobilization and building assets of the constituents they served; production of sustained changes; and increased capacity for bridging and adaptive leadership. However, these findings have little evidence to confirm them, and so there is a need for systematic research in this area in order to clarify the connection between youth-led engagement and community benefits (Powers & Tiffany, 2006).

Some research into the area of motivations behind youth engagement has been undertaken (Ary, Duncan, & Hops, 1999; Andolina, Jenkins, Zukin, & Keeter, 2003; Connell, Spencer, & Aber, 1994; DuBois, Holloway, Valentine, & Cooper, 2002; Jahromi, Crocetti, & Buchanan, 2012; Jenkins, Andonlina, Keeter, & Zukin, 2003; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; O'Toole, Lister, Marsh, Jones, & McDonagh, 2003; Powers & Tiffany, 2006; Sherrod & Youniss, 2002), but very little has been written in terms of impact. Further research is needed to better understand how these and other results can shape outcomes and successes in different contexts (Alvord, Brown, & Letts, 2004). In addition, the impacts of youth-led engagements may not only extend from the youth to society, but also vice versa. Agents of change, especially young ones, tend to be unaware of their roles as tipping points (Sen, 2007). As the engagements discussed in this thesis limit activities to youth-led initiatives, the above reasoning is relevant to why youth may have a greater impact on other youth and on society than can non-youth members.

No literature was found that directly addressed the question of how much of an impact may be attributed to the drivers of the event itself, and how much of it is as a result of a certain level of media coverage. Also, there was no consideration of the opposite – whether specific impacts resulted in media interest. This kind of research is important to the study of youth-led initiatives as "many of the symbols that show up in media messages at particular points in time (e.g., allusions to freedom, nationalism, or solidarity during a war effort) are consequences of the dominant culture; communication messages that contain particular images, ideas, or themes reflect the important-- and clearly antecedent-- values of the culture or its leaders (Riffe, Lacy, & Fico, 2005, p. 11)." For example, one study showed that a major interest in Canadian coverage in the Dutch print media resulted from a variety of social interests and values including the view of Canada as an emigration location, a popular vacationing spot, and the habitation of important

Dutch figures in Canadian locations (D'Haenens & Bosman, 2003). Another study found that part of the reason certain media campaigns failed was due to cultural irrelevance (Porter, 2002). Thus, understanding this relationship would add immense value to youth practitioners, who may not only be equipped with a more accurate understanding of their own impacts, but who may also be able to better address issues in ways that complement the values of society.

### *2.3.2 Types and scales of social impacts*

Noble (2006) outlines three scales of impacts: size, degree and concentration. Although the context of these impacts is related to the biophysical environment, there is some relevance to the study of social impacts. In terms of size, data measured may include numbers of people or geographical area affected. Degree might measure the extent to which a program, personal value, behavioural change or other goal has been implemented within or which has infiltrated the target demographic. Concentration in its original context would relate to measures like parts per million/billion (quantitative measure); in the social context of this thesis, the term may be understood to mean the amount of change – or size of impact – that was implemented. Alternatively, another perspective may interpret the term to carry over as the focus of youth on a certain strategy or topic, such as knowledge, networks or resources, social or economic development, and others (qualitative measure).

Lenzi et. al., (2012) identified two levels, or scales, at which localized youth-led engagement can have influence: the individual's perception, and at the level of the community. Clarke and Dougherty (2010) had previously identified these same two levels of impact – individual and community or interorganizational; however, they also included a third level of impact – systemic. At the individual level, a person's behaviour or awareness is affected, whereas a systemic impact would mean a desired change is embedded as a norm in society (Clarke & Dougherty, 2010). Impacts that are not only broadly extended but also transformational can be achieved through many different types of organizations or initiatives; the determining factors are identifying the issues and how strategies are adapted to them (Alvord, Brown, & Letts, 2004). The following is a demonstration of how strategies and impacts can be organized to show their relationships.

**Table 2-5. Change-making strategies and their resulting impact.**

| ***Strategies and impacts*** | | Level of Impact | | |
|---|---|---|---|---|
| | | Individual | Community/ Interorganizational | Systemic |
| **Strategies for creating strategic change** | Socialization | | | |
| | Influence | | | |
| | Power | | | |

**Adapted from Clarke and Dougherty (2010), Table 2.**

As illustrated above, impacts can expand from scales of personal change to reaching across geographic and institutional scales. Inspired by the social and environmental impact assessment processes, a study by Christensen, Krogman, & Parlee (2010) engaged a First Nations community to identify a set of "social indicators that reflect cumulative impacts" (p. 727). The indicators included justice, culture, community support systems, drugs and alcohol [crime], sanitation, healthy populations, education, land use, protection, recreation, and government and institutions (Christensen, Krogman, & Parlee, 2010). These indicators provide a somewhat different and overlapping perspective of scale. The issue here appears to cover local impacts derived from local, regional and national-scale issues. These issues are complex and would require trans-boundary or transdisciplinary approach, and they intersect with many of the issues that youth face in their organizations (Wilson, 2000; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Ilkiw, 2010; Clarke & Dougherty, 2010). The issues can be tackled at local, regional or national scales, and it would be an interesting topic for other research to more closely consider how the level of impact changes when the same issue is tackled at different levels of authority or geographic boundaries.

### *2.3.3 Measuring and predicting impacts*

Understanding how impacts occur means analyzing them beyond the level of impact (i.e., individual versus systemic) or geographic scale. Other aspects of impacts include concentration – or quantity – and degree. In addition to Noble's (2006) classification of impacts, there are

many other ways to break down the concept. Sen (2007) described the impact of Ashoka fellows five years after they began in the program:

- 97% of Fellows still worked on their original projects
- 56% of Fellows created changes in National policies
- 72% are considered leaders in their field

This description suggests certain criteria used to measure impacts. For example, the first indicator of wide impact is that the Fellows are continuing to work on their projects even five years later. This would imply that the ability to sustain an initiative or activity over time is an example of impact, possibly because it may signify that there is still a demand for the services or benefits being provided. The second point above defines impact to involve systemic changes, particularly through the policy and legislative arms of authority. The third point implies that impact requires leadership – leadership in terms of expertise, as well as being able to collect and inspire others towards a common goal.

Although these discussions add value in their own right, there are other ways to break down the concept for measurement and other application purposes. The following subsections cover different tools picked from a variety of contexts to provide a broad look at how impacts are currently being measured and, in some cases, predicted or planned for. Insight gathered from the literature in this section may be used to create strategies for measuring the success of youth initiatives – by measuring their impacts – or for youth planning (expected outcomes).

***Economic tools for measuring social impacts – SROIs***

Social Return on Investment (SROI) is a tool that is used to measure the value of an organization's investment on society (Forth Sector Development, 2012d). It can measure social, economic and environmental outcomes by involving stakeholders to determine the most relevant or important impacts to them. This is similar to the inquiry made during environmental assessments during the consultation stages of a project (Noble, 2006). SROIs can be evaluative or forecast, or, retrospective – based on existing outcomes – or predictive, determining how much social value is intended by which activities (Forth Sector Development, 2012d). Both

types, but particularly evaluative SROIs, are relevant to this thesis. The knowledge gained from and SROI is best applied at the planning stage of a project (Forth Sector Development, 2012d).

***Theory of Change – measuring social impacts***

Theory of Change is a five-stage process for planning and evaluating activities or other engagements aimed at delivering long-term changes, similar to SROIs (Forth Sector Development, 2012e). These stages are: identify the desired outcomes and associated assumptions; use backward mapping – or backcasting – to understand the path and intermediate outcomes to commit to; develop indicators for evaluating outcomes; identify activities that are required to realize the outcomes, and record the narrative of change. This process is more visual than others, generating a map of relationships between a given engagement and intended outcomes (Forth Sector Development, 2012e). This tool may be most useful for predicting impacts, but is not as relevant to understanding where impacts have already occurred.

***Youth-led engagement matrix***

The framework outlined by Clarke and Dougherty (2010) is the primary base of this research, partly because the work uses similar literature, which came to similar conclusions as are found in this literature review, and it is already synthesised. Also, having access to the creators/authors of the framework means it makes logistical sense to use and adapt the matrix.

**Table 2-6. Three strategies for creating social change in relation to their level of impact.**

| | | Level of Impact | | |
|---|---|---|---|---|
| | | **Individual** | **Community / Interorganizational** | **Systemic** |
| **Strategies for Creating Social Change** | **Socialization** | Make individuals aware of, and care about, the social problem. | Make organizations or localized communities aware of, and care about, the social problem. | Make broad sector(s) or national / international communities aware of, and care about, the social problem. |
| | **Influence** | Enable individuals to influence other individuals to address a given social problem in their own individual lives. | Enable organizations or localized communities to influence those in their communities / constituency to take action to address the social problem in a community context. | Enable broad sector(s) or national / international communities to influence broad populations to take actions to address the social problem in a broad context. |
| | **Power** | Support individuals in developing the capacity to directly impact the social problem through their individual actions. | Directly impact the social problem through actions on a community level. | Directly impact the social problem through actions on a national or international level. |

(Clarke & Dougherty, 2010, p. 5)

In this matrix, shown here as **Table 2-6**, and as previously mentioned in the subsection on strategies, 'socialization' is defined by Clarke and Dougherty (2010) as awareness-raising, while 'influence' means encouraging those in power to make certain changes and 'power' means having direct control to implement a change oneself (Clarke & Dougherty, 2010). The impacts of each strategy for change are described above in each of three categories – individual, community or interorganizational, and systemic. As the authors of the matrix note, these categories are not mutually exclusive as organizations can pursue multiple strategies, and one level of impact can often lead to or be a necessary requirement of another (Clarke & Dougherty, 2010).

## 2.4 An emerging framework

This section summarizes the literature that has contributed to the development of the thesis. After summarizing the above sections, a synthesis of the material is constructed and a new framework for mapping the relationships between engagement types, roles and impacts is introduced.

### *2.4.1 Summary of the literature*

Both society and youth can benefit when youth-led engagement succeeds (Powers & Tiffany, 2006; Wilson, 2000; Alvord, Brown, & Letts, 2004; Sen, 2007; Ilkiw, 2010). For the purposes of this thesis, 'youth' are considered young people aged 15-24 (Weinstock, Berman, & Cates Jr., 2004; UNESCO, 2012; Ontario Ministry of Natural Resources, 2012). The concept of youth-led engagement, although much less precise, can be understood as youth taking responsibility for creating benefits for society and the world (Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012). This concept deals with the attitudes, behaviours, knowledge and skills of individuals and organizations by engaging youth in a specifically directed course of actions, which may occur in any number of types or topics (Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012). Some examples from earlier discussion include the environment, health, poverty, acceptance of cultural diversity, access to important services or decision makers, human rights, and other issues. Aside from the topics, there are three types of innovation, or strategies, which were identified: capacity building, package dissemination and movement building (Alvord, Brown, & Letts, 2004). Further strategies included Clarke and Dougherty's (2010) 'socialization', 'influence' and 'power'. Society's stages, for which youth have to adjust their strategies, can be described as emergence, progression, stagnation and eclipse (Gauthier, 2003). Adjusting strategies can be done by applying the 5Rs from Dees, Anderson, & Wei-skillern (2004): readiness, receptivity, resources and returns.

The scale on which an engagement occurs can be defined many different ways, be it measured on an individual versus group or organizational level, or whether it look at levels of commitment or other measure participation, or even geographic and spatial scales (Noble, 2006; Apathy is

Boring, 2004; DuBois, Holloway, Valentine, & Cooper, 2002). Inspired by Arnstein's 'ladder of participation' (Arnstein, 1969), Apathy is Boring created a revised ladder (**Figure 2-3**) to be applied to youth partnerships (Apathy is Boring, 2004). Both ladders relate to access to control, or the ability to direct change. Alternatively, motivation types (see **Figure 2-4**) may also be a way to understand degrees of engagement since they encompass personal commitment and expectations. The term 'impacts' also has many definitions that are specific to different contexts, some of which are directly applicable to this research. The environmental impact assessment definition looks at impact in terms of the value society places on an environmental change (Noble, 2006); this can be extended to the concept of social impacts in that societal value of a change – how much people care about it, or, how the change is viewed – is one determinant of the magnitude or size of an effect or outcome (impact).

The impacts of youth-led engagements can occur on different scales – like engagements – and depend on a multitude of factors. The foundation of impact scales is based on Clarke and Dougherty's (2010) matrix, shown in **Table 2-6**, which describes the scales of impacts as individual, community or interorganizational, and systemic. Although much of the literature was extracted from contexts outside the Canadian youth-led engagement sphere, there is certainly an overlap in the indicators and issues that are often addressed in youth-led engagement (Wilson, 2000; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Ilkiw, 2010; Clarke & Dougherty, 2010; Christensen, Krogman, & Parlee, 2010). As such, it is possible to also extract from other contexts the tools and methods commonly applied to the measuring and predicting of impacts. Social vulnerability prediction – or, how receptive society is to accepting certain kinds of change (Smit & Wandel, 2006) – may be a key skill for any youth pursuing youth-led engagement, whereas other techniques may be more suited to certain contexts. For example, the Social Return on Investment (SROI) tool may be useful to social entrepreneurs in particular (Forth Sector Development, 2012d). In general, there are so many tools that more than one can be applied to measuring social impacts at a time; the Volunteering Impact Assessment Toolkit, which evaluates direct impacts from volunteering initiatives (Forth Sector Development, 2012f), and Theory of Change, a five-step planning and evaluating process meant to deliver long-term changes (Forth Sector Development, 2012e), are two examples.

### *2.4.2 Gaps in the literature*

There are five distinct research gaps that have been revealed through this literature review, and which may be addressed – at least marginally – by this thesis. First, there are few common definitions of 'youth', 'youth-led engagement' and 'impact'. One cannot appropriately analyze these concepts without a comprehensive understanding of what (or who) they are. Second, the various aspects of youth engagement, including topics, organization types and strategies used, have not been considered together – or, in some cases, even clearly defined – in much of the research that exists on the topic of youth engagement. Some aspects of the youth engagement concept have been discussed in great detail individually, for example looking only at volunteering (Wilson, 2000) – one engagement type – without considering how all the factors relate to each other or how this engagement type compares with others in terms of impacts or success. Although this type of study offers valuable insight into the various contexts, motivations, barriers and opportunities that relate to the one engagement type, it does not necessarily provide enough information for researchers, youth practitioners or other stakeholders to be able to draw any conclusions regarding which strategies may be most appropriate to achieve which goals, or what kind of outcome or impacts may be expected as a result.

In addition, there is much research that has been done on the subject of how non-youth may better engage youth in initiatives that may or may not be led, even in part, by the youth themselves. Although youth may also effect changes in this way, the goal of this research is to assess the types of impacts youth create on their own, by their own initiative – a topic that does not seem to have been explored in any detail in the literature. As such, a fourth, related gap is that patterns of success in these youth-led engagement activities have not been methodically assessed or analyzed. Finally, research that measures and tracks the impacts of youth-led engagement on society and within social change has not, based on the literature reviewed, been undertaken with this goal in mind. The latter two research gaps may together allow researchers to compile a series of 'best practices' for maximizing impact, which may be used by youth practitioners of today and tomorrow.

### *2.4.3 A new framework*

As discussed in the introduction and throughout this literature review chapter, there is a need for research that synthesises the scattered information that is currently available from several contexts or fields of study. Creating this common foundation is not only valuable as a reference point for other literature, but may also offer key insights to youth in need of guidance in developing their organization's roles as change agents in society. Clarke and Dougherty (2010) designed a matrix for understanding the roles and impacts of an organization's activities. **Table 2-6** describes each of three strategies – socialization, influence, and power – as they relate to different scales of impact. This matrix can be adapted into a larger table (**Table 3-3**) that incorporates other literature and which can be used by the researcher for data collection and analysis. Using the matrix from Clarke and Dougherty (2010) as a base upon which to assess qualities like impacts using indicators, new conclusions are drawn. For example, the extent of impact can be assessed in part by looking at the organization's goals for the activity and measuring how well the activity has reached them (a measure of success), and also by looking at factors like the number of people that had been reached, the regions it covers, and other descriptive measures like these, as they apply to each activity. The roles and impacts sections are described in **Table 2-6** above, and are outlined in the table below.

1. Strategy: Socialization; influence; partnership; power
2. Impact: Individual; community/interorganizational; systemic
3. Primary Topic: Human rights & democracy; environment & animals; education…
4. Type of Engagement: Philanthropy; political engagement; community volunteerism; research & innovation…

**Table 2-7. New framework, per the literature.**

| CATEGORY | | DEFINITION | REFERENCES |
|---|---|---|---|
| **STRATEGY** | Socialization | Synonymous with awareness-raising, whether that is through educational campaigns or actions that generate public discussion over an issue that was not initially in public view. | Canada25 (2005), Clarke and Dougherty (2010), Llewellyn, Cook and Molina (2010), and Apathy is Boring (2004) |
| | Influence | Youth indirectly affecting social change or problem-solving either by accessing the decision maker/authority themselves or by pressuring/negotiating with a common resource. | |
| | Power | Youth directly affecting social change or problem-solving by being the decision maker/authority themselves. | |
| | Partnership | "Involving youth in... actions that meet genuine needs, with the opportunity for planning/engagement in decision making affecting others... based on an understanding of the interdependent, symbiotic nature [of engagement]... that both youth and adults have something different yet equally valuable to share..." (Apathy is Boring, 2004, p. 4). | |
| **PRIMARY TOPIC** | Human Rights & Democracy | Focuses on similar issues to the social justice category, but within a political or systemic sphere; examples may include proposing or fighting laws, topics regarding elections, or vocalizing concerns regarding government bodies not doing their job. | Alvord, Brown and Letts (2004). Bach (2009), Canada25 (2005), Cemtre of Excellence for Youth Engagement (n.d.), Ho (2007), Jahromi, Crocetti and Buchanan (2012), Ho and Chernushevich (2009), Sen (Sen, 2007), Wilson (2000) |
| | Equality & Social Justice | Includes – but is not limited to – issues of intergenerational equity, economic disparity (especially poverty), accessibility and access to services. This topic does *not* include legal battles, elections or other items that would fall under the democracy topic; however, the categories may overlap in some cases. | |
| | Environment | Topics that relate to the health, wellbeing or integrity biophysical, natural environment. May include landscapes, habitats, other natural areas, as well as the species that inhabit them. All fauna – wildlife or domestic – are included in this topic, with the | |

| | | | |
|---|---|---|---|
| | | exception of human beings. | |
| | Human health | The mental and physical wellness of human beings. Includes holistic health. | |
| | Science, Technology & Development | Includes topics relevant to energy, infrastructure (any infrastructure related to essential services, including electricity, education – like schools, running water, heating and cooling, roads, railways and other aspects of development), sciences (including health sciences where they related to research and innovation), and other concepts relating to the built environment which do not fit elsewhere. | |
| | Education | Engagement that focus on providing education (workshops, classes, informal learning, etc.) or which focus on the concept of education itself – enhancing, reforming, or otherwise addressing shortcomings of its implementation. | |
| | Culture & Religion | Topics related to any combination of culture, faith, and religion. | |
| **IMPACT SCALE** | Individual | Affecting one or more persons or organizations on their own; single-entity changes ensue. | Clarke and Dougherty (2010) |
| | Community/ Interorganization | Social change occurs on a community/regional or interorganizational level such that changes are a common and accepted practice within this group of entities. | |
| | Systemic | Social change has been institutionalized; macro level. Also known as systemic impact. | |

| | | | |
|---|---|---|---|
| **TYPE OF ENGAGEMENT** | Philanthropy | The donation of money, time or both either during or after a person's life, including fundraising. When youth are not able to be philanthropists themselves, there are many partnership opportunities available. | Alter (2007), Canada25 (2005), Wilson (2000), Gautheir (2003), Jahromi, Crocetti and Buchanan (2012), Jenkins et al (2003), Keeter et al (2003), Dees (1998), Lenzi et al (2012), Light (2006), Manning (2008), McLeod (2000), O'Toole et al (2003), Sen (2007), Sherrod and Youniss (2002). |
| | Community Volunteerism | Community-oriented engagement, or volunteering, is "a planned form of helping others, which takes place over a period of time, in an organizational setting, and for which the volunteer expects no direct compensation" (Canada25, 2005, p. 10). | |
| | Political Engagement | Can be understood as community-oriented or political, it is also known as social activism. This engagement is characterized by a variety of political acts or inactions. | |
| | Public Policy | May include national governments and development banks like the World Bank which youth may approach as partners, or which youth may target for implementing changes, or youth being in direct power themselves. | |
| | Economic Activity | An organization which has a social mission and which makes money, balancing between economic/commercial and philanthropic motives. | |
| | Arts | Engagement through artistic expression, including visual arts, music and dance. | |
| | Research & Innovation | Creating (systemic) changes by implementing innovative solutions to existing problems, including the use of new and existing research to further society's knowledge of a particular subject. | |
| | Non-electoral Vote | Youth holding an equal vote to non-youth; e.g., Youth in a political wing participating in a vote on an issue, such as the decriminalization of marijuana | |
| | Other | Any other type of engagement, including project-based – leading individual or group activities which are temporary. | |

| | | | |
|---|---|---|---|
| **ORGANIZATION TYPE** | Individual | Not an organization; a single youth affecting change. | Canada25 (2005), Clarke and Dougherty (2010), Llewellyn, Cook and Molina (2010) |
| | (Informal) Group | Youth who collaborate - often organizing into a single identity - so as to increase support and pool together resources so the group may accomplish common goals. This may be a temporary or long-term arrangement. | |
| | For-Profit Company | A group of youth working together under a single identity for the purpose of achieving common goals and driven largely by markets and profits/financial returns. Formally registered as a company of some kind. | |
| | Social Enterprise | A group of youth working together under a single identity with a balanced motivation towards both economic success/sustainability and social welfare/improvement. | |
| | Non-Profit Organization | A group of youth working together under a single identity for the purpose of achieving social goals and driven primarily by a drive to fulfill a mutually accepted mission. Registered as a non-profit organization or a charity. | |
| | Advisory Body | A group of youth working together under a single identity in order to provide feedback and recommendations to another (often non-youth) organization. | |

The purpose for outlining engagement as shown above is not to show relationships as in the matrix by Clarke and Dougherty (2010), **Table 2-6**, but rather to present the attributes of each engagement in a succinct and comparable manner. In this way the contributions of the thesis can span both the theoretical (academic) and the practical/real-world contexts. One pragmatic question that can be answered using the above table may be, 'using patterns of success and impact in the past, how can current and future youth-led engagement efforts be most effective, maximizing the impact of any activities?' One can address this question by pulling knowledge from the literature review and combining it with patterns that are drawn from **Table 2-7** or the modified data collection tool, **Table 3-3. Table 3-3** includes new additional categories for analyzing the years in which events occurred and for comparing media information.

# 3. METHODS

This chapter explains what research methods and analytic tools were developed and applied in this study. The idea for this research was inspired in part by the interest of Apathy is Boring. As such, the design of the research is planned to recognize that youth organizations themselves are a stakeholder and need to have access to a usable form of this data. Dissemination to multiple stakeholders with varying comprehension abilities is kept in mind. While the main thesis paper presents both social and statistical analysis in the results and discussion, there are also more pragmatic representations of the data included in the appendices.

The purpose of the research is to better understand the impact youth-led engagement has had in effecting societal changes in the last 35 years in Canada. Patterns or 'best practices' are identified which can be used by those looking to engage youth or by youth looking to have a social impact in their activities to maximize the impact youth have. This may mean a set of preconditions that need to exist in order for youth-led engagement to have maximum effect on an issue or activity, or it could mean there are certain aspects of society which may be more receptive to and which may benefit more from youth-led engagement more than others.

## 3.1 Research scope and time boundaries

Given the limited research scope the intention here is not to analyze how youth-led engagement occurred as a side effect of major historical events, for example the two World Wars and the Great Depression. The following discussion considers how youth-led engagement has consistently occurred as independent events which are embedded in society, as opposed to events which occur as a result of multiple external social factors or events. Of course, major historical events may be acknowledged in this discussion, but will not be discussed. The following table organizes the scope and boundaries of this thesis:

**Table 3-1. Scope of the research.**

| WITHIN scope ('in Canada from 1978-2012') | OUT of scope |
|---|---|
| • Better define youth-led engagement and youth impacts<br>• Evaluate the impact of given youth-led engagement activities<br>• Identify patterns and causal relationships between the engagement and impacts | • How major societal events affected youth-led engagement initiatives<br>• Best methods to employ when engaging youth<br>• Whether youth-led or adult-led engagement activities are more effective<br>• Specific focus on identifying barriers and opportunities, overcoming barriers, or maximizing opportunities |

The research focuses on the temporal boundaries of 1978-2012, a period of 35 years or more than a single generation. A time period that spans several years is important for the consideration of engagement roles and impacts, both to show consistency in the results as well as to reflect any changes over time (Charles, Reynolds, & Gatz, 2001; Ary, Duncan, & Hops, 1999; Schaie, 1965). More than one generation is included to assess whether there is any change in activity or impacts between generations, or over the years (Twenge, Konrath, Foster, Campbell, & Bushman, 2008). The definition of a generation depends on the context in which the term is being used, and selecting a definition context that aligns with the research context is more likely to produce the most relevant results. The common definition of 25 years is derived from the average age at which women in the United States bear their first child (Mathews & Hamilton, 2009). However, in the social context of this research it is difficult to define a generation using reasoning based primarily on biology and reproductive patterns. A Statistics Canada definition identifies three generations between the years 1947-1995 (Marshall, 2011). This definition, based on the works of Foot (1998) and Coupland (1991), considers social patterns and important historical events as the boundaries to its perspective on generation, acknowledging that it is not only age but also attitudes and behaviours that shape a social demographic. The research example (Marshall, 2011) studied trends within a single age group over generational periods in time, and as such is most relevant to a study that considers changes in society over time. This type of definition is precisely what is needed for the study of a single demographic – youth – over a period of time that has seen many changes in Canadian society.

One particular framework is identified as being most relevant to the research objectives. Twenge et al (2008) cited 82 times in Scopus, studied narcissism levels in college students over a period of 27 years. Although a different focus, the basic requirement for a single age group over multiple birth cohorts was the same. The research applied a little-known framework known as the 'time lag' method. This design was coined by Schaie (1965) in his work, titled *A General Model for the Study of Developmental Problems*. He explains the model as being concerned with "whether there are differences in a given characteristic for samples of equal age but drawn from different cohorts measured at different times" (p. 95). According to the same article, this framework should be applied when the researcher is interested in the "effect of… change upon the performance of individuals of similar age" (p. 96). This is precisely what is needed in the study of youth-led engagement over a period of decades, as the same individuals are not going to be researched in each set of years, or generation, since they would have outgrown the target youth demographic.

The study period of 35 years was selected for this research. This satisfies the 'beyond one generation' requirement while keeping to a manageable time boundary. Also, the 35-year boundary allows for a good perspective of youth history while avoiding massive historical events like World Wars I and II and the Great Depression. These major events would likely have had such an effect on the impacts of youth-led engagement during those time periods that results from them would not be as applicable to today's society, thus decreasing tangible learning opportunities. Perhaps this discussion is a candidate for future research.

## 3.2 Research design

The primary function of this research, being practitioner-driven, is to analyze the relationship between engagement activities and impacts of a particular age group – youth – regardless of time. The research in this thesis follows deductive reasoning approach (Patton, 2002) so that theoretical biases are less likely to influence discussions on possible causal relationships or the shaping of best practices. Theories about the impacts of youth-led engagement and precisely how they have affected society are based on the combined insights of the results and of past literature. Perhaps the testing of these theories is a candidate for future inductive research.

A 35-year media review of youth 'events', or engagement activities, generated thousands of results that were reduced to 221 events for analysis. The data that emerged from the media review allow the researcher to analyze and discuss the relationships between strategies youth apply and the impacts that occur, while also considering other factors like topics addressed, the type of engagement, organization type and the years in which youth-led initiatives occurred ('peak years').

### *3.2.1 Media content review*

As there are many research techniques that may be applied to social research, there are guidelines that can be used to direct the selection of research techniques (Kapila & Lyon, 1994). Some considerations that may be helpful to making this decision include who the user(s) of the research will be, what kind of research they require and what limiting constraints – including time, resources, language and specific skills – exist (Kapila & Lyon, 1994). Keeping these helpful guidelines in mind, the following are some important details that made selecting a research technique easier and more relevant to the research objectives:

- Although those in academia may make use of the research and results of this thesis, youth practitioners are the main stakeholder of this research. Past and current youth practitioners participated in this research, offering feedback and testing its framework for applicability. Current and future youth are/will be the main users of the information presented.
- The two stakeholders – researchers and practitioners – require two distinct types of information. Researchers may make better use of the frameworks and data that has been synthesized and that is presented throughout this thesis. Practitioners, however, are in need of succinct and easily understood summaries and visuals that offer all the information they need/can apply with little effort or training. The latter group is less likely to care about past literature and what is different, but is likely to want to know what is relevant now and how it affects their goals and initiatives.
- There are a variety of limiting factors that contribute to the selection of the research technique. Time efficiency is perhaps most important. The researcher desires data that

can be pulled and referred to quickly yet reliably given the parameters (e.g., years 1978-2012, youth-led initiatives, specific media sources) that have been set up. The data also needs to be reliable (thus archival) and comprehensive (thus media database). In addition, there is only one researcher, confirming the need for a technique that costs little time.

This research uses a media content analysis methodology (Macnamara, 2005; Twenge, Konrath, Foster, Campbell, & Bushman, 2008) which uses data over a span of time from 1978-2012. Modern media content analysis research techniques began in the early to mid-1900s as historians followed early work related to the effects of propaganda and other messages aimed at persuasion between the two World Wars (McLeod, Kosicki, & McLeod, 2002; Laswell, n.d.). Content analysis can be defined broadly the "methodological measurement applied to text (or other symbolic materials) for social sciences purposes" (Shapiro & Markoff, 1997). In another context, one in which more quantitative analysis was needed, content analysis is defined as "systematic and replicable examination of symbols and communication, which have been assigned numeric values according to valid measurement rules and the analysis of relationships involving those values using statistical methods, to describe the communication, draw inferences about its meaning, or infer from the communication to its context, both of production and consumption (Riffe, Lacy, & Fico, 2005, p. 25; Laswell, n.d.)".

More specifically, this thesis makes use of two types of content analysis: quantitative and computer-assisted (Lucardie, 2003). A quantitative content analysis counts the frequency of certain elements of events, or attributes, based on pre-determined categories, whereas a computer-assisted analysis relies on computers to identify sources (through databases) and, often, to identify specific search criteria (words or phrases) within the articles/stories (Lucardie, 2003; Solomon, 1993). There are a variety of benefits to applying these methods, including analytical flexibility, applicability to the research questions, the rendering of rich meaning related to contributing documents and the applicability of quantitative analysis as well (Duriau, 2007). These benefits support the decision to use content analysis, as they address the above guidelines set out by Kapila and Lyon (1994) as well as the thesis research objectives. This thesis requires a technique that:

- allows for the study of similar data types over time;
- provides replicable results that can be applied to a variety of contexts;
- can be applied quickly, by a single researcher, and with few resources; and
- may allow for statistical inferences related to the relationships between categories in the framework.

Regarding content analysis, it is possible to implement longitudinal research designs due to the comparability of the information and sources (Duriau, 2007). Content analyses, also known as content reviews, are also generally non-intrusive, are difficult to skew to serve researcher demands, and typically create reliably replicable databases (Duriau, 2007; Woodrum, 1982; Riffe, Lacy, & Fico, 2005). Finally, it can be considered a safe methodology as the coding can be corrected if errors are detected throughout the study process (Woodrum, 1982).

Two key roles that media content analyses serve are to influence an audience/communicate a message and to keep a historical record of opinions, activities, and issues. Further, these analyses are particularly well adapted to generating data about underlying trends, the knowledge of which may be put towards achieving the goals of the activity (Laswell, n.d.). For example, organizations receiving mass media coverage have used media content analyses to observe trends and to review/reflect on their own activities (Macnamara, 2005). Types of research that may be offered by this methodology are evaluative, a measure of effectiveness and strategic – insights into current issues, competitor analysis and trends (Macnamara, 2005). This study is interested in trends relating to youth-led engagement activities, as presented in the media.

Past researchers interested in various issues and topics related to youth have generally made use of surveys, interviews, or both (Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Weinstock, Berman, & Cates Jr., 2004; Wilson, 2000; Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Llewellyn, Cook, & Molina, 2010; Lindner & Cox, 1998). There are numerous reasons why these methods are inappropriate for this thesis, including the brevity of time, lack of resources to access participants or to transcribe their responses, and that a larger risk exists in that corrections or clarifications cannot be made after the interview or survey stage is complete. In addition, there is little to no consistency in the way each participant would interpret the

questions or in how he/she would recall and describe his/her experiences, nor would the data be likely to be comprehensive, especially given the 35 year period covered in this thesis. Although these types of techniques would allow for insight into the effects that may have occurred after the event was over, data which could be collected by asking for a reflection on what worked and to what extent, but again there would be inconsistencies and possibly biases in the interpretations each person would have had of their experiences and initiatives. Within media analysis, there are several methods that could be applied to long-term studies like the one at hand; however most do not focus on a single age group, but rather a single group of people that age over time (Ary, Duncan, & Hops, 1999). Connell, Spencer, and Aber (1994) looked at motivating factors in engaging 10- to 16-year old African-American youth in school. They used three separate youth groups as their study subjects – as opposed to the single group used in Ary et al (1999) – and applied correlational and path analyses to each of the three data sets. Still, the three study groups were of the same generation, or birth cohort, and so in this respect the research model may not be as perfectly applied to this study. Rather than examining commonly used social research practices, existing studies with needs similar to this one were used as a starting point for identifying a research framework.

There are a multitude of media types, including blogs, tabloids, newspapers, radio, television, and online news stations. Print media – newspapers in particular – are selected for this research because inclusion in these sources is limited to those who pass the criteria of editors within individual media source. As such, appearing prominently in the media may be an indicator of impact, although this status also depends on other news and events of the time and may not be accurate to the actual lasting effects youth may have had. When considering both print and online editions, almost 80% of adults who live in areas where daily newspapers are available either read or visited the website of a daily newspaper each week (Newspapers Canada, 2013a). Print media – in digital form – were preferred for their ease of access from 1978 onwards, consistency in reporting, tone comparability and event searchability. The latter reason, searchability, is why virtual records were chosen over hard copies. There are approximately 122 daily newspapers in Canada, of which more than 77% of are paid subscriptions (Newspapers Canada, 2013). About 20% of Canadians aged 18 years and older purchase a daily newspaper each day – one of the highest proportions in the world (Newspapers Canada, 2013).

### *3.2.2 Newspaper selection*

The Globe and Mail was selected as an English paper with national coverage, while The Gazette (Montreal), the Toronto Star and the Province (Vancouver) were selected as the top-circulating papers for each of Canada's three major cities. These papers were selected because they covered the entire research area and are comprehensive enough to include a variety of topics and events of different scales. Reaching the greatest potential readership is an indication of impact (Chiotti, 2009), and so these papers were selected for their coverage and readership as follows:

- Largest populations in Canada (Toronto, Montreal and Vancouver)
- Includes one regional paper from each of these cities and one national scale paper
- Highest Anglophone readership newspapers (excluding tabloids) in Canada

Circulation is highest in the three cities, which is associated with broader readership (implied greater impact, at least in terms of awareness). However, the top papers in Montreal – where both readership and population second in Canada – are in French, so we took the English paper (which is in top 15 in Canada for circulation) to represent the region instead. Toronto Star and Vancouver Sun were both top circulated papers in the two cities. The Globe and Mail is cited as the primary source of Canadian's for nationwide news, and has the third highest circulation in Canada. The following table shows a summary of Canada's highest readership, based on the full tables in Appendix 1.

**Table 3-2. Highest circulating daily newspapers in Canada.**

| List Position* | List 1 (excl. French) (Newspapers Canada, 2013) | List 2 (excl. French) (Alliance for Audited Media, 2013) |
|---|---|---|
| **1** | Toronto Star | The Globe and Mail |
| **2** | The Globe and Mail | The Vancouver Sun |
| **3** | The Vancouver Sun | The Gazette |
| **4** | Calgary Herald | N/A |
| **Other** | The Gazette (Position 14) | Toronto Star (excluded from list) |

**** The list position is based on Anglophone newspapers. Additionally, only the first highest circulating daily newspaper is included from each of the four regions: Toronto, Montreal, Vancouver, and Canada-wide.***

All four papers have a general, non-youth focus. By selecting papers with a non-youth focus, the ability of young people to have their activities covered by these 'exclusive' newspapers may signify existing impacts that may be valued at an institutional level. Whether the youth are discussed in a positive or negative view is irrelevant since both outcomes imply youth have had an influence (Ary, Duncan, & Hops, 1999). Therefore, it could persuasively be considered a measure of success, if the work of these youth is considered salient enough to appear in these papers. According to observations by a practitioner representative of Apathy is Boring, when youth-led activities and stories are excluded from news coverage in mainstream media youth are marginalized from the socio-political environment in which they occur (Personal communication, Ilona Dougherty, 19 January 2013). In addition, this kind of exclusion also keeps youth from having an impact in many public and private forums, as youth often have no other means by which to access persons of power/authority (DreamNow, n.d.). When people learn about initiatives and issues from the media, as would be the case when persons of authority read print newspapers, they are also influenced by those media in terms of the level of value or importance they attach to such events (McCombs & Shaw, 1976). Although important for gauging the scale of impact, a story's – or event's – placement in the newspaper, be it front page centre or middle page side column, is not a primary concern to this level of exploration.

## 3.3 Data selection and collection

This research is non-experimental. It relies primarily on events that have already occurred and that have been recorded. However archives are an incomplete source of data in this context, more so because data recording in this sense was not necessarily designed to serve the purposes of this study. As such, thorough and focused tools and measurements need to be developed for this research (Shapiro & Markoff, 1997; Twenge, Konrath, Foster, Campbell, & Bushman, 2008). The above table illustrates the specific data needs of the research and proposed methods for obtaining said data. Sources of data collection are an in-depth media review and other document review (i.e., publications and information about the founding of organizations that came up in the search). In addition, the researcher consulted with Ilona Dougherty of Apathy is Boring to gain practitioner insight into the research objectives and tools. Two consultations were held – one on January 19, 2013, and again on March 16, 2013.

### *3.3.1 Selecting indicators/criteria*

The focus of the thesis is the gathering of data that relates to the impact(s) of youth-led engagement activities as they have occurred over time. The researcher categorized the impact(s) of each activity based on criteria discussed below. There was only one researcher who categorized all activities so as to ensure consistency throughout the results. Similarly, the use of a single set of criteria – as it applies to each activity – for all responses minimalizes opinion as much as possible. The following qualifiers were used throughout data collection and coding to ensure our research question, objectives and scope were addressed:

1. Is the event directly related to social justice or other engagement types and topics? For example, the following are excluded:
    a. Sporting events
    b. Religious gatherings/events
    c. Stories about crime and delinquency rates
2. Did it occur within the specified dates (1978-2012)?
3. Is it youth-led (age 15-24)?
4. Is it Canadian-based?

### *3.3.2 Data collection*

The ProQuest Database was used, accessed through the Toronto Public Library's Online Magazine & Newspaper Title Search. The following were the search parameters:

- [Top menu bar] 'Searching': 3 databases
    - Canadian Newsstand Major Dailies (1985 - current)
    - ProQuest Historical Newspapers: The Globe and Mail (1844-2009)
    - ProQuest Historical Newspapers: The Toronto Star (1894 - 2011)
- Search for (text boxes):
    - "youth" OR "student" OR "young" OR "teen" in: Document Title
    - AND "youth*" OR "student*" OR "young" OR "teen*" in: Anywhere
    - AND "lead*" OR "hero" in: Anywhere

    - NOT "crim*" OR "sentence*" OR "court" OR "murder*" OR "dies" OR "dead" OR "victim*" in: Anywhere
- Search for (other):
    - Full Text: Yes
    - Select dates: broken down into three date ranges: 1977-1996, 1997-2006, 2007-2012
    - Source type: "Newspapers" at ('document type'): "Front Page/Cover Story" OR "Front Matter" OR "News"
    - Include duplicates: No
- Sort results by:
    - Publication title: Toronto Star, The Gazette, The Vancouver Sun, The Globe and Mail

Search words were tested by practicing with several different parameters before doing the final query. The practice results were skimmed to see what kinds of terms or phrases were common in the articles that discussed youth-led events, per the criteria set out above; further restrictions were put into place to narrow the results to a manageable scale. The years 1978-2012 were used in part due to availability of digital articles, and also to reflect overlapping generational and social periods. In Proquest, virtual records from Canadian Newsstand Major Dailies do not start until 1985, although Globe and Mail brings up records from 1977 [through ProQuest Historical Newspapers: The Globe and Mail (1844-2009)]. As the research is longitudinal, a single set of questions were applied to each youth-led engagement. None of the criteria were designed to capture either more positive or negative type of coverage; while the media may have their own slants in terms of coverage of youth, this research is not selective one way or another. Media is narrowed to include publications created by organizations per questions 2-4, above; this document review occurred during both the media review and coding.

## 3.4 Data reduction and coding

The first phase of data reduction was to skim the titles of the 8,432 articles and keep which titles appeared relevant. A total of 979 titles (11.6%) were kept. Second, a similar process was used

to skim article abstracts and content for relevance – using the qualifiers as tests. Topics were considered in accordance with the definitions in **Table 2-7**; at least one third of operations must be devoted to the category in order for it to qualify for assignment. The duration of engagement was tracked through the 'peak years/time periods' category above. Of the articles kept from phase one reduction, 361 articles (36.9%) remained after phase two.

Finally, the third phase of reduction required the thorough reading of remaining articles, again using the qualifiers – and referring to other document review (e.g., organizational publications) when needed – as tests for relevance. Of those articles kept after the first two phases of reduction, 264 articles (73.1%) were left to code – making up 3.1% of the original documents identified through the search query. Two examples of articles that were kept are shown below. In the first example (**Figure 3-1**), youth swayed a vote by participating in a political process, while the second example (**Figure 3-2**) shows equal influence by youth through inaction or non-support.

**Figure 3-1. Youth influence through participation.**


Youth wing issues appeal to Charest

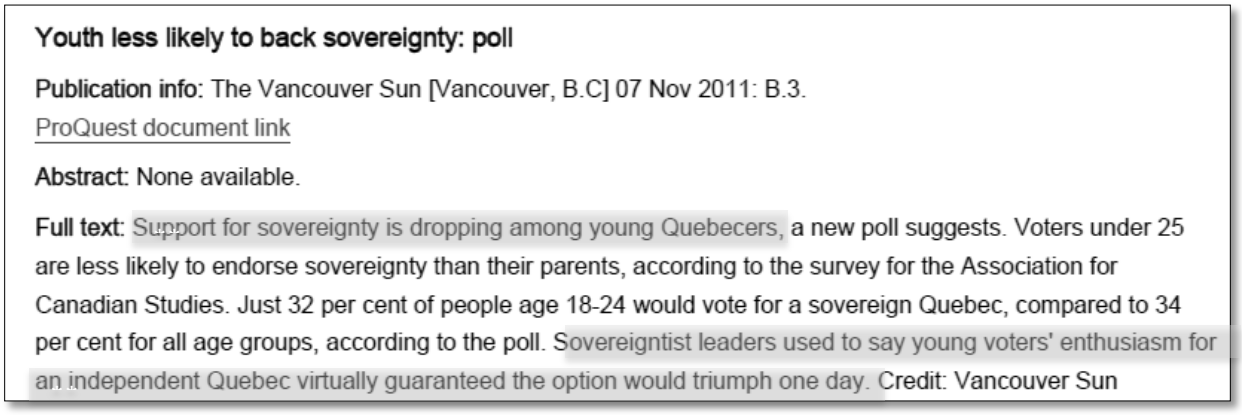
Publication info: The Gazette [Montreal, Que] 07 Mar 1998: A1 / FRONT.

ProQuest document link

Abstract: Pressure is increasing on federal Conservative leader Jean Charest to seek the leadership of the Quebec Liberal Party in the wake of Daniel...

Full text: Details, Page A11. Pressure is increasing on federal Conservative leader Jean Charest to seek the leadership of the Quebec Liberal Party in the wake of Daniel Johnson's resignation. Yesterday, the executive of the Liberals' youth wing voted unanimously to ask Charest to run. The young Liberals carry a lot of weight: a third of the delegates who will choose a new leader will be from their ranks.

**Figure 3-2. Youth influence through inaction/nonsupport.**



**Youth less likely to back sovereignty: poll**

**Publication info:** The Vancouver Sun [Vancouver, B.C] 07 Nov 2011: B.3.

ProQuest document link

**Abstract:** None available.

**Full text:** Support for sovereignty is dropping among young Quebecers, a new poll suggests. Voters under 25 are less likely to endorse sovereignty than their parents, according to the survey for the Association for Canadian Studies. Just 32 per cent of people age 18-24 would vote for a sovereign Quebec, compared to 34 per cent for all age groups, according to the poll. Sovereigntist leaders used to say young voters' enthusiasm for an independent Quebec virtually guaranteed the option would triumph one day. Credit: Vancouver Sun

These articles were given article and event ID codes, summarized by event (see Appendix 2), and inserted into two MS Excel master spreadsheets – coding 'by event' and 'by article' – for analysis. The revised framework, adapted from the literature review into a research collection tool, defined in **Table 3-3**, below. The categories were defined in large part by the literature review, as well as delineated by the needs of the practitioner stakeholder. 'Other' types of engagement include speeches, conferences, workshops and breakout sessions, and more. A total of 221 events were coded, which addressed 201 separate issues, including different ways of addressing the same issue, and multiple stories/articles covering the same events.

**Table 3-3. Media review data analysis tool.**

| CATEGORY | SUB-CATEGORIES |
|---|---|
| APPLIED STRATEGY | Socialization |
| | Influence |
| | Power |
| | Partnership |
| PRIMARY TOPIC* | Human Rights & Democracy |
| | Equality & Social Justice |
| | Environment |
| | Human health |
| | Science, Technology & Development |
| | Education |
| | Culture & Religion |
| SCALE OF RESULTING IMPACT | Individual |

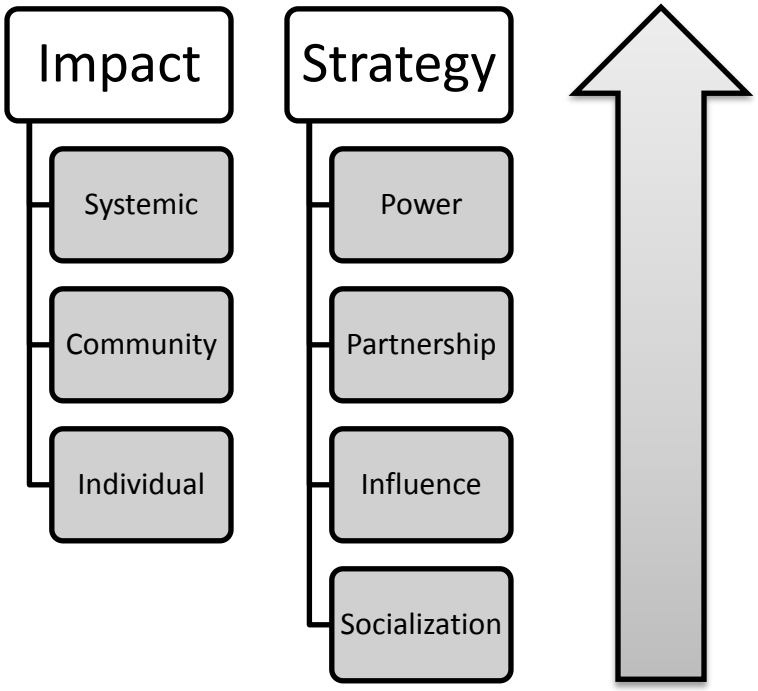
| | |
|---|---|
| | Community/Interorganization |
| | systemic |
| **TYPE OF ENGAGEMENT** | Philanthropy |
| | Community Volunteerism |
| | Political Engagement |
| | Public Policy |
| | Economic Activity |
| | Arts |
| | Research & Innovation |
| | Non-electoral Vote |
| | Other |
| **TYPE OF ORG.** | Individual |
| | (Informal) Group |
| | For-Profit Company |
| | Social Enterprise |
| | Non-Profit Organization |
| | Advisory Body |
| **PEAK YEARS/TIME PERIODS** | 1978-1982 |
| | 1983-1987 |
| | 1988-1992 |
| | 1993-1997 |
| | 1998-2002 |
| | 2003-2007 |
| | 2008-2012 |
| **OTHER MEDIA INFO*** | Page #/ Position |
| | Source |
| | Picture Included? |

**This section was not included when coding by event. It was only used for coding the articles*

The two sets of analyses, delineated in the following section, required two different coding systems. Various MS Excel sheets were used for the first group of analyses, looking at frequencies, in which the various categories are *not* mutually exclusive. Some events received multiple inclusions within the table's categories; for example, it is possible for an event to have more than one kind of outcome/impact. These analyses are important for accurately representing the characteristics that are applicable to each event. Where the media did not provide all necessary information – i.e., whether an organization is based in Canada, or is youth-led (qualifying details) – the researcher looked for the information in other document areas, including the organizations' websites and publications.

The following **Figure 3-3** is a hierarchy illustrating, from top (highest level) to bottom,where each category is positioned. The figure represents the organization of categories by previous researchers and practitioners, as seen in Clarke and Dougherty (2010), Apathy is Boring (2004) and Arnstein (1969). When two or more types were included for each category, the one that occurs higher up on the hierarchy was the one that was selected.

**Figure 3-3. Hierarchy of impact and strategy types, per category.**




## 3.5 Data analysis

To reduce inconsistencies in data collection, a single researcher reduced, coded, transcribed and analyzed the data. In addition to being a recording tool, the framework was a starting point for organizing the data for analysis. It was possible to: (a) cluster the data according to the strategy used in the engagement activity, (b) classify impact according to scale, and (c) to associate between the types of activities that had the greatest impacts. The data were divided in several ways (more details found in sections 3.5.1 and 3.5.2):

1. According to publication name and features (illustrations, page placement)

2. Clustered into categories such as topics, organization type and peak years
3. By strategy (socialization, influence, power and partnership) and scale of impact (individual, community or interorganizational and systemic).

The data were then analyzed separately by frequencies and cross tabulations. First, frequencies were used to describe the main characteristics of the data, focusing on those categories with the highest number of occurrences per impact or per strategy. The various categories in this analysis are not mutually exclusive. Second, ten chi-square tests were performed to assess whether the relationships between strategy, impact and other variables are statistically significant, given $p \leq 0.05$ (Thisted, 1998). To complete the test, values in the data collection table had to be mutually exclusive, hence the need for coding a second time.

### *3.5.1 Frequency analyses*

Two master MS Excel datasets were used to perform all the frequency analyses, both of which included data that are not mutually exclusive. Data organized by event was one most used. The following were ways in which the categories were grouped, organized and analyzed:

1. filtered according to strategy (socialization, influence, partnership, power), and summing up the categorical frequencies associate with each level of strategy;
2. filtering according to strategy and identifying how many events used one, two or three strategies;
3. filtering according to scale of impact and identifying how many events had only one primary impact type as well as how many had two main impact types;
4. filtered according to scale of impact (individual, community/interorganizational, systemic), and summing up the categorical frequencies associate with each level of strategy;
5. summing up the frequency of each engagement type per strategy;
6. filtered according to scale of impact and summing up the frequency of each event's peak timeframe(s), or group(s) of years;
7. filter by types of engagement and presenting the proportions of each category; and

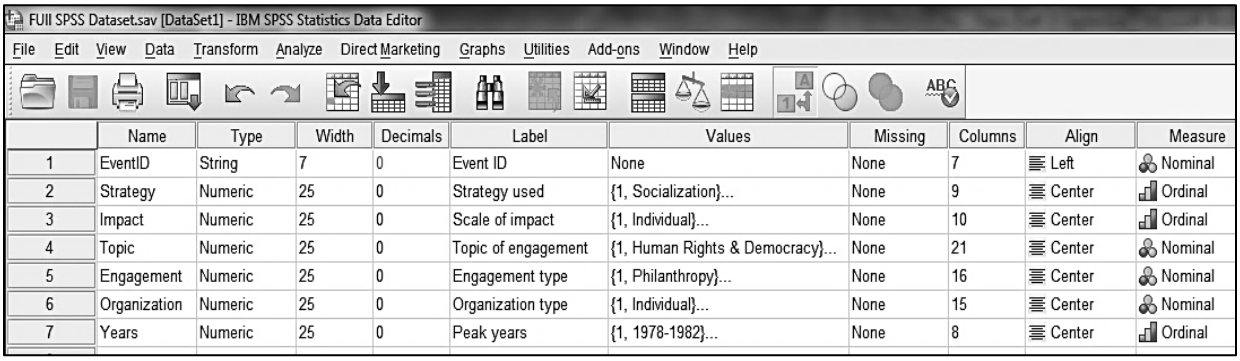
8. filter by each of the three most popular and the three least popular types of engagement, summing up the frequencies of the types of organization involved in each engagement type.

The data organized according to article ID were primarily used for comparison purposes, contrasting the frequencies of each category between the two datasets. In addition, the 'coding by article' dataset was used to understand patterns in youth-friendly features like total number of articles, where in the newspaper the articles appeared and whether there was an illustration, between each of the four media sources. Such details are important for creating a base upon which the true impacts of youth can be analyzed, as opposed to effects resulting from appearance in the media. Illustrations typically bring more attention to certain stories, as does positioning in the front section of the newspaper (Macnamara, 2005). Data related to these features, coupled with a high number of youth-related coverage – a proxy for being receptive to youth initiatives – may be useful to youth wanting to delve deeper into this topic. As this thesis is meant to be of use to practitioners as well as researchers, including information of this kind is appropriate for future exploration. The two datasets are referred to throughout this thesis as non-mutually exclusive data, coded by event or by article ID.

### *3.5.2 Cross tabulations: chi-square tests*

Cross tabulations and chi-square tests, both of which require mutual exclusivity between each of the categories, were completed in two stages using IBM SPSS Statistics 20. In the first stage, the original data were recoded into a new dataset in SPSS (Appendix 3) so that only the highest level of strategy or impact, the most recent years and the most relevant type of each of the nominal categories were included – making the data mutually exclusive. These variables were set up as follows (see Appendix 3 for full description of 'Values' column):

**Figure 3-4. Variable view of dataset in IBM SPSS Statistics 20.**


FUll SPSS Dataset.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help

| | Name | Type | Width | Decimals | Label | Values | Missing | Columns | Align | Measure |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | EventID | String | 7 | 0 | Event ID | None | None | 7 | Left | Nominal |
| 2 | Strategy | Numeric | 25 | 0 | Strategy used | {1, Socialization}... | None | 9 | Center | Ordinal |
| 3 | Impact | Numeric | 25 | 0 | Scale of impact | {1, Individual}... | None | 10 | Center | Ordinal |
| 4 | Topic | Numeric | 25 | 0 | Topic of engagement | {1, Human Rights & Democracy}... | None | 21 | Center | Nominal |
| 5 | Engagement | Numeric | 25 | 0 | Engagement type | {1, Philanthropy}... | None | 16 | Center | Nominal |
| 6 | Organization | Numeric | 25 | 0 | Organization type | {1, Individual}... | None | 15 | Center | Nominal |
| 7 | Years | Numeric | 25 | 0 | Peak years | {1, 1978-1982}... | None | 8 | Center | Ordinal |

In the second stage, these data were condensed into fewer categories for the chi-square tests and analyses. This was necessary because the original mutually-exclusive data set did not meet the chi-square assumptions, or requirements, for being representative of the population; as such, each individual category could not be tested separately. However, once condensed, each relationship could be accurately analyzed as a true representation of the population. Where there were fewer than five occurrences for a single category, these categories were merged into the 'other' category in order to meet the requirements or assumptions of a chi-square test. In the case of hierarchical categories, as with strategy or scale of impact, only the highest applicable level was included for each event. Throughout this thesis the dataset from stages one and two are referred to as uncondensed and condensed mutually exclusive data, respectively.

As strategy and impact are the primary variables this thesis strives to understand, these two categories formed the main variables against which all other categories were tested. Ten groupings were analyzed in total using Chi-square cross tabulations and tests; relationships with strategies were tested first, followed by relationships with impact scales, as demonstrated in the table below.

**Table 3-4. Chi-square test pairings in SPSS.**

| Set 1: strategy-based cross tabulations | Set 2: impact-based cross tabulations |
|---|---|
| Strategy used * Impact scale | Impact scale * Strategy used |
| Strategy used * Topic of engagement | Impact scale * Topic of engagement |
| Strategy used * Engagement type | Impact scale * Engagement type |
| Strategy used * Organization type | Impact scale * Organization type |

| Strategy used * Peak years | Impact scale * Peak years |
|---|---|

The results of the cross tabulations are twofold in their nature. Analyzing the frequencies generated by the mutually-exclusive data allows the researcher to understand the precise nature of any relationships confirmed in the chi-square tests, as opposed to making the assumption that inter-categorical relationships are the same for both the mutually-exclusive and non-mutually-exclusive datasets (Thisted, 1998). These frequencies were graphed from the actual counts as calculated using in the crosstabs feature in SPSS. Chi-square tests were then run from these cross tabulations in order to assess whether the relationships represented by the frequency graphs occurred by chance or if they are statistically significant (Thisted, 1998), or likely to occur regardless of sample or population size. The chi-square test results relating to each categorical pairing are summarized into two tables (**Figure 4-5** and **Figure 4-6**) to provide a concise view of the relationships tested. All the cross tabulations and related chi-square tests are included in Appendix 4.

## 3.6 Data reliability

In order to assess the reliability – how likely the same results would occur over again – of the information obtained, the data are triangulated by comparing past research with the results of the frequencies analysis, cross tabulations and their corresponding chi-square tests, known as theory and data triangulation (Patton, 2002). One common concern regarding the validity and reliability of content analyses is the typically high emphasis on comparative frequency of different symbols' appearance (Holsti, 1969), for example the use of specific words or phrases. Such concerns have been previously addressed by assigning numeric values not merely based on counting (Chiotti, 2009). The same measures are taken in this thesis; values are assigned to each category not as a result of frequency of terms, but are assigned as a categorical value to signify which factors are being attributed to each event.

Numerous practitioner consultations and other document reviews were completed throughout the design, research and discussion process to ensure the research generates data that will be useful and understandable to youth in practice.

## 3.7 Limitations

The use of a media content review, although largely beneficial, has limitations that should be considered. First, the content of each article is largely dependent on recorded communication, which may in some cases have been somewhat subjective (Babbie, 1999). Second, despite certain industry guidelines, there are no strict rules or definitions to ensure relative uniformity of data, potentially producing somewhat variable data depending on to what extend systemic biases – editorial decisions which may result in the inclusion or exclusion of specific events – had come into play (Lucardie, 2003).

There are also limitations that should be considered in the reading and understanding of the results and discussion. First, the selection of newspapers excluded Francophone publications, and so although French Canada was covered in the Gazette it is only accurate to claim relevance of the data to English/Anglophone Canada. Further, the stories that were selected were limited to stories that originate from within Canada, or, initiatives based in Canada. This may have excluded stories or events that could be taking place in Canada but which are led by youth elsewhere, and which could also be effecting changes in Canadian society. Regarding the newspapers, editorial decisions may have skewed the results to favour a certain kind of youth-led initiative, rather than to accurately portray what exists in society. The availability of digital records for each newspaper was also a limiting factor, keeping the time boundary to 35 years. The key words were selected so the results would include the kinds of stories relevant to the research while narrowing down the results enough to manage. However, it is likely that there were many youth-led initiatives that were covered in the media during the same timeframe but which were excluded by having been filtered out by the very specific search terms. Finally, the ability of the researcher to draw relationships from the results between strategies and impacts is limited. Quantitative data collected through a comprehensive survey of past and current practitioners would be useful for deeper statistical analysis and predictive modelling.

## 3.8 Methods summary and conclusion

The research scope is defined to include only information pertaining to the definition of the three key terms, the evaluation of impacts if certain youth-led activities and the identification of patterns between the strategies used and impacts that occurred, within the years of 1978-2012. Other factors, including the influence of major historical events, how non-youth engage youth, and how to effectively overcome barriers youth commonly face, are excluded from the main research focus. Four qualifiers were used throughout data collection and coding to ensure the research question, objectives and scope were addressed/met, by ensuring the events were: relevant to the engagement strategies, types and topics; occurring within the specified dates; led by youth (aged 15-24); and Canadian-based. A media content review of four newspapers – The Globe and Mail, the Toronto Star, the Province and The Gazette – generated 8,432 newspaper articles using set search criteria (key words). Of these, 264 unique articles were considered relevant after a specific data reduction process (title relevance, abstract/content skim, content read) and were used to code 221 events into the data collection tool, which was created from the literature review and revised after practitioner input. Analysis of frequencies and chi-square tests were used to analyze the results.

Despite three main limitations – the narrowing of newspapers and key words, as well as the qualitative nature of the resulting data – it is still possible for this thesis to offer theoretical and practical contributions. The methodology presented in this chapter sets the research up to provide an understanding of what youth do – the topics they address, the strategies they apply, how they organize themselves – and what kinds impacts, in terms of scale, occur as a result. As is discussed in the next two chapters, the results produced by the selected methodology allow the researcher to redefine some of the key terms, restructure existing frameworks, synthesize and create new frameworks and begin to assess the relationships that may exist between youth strategies and resulting impacts. And so, while the methodology and results do not present a complete picture of how youth have affected change in Canadian society over the last 35 years, they do effectively offer a sample of what has occurred from the perspective of the media.

# 4. RESULTS

A content analysis of some of Canada's highest circulating papers revealed that the youth did manage to achieve some news salience, especially in the area of political engagement. This chapter explores the many topics and strategies youth have addressed and used over the last 35 years, and relationships and patterns between youth activity and impacts on society are considered. To achieve these results, three analyses were performed as described in the Methods section. First, a series of frequency analyses were performed on each of two datasets. The first dataset was organized by event ID, and the second (which included media information) by article ID. Both include non-mutually exclusive data. Results from the event tables are presented in subsections 4.1-4.4, below, and results from the article tables are included in subsections 4.1.1 and 4.2.4. The final analyses, a series of ten cross tabulations based on uncondensed mutually exclusive data and ten related chi-square tests based on condensed mutually exclusive data, are expressed in subsection 4.3, below.

Three of the four objectives are addressed in this chapter: to clarify the concept of youth engagement (section 4.1), to examine what its impacts have been (sections 4.2-4.3), and to gain a better understanding of the relationships between strategy and impacts (section 4.3). Although some aspects of the framework and data collection table appeared to have little effect on the impact of youth, for example the years in which the initiative occurred or the lifespan of the organization, other aspects led to some meaningful discussion and contributions. The definitions of key terms were partly supportive of the literature, although some additions and a new perspective are offered. Certain topic areas and aspects of society – namely political – have been targeted more than others, simultaneously supporting some previous findings while disproving others. Perhaps most importantly, certain patterns emerged in terms of which strategies were most frequently used by youth, per the media review, and what impacts occurred. The chi-square test showed a strong statistical significance in the relationship between strategy and impact, suggesting a real connection that may be further explored in the discussion and in future research.

## 4.1 Defining key terms

The three key terms – 'youth', 'youth-led engagement' and 'impact' – have been defined in detail in sections 2.1-2.4. The following subsections include quick descriptions of the contexts used in the media. Further details are included in the discussion.

### *4.1.1 Youth*

The media includes a variety of age ranges when reporting on youth stories. Terms used to describe youth include, 'teen', 'student', 'youth', and 'young person'. The following ranges were mentioned in one or more stories:

- Ages 12-18: Youth Action Alliance
- Ages 15-30: French language program
- Ages 14-20: Bell Wave program
- Ages 14-26: Young Liberals
- Ages 13-17: Youth Coalition Against Smoking Advisory Network
- Ages 15-24: Group of youth writing a report

Specific ages were mentioned 111 times in the articles that qualified for coding. The most common age was 16 (17 mentions), although ages 18 (14 mentions), 19 (15 mentions), 22 (15 mentions), and 23 (14 mentions) also occurred frequently. The full list is as follows:

**Table 4-1. Ages that came out of media review, and their frequency of occurrences.**

| **Age** | ***Frequency*** | **Age** | ***Frequency*** |
|---|---|---|---|
| **15** | *2* | **20** | *9* |
| **16** | *17* | **21** | *7* |
| **17** | *11* | **22** | *15* |
| **18** | *14* | **23** | *14* |
| **19** | *15* | **24** | *7* |

Other articles were excluded for not having met the qualifying criteria in section 3.3.1, namely the age component. Ages 13-30 appeared in the media.

### *4.1.2 Youth-led engagement*

Youth engagement can take a variety of forms; there does not appear to be a set group of activities frequently undertaken by youth as it is relayed by the chosen newspapers. Some examples of actions words that were used synonymously with 'engagement' include: awareness, donating/raising money/funds, a call to action of some kind (i.e., 'we want you to…'), discussion, speak up, win/awarded, walk out/leave, movement, revolution, volunteer, travelled, protest, letter-writing/writing/petition, rally/strike, march/picket/demonstrate, fighting, conflict, considers, elect/vote, negotiate, defeat, pressure, demand, propose, approve, create/form/develop, research/investigate, organize, founded, inspires, ambassador, publicize, paint, deploy, and more. The most common engagements were protesting and volunteering.

### *4.1.3 Impact*

As seen in the literature review, the concept of impact is understood differently depending on the context in which it is used. Media stories described outcomes and impacts using terms like 'fellow student', 'schools', and 'policy', which would reflect individual, community and systemic impact levels. Most commonly, more than 75% of the time, the person(s) affected by the engagement was/were listed, either as a specific topic (e.g., systemic issues like tuition, wages, and unions) or as a location (e.g., hospital, schools, homeless shelter, and non-profit organizations).

## 4.2 Frequencies: general results

This section conveys the results from the first analysis of frequencies, including which categories of engagement type, topic, impact and strategy were most prominently used/applied. Although the main objective of the thesis, understanding the relationships between strategies and impacts, is addressed by the results in section 4.3, the majority of discussion uses the following data as its foundation. While mutually exclusive data was necessary for calculating the significance of relationships, non-mutually exclusive data is provided here in detail for a broader, more accurate understanding of what stories came out of the media content analysis. Pie graphs are often used

instead of tables or bar graphs to make understanding and comparing the results easier for youth practitioners.

### *4.2.1 Engagement types and organization types*

Nearly half (42%) of all events that were identified in the media review were of the political engagement type (**Figure 4-2**). Of these, 30% of events showed that youth participated through advisory bodies. Community volunteerism (14%) and other engagement types (13%) were also prominent.

**Figure 4-1. Engagement types (by event) that emerged from the media review.**

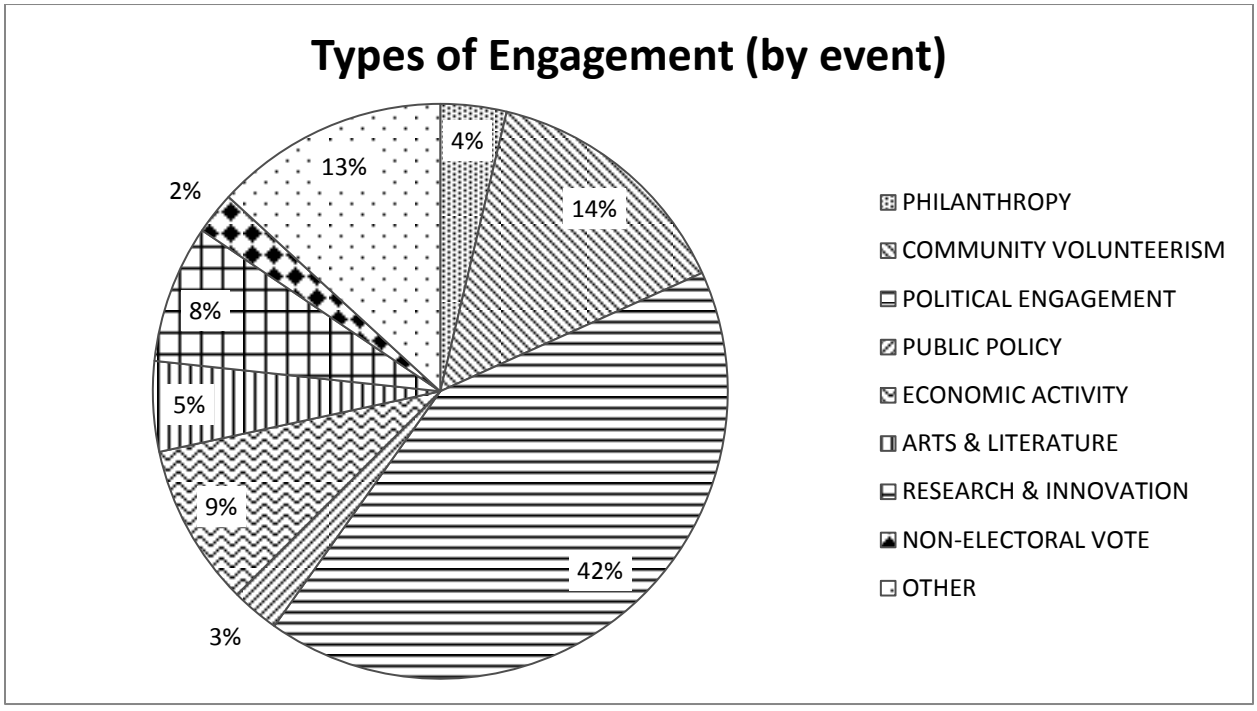
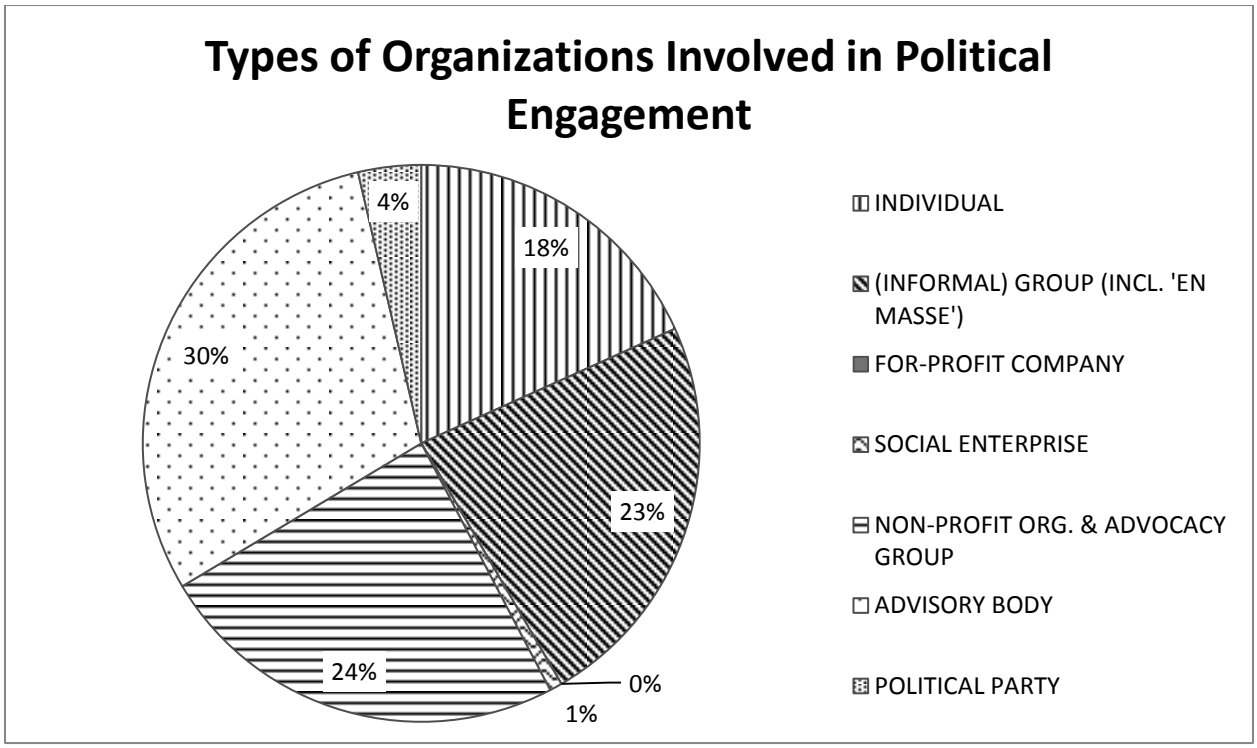


**Figure 4-2. Organizations involved in the most prominent type of engagement – political engagement.**




Within community volunteerism, the majority of events (58%) were led by individuals, although non-profit organizations and advocacy groups (25%) and informal groups (14%) are also worth noting (**Figure 4-3**). Fewer organization types seemed to be involved in 'other engagements', although those that exist are almost equally prominent (**Figure 4-4**). Non-profit organizations and advocacy groups led this category by leading 42% of events, while individuals followed with 32% and informal groups with 24%.

**Figure 4-3. Organizations involved in community volunteerism.**

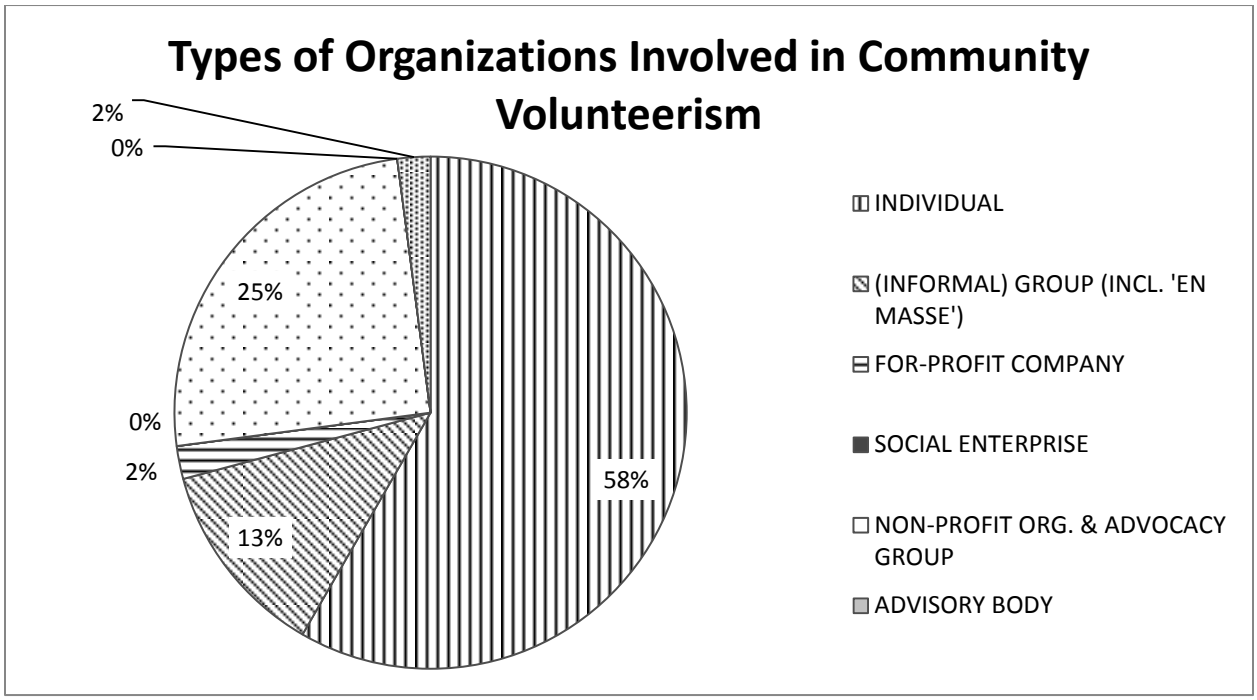
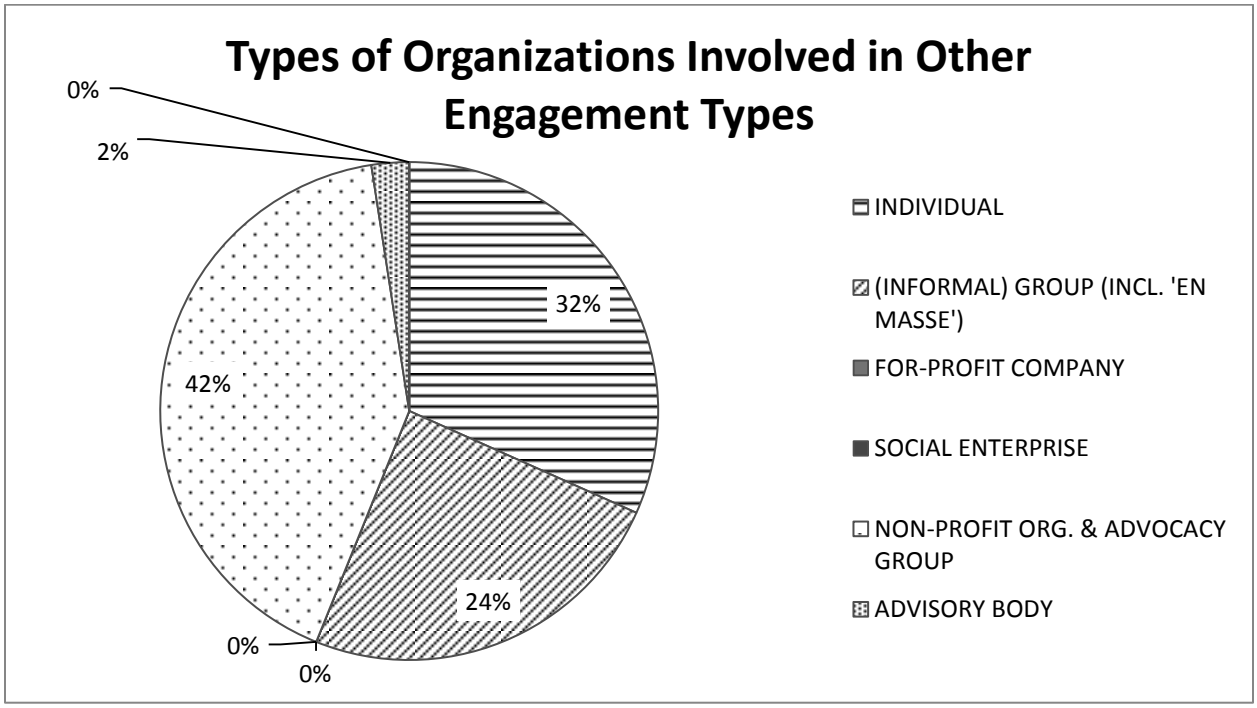



**Figure 4-4. Organizations involved in other engagement types.**



The least common types of events were non-electoral votes (2%), public policy (3%) and arts and literature (5%) (**Figure 4-1**).

The results also show interesting patterns in that all four of the most common organization types which led the top three reported types of engagement are the same organization types which led the three least common engagement types, as seen below.

**Table 4-2. Most prevalent organization types leading the most and least popular types of engagement.**

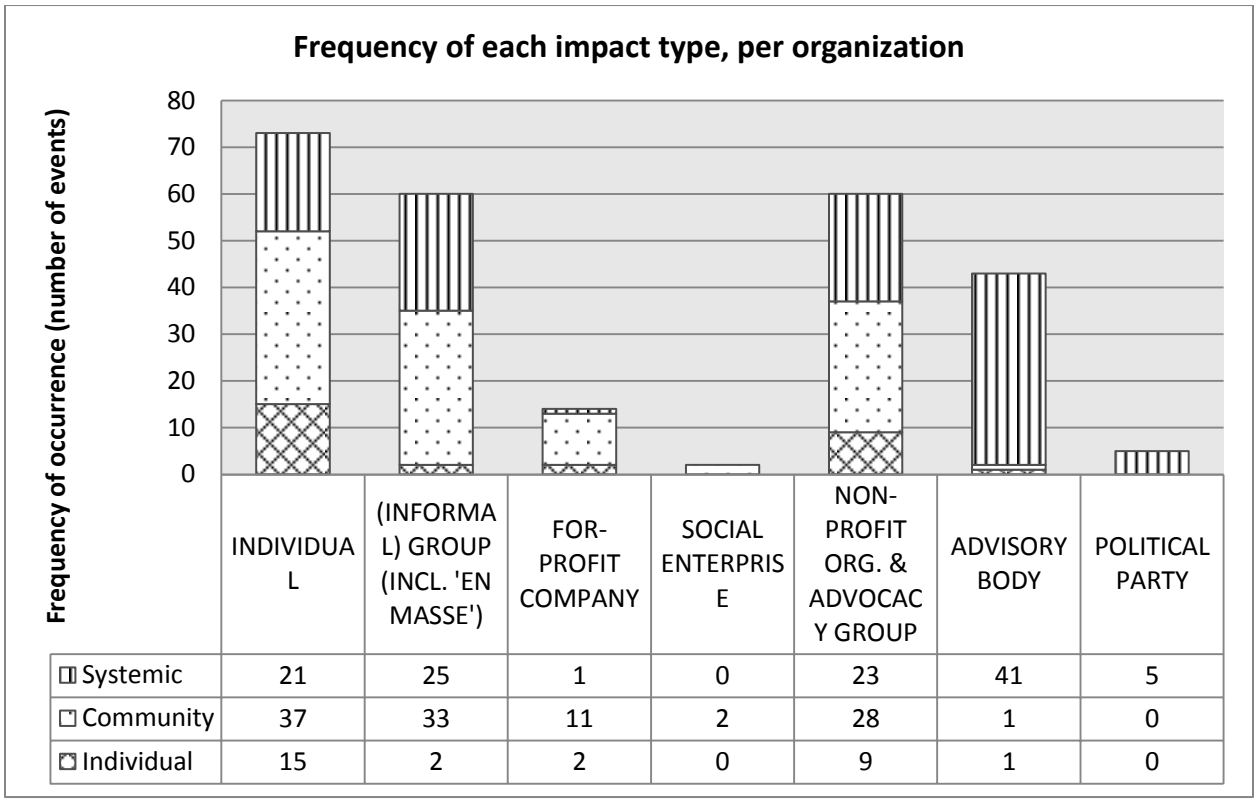
| Engagement type | 1st most common organization type | 2nd most common organization type | 3rd most common organization type |
|---|---|---|---|
| **Political Engagement** | Advisory body (30%) | NPO & advocacy (24%) | Informal group (23%) |
| **Volunteerism** | Individual (58%) | NPO & advocacy (25%) | Informal group (14%) |
| **Other** | NPO & advocacy (42%) | Individual (32%) | Informal group (24%) |
| **Three least common engagement types*** | Advisory body (32%) | Informal group (25%) | Individual (21%)<br>4th is *NPO & advocacy* (18%) |

The results of this research are encouraging for those who wish to present themselves in a variety of different ways. For example (see Appendix 2 to read a description of each event):

- one pair of youth – aged 19 and 20 – completely changed the culture and character of their neighbourhood by opening a large, amenity-filled jazz bar (Event ID 33QUAA);
- the liberal party's youth wing put enough pressure onto the party leader to have him resign (Event ID 54QUAA);
- more than 100 high school students had a new schedule and crowded classrooms reconsidered by the School Board after a mass walk-out (Event ID 62ONAA);
- and one student pursued research of Alzheimer's disease, discovering that rhubarb extract may preserve affected proteins from degenerating (Event ID177BCAA).

The data indicating that various impacts can be achieved in a variety of ways is represented in the following figure, which demonstrates the various scales of impact that resulted from initiatives led by each type of organization.

**Figure 4-5. Frequency of each impact type, per type of organization.**

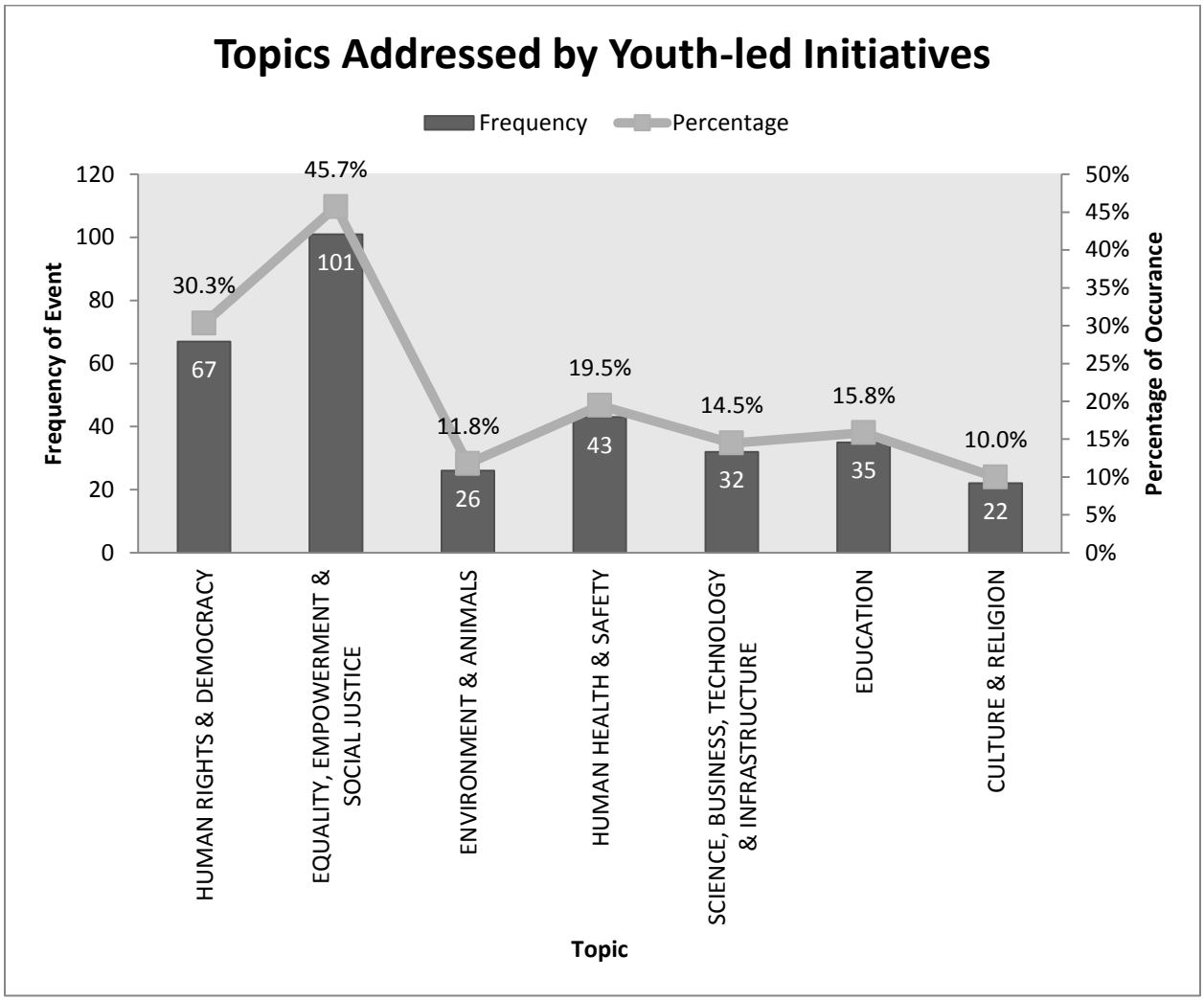



| | INDIVIDUAL | (INFORMAL) GROUP (INCL. 'EN MASSE') | FOR-PROFIT COMPANY | SOCIAL ENTERPRISE | NON-PROFIT ORG. & ADVOCACY GROUP | ADVISORY BODY | POLITICAL PARTY |
|---|---|---|---|---|---|---|---|
| Systemic | 21 | 25 | 1 | 0 | 23 | 41 | 5 |
| Community | 37 | 33 | 11 | 2 | 28 | 1 | 0 |
| Individual | 15 | 2 | 2 | 0 | 9 | 1 | 0 |

### *4.2.2 Engagement topics*

There were seven topics under which all events were categorized. These topics are intentionally broad to ensure all events could be organized into the table without the need for an 'other' category. Two topic areas emerged as the most frequently addressed issues, while the other five areas were similar in their frequency of occurrence within the data collected (**Figure 4-6**). The topic areas are not mutually exclusive; those organizations that addressed at least one of the two leading topics often also addressed the second, as they are similar in their definitions (see definitions for Human rights & democracy (topic) and Equality, empowerment & social justice (topic) in the glossary).

**Figure 4-6. Topics addressed by youth (by event).**

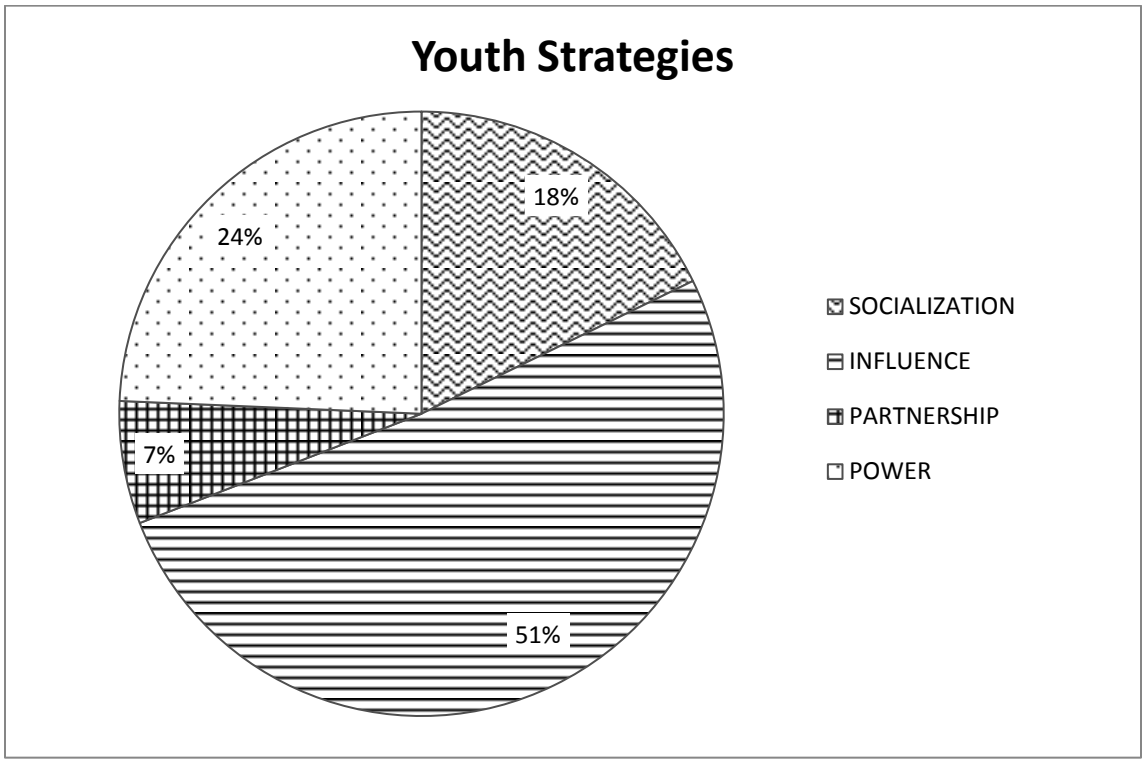



### *4.2.3 Engagement strategies*

Youth appeared to make use of all four strategies, with particular favour for power (24%) and especially influence (51%) (**Figure 4-6**). One event or initiative sometimes made use of multiple approaches to achieve their goals. There are a total of 221 events recorded, in which 46 use socialization, 133 use influence, 17 use partnerships and 63 use power. This sums up to a total of 259 strategies applied to the 221 events. Within these events, 186 employ a single strategy,

while 32 events use two strategies and three events make use of three strategies; no recorded event used all four strategies as their main method(s) of achieving success.

**Figure 4-7. Strategies used by youth to address issues. Categories are not mutually exclusive.**




Of the 133 events that used influence as one of their primary strategies, 11 also used power to address issues. An additional three events included a third strategy (two included socialization, one included partnership).

### *4.2.4 Impacts - social change in Canada*

Change can be measured using a variety of qualities, but three aspects of youth-led engagement are discussed in this section: time, media characteristics and reported impacts. Time and media characteristics were selected for analysis to fulfill practitioner needs with regards to understanding a broad perspective on the factors that could possibly contribute to the achievement of predetermined impacts.

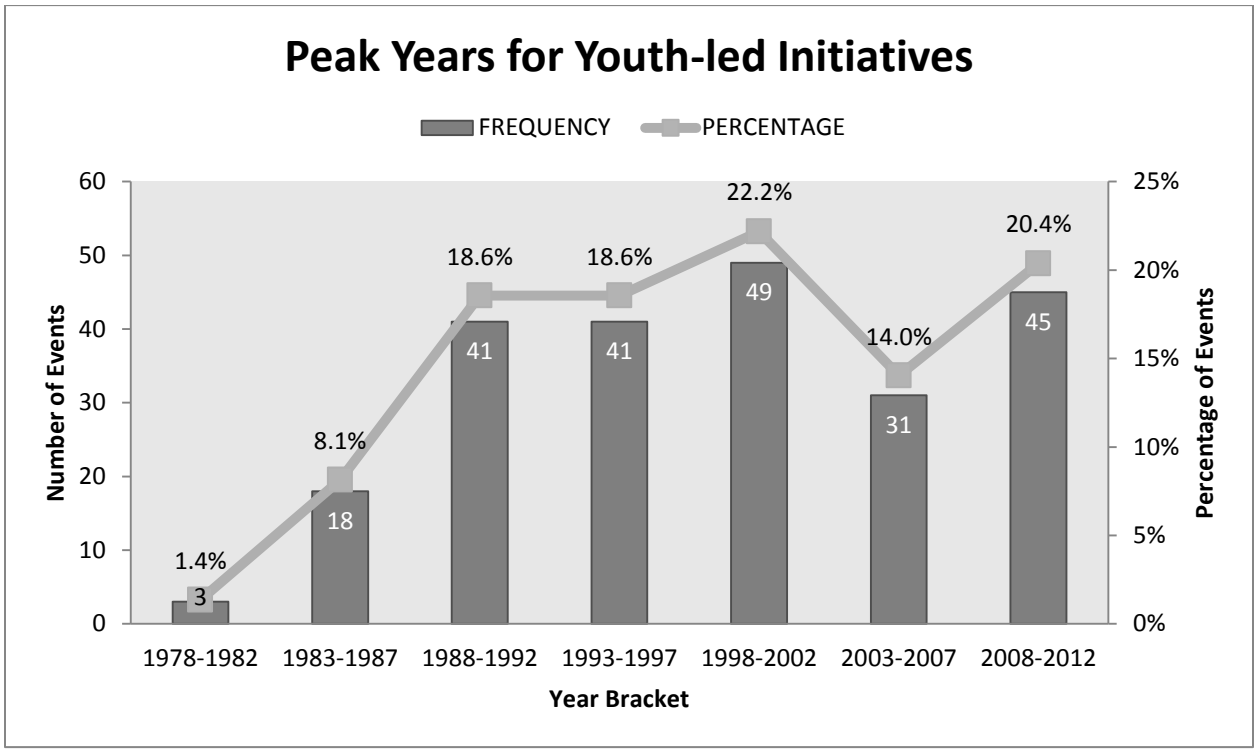
***Peak years***

The values in **Figure 4-8** show the number of events that occurred in each time period. A follow-up study might look at any effects these events had after our study period, and compare them to the duration of events or the social time period in which they occurred (e.g., did an event occur before, during, or after an issue became important on a broader, societal scale?).

The majority of events (131 events, or 59.4%) occurred in the 15-year period between 1988 and 2002. Many of these events occurred as part of two major issues in Quebec: tuition increases and the sovereignty debate. The sovereignty issue peaked in 1998-2002 time period, while the tuition protests peaked twice – once in the 1988-1992 period and again in the 2008-2012 period.

It is unclear whether youth were more active in these peak periods than in others, or whether they were more effective at engaging the media. Research considering youth outside media resources may be necessary for comparison purposes.

**Figure 4-8. Mapping of time when recorded events occurred.**



About 98% of events had a lifespan of five years or less, and the other 2% was nearly completely made up of events that lasted no more than 10 years.

**Table 4-3. Number of events that lasted for each timespan at each impact level.**

| Impact level | Lifespan of event | | | | |
|---|---|---|---|---|---|
| | <5 years | 5<10 years | 10<15 years | 15<20 years | *Total* |
| **Individual** | 26 | 1 | 0 | 0 | *27* |
| **Community** | 104 | 1 | 0 | 1 | *105* |
| **Systemic** | 104 | 3 | 0 | 0 | *107* |
| ***Total*** | *234* | *5* | *0* | *1* | *239* |

***Media characteristics***

Unlike the other sections, media characteristics do not analyze frequencies in the events dataset. Rather, a second dataset coded by article was utilized. Media characteristics serve practitioner goals, perhaps as a way of measuring progress part-way through an initiative, as well as media interests. For example, such characteristics may provide a base upon which to assess whether there is a causal relationship between placement in the paper and the success of the initiative, and in what direction – or to what extent – that relationship may occur. Content analysis has been tested and suggested as a research technique from which to draw causal relationships (Glaser & Laudel, 2013), although the data collected here may not go deep enough into considering several media characteristics to do so. Two characteristics, or features of the media coverage outside the content of the story, are also discussed in this section: whether the article appeared in the front section of the newspaper and whether the story had (an) accompanying illustration(s).

Of the 264 articles used in the thesis analysis, about 58% were located in the front section of the newspapers and 36.7% had accompanying illustrations or photographs. Of the 264 articles, 20.4% had both features – placement in the front section and illustrative accompaniment.

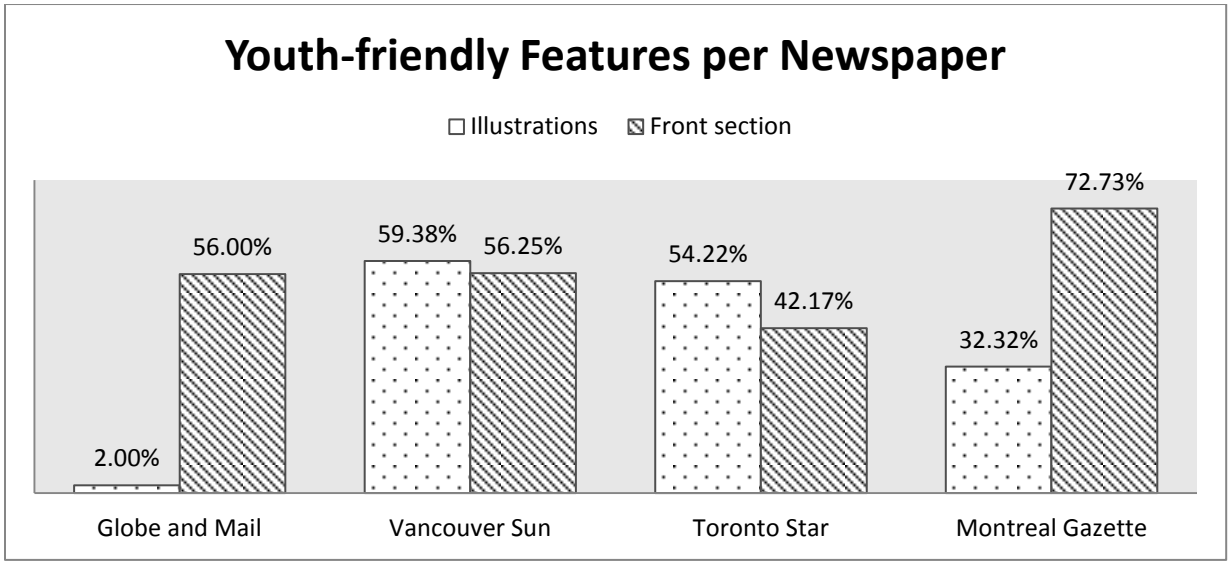
**Table 4-4. Number of articles and beneficial features per newspaper.**

| Publication name | Total articles | w/ Illustration | Front section | *In front section w/ illustration* |
|---|---|---|---|---|
| ***Globe and Mail (GM)*** | 50 | 1 | 28 | *1* |

| | | | | |
|---|---|---|---|---|
| ***Vancouver Sun (VS)*** | 32 | 19 | 18 | *11* |
| ***Toronto Star (TS)*** | 83 | 45 | 35 | *17* |
| ***The Gazette (Gz)*** | 99 | 32 | 72 | *25* |
| ***Total articles*** | **264** | **97** | **153** | ***54*** |

The Vancouver Sun seems to be the most youth-friendly in terms of features (see **Figure 4-9**), followed closely by The Gazette. However, in terms of coverage, The Gazette hosted the highest number of youth-related articles (38.4% of all articles), followed by the Toronto Star. Overall, The Gazette appears to be the most accessible newspaper to youth-related issues of the four we used.

**Figure 4-9. Comparison of features - illustrations and front placement - per newspaper.**

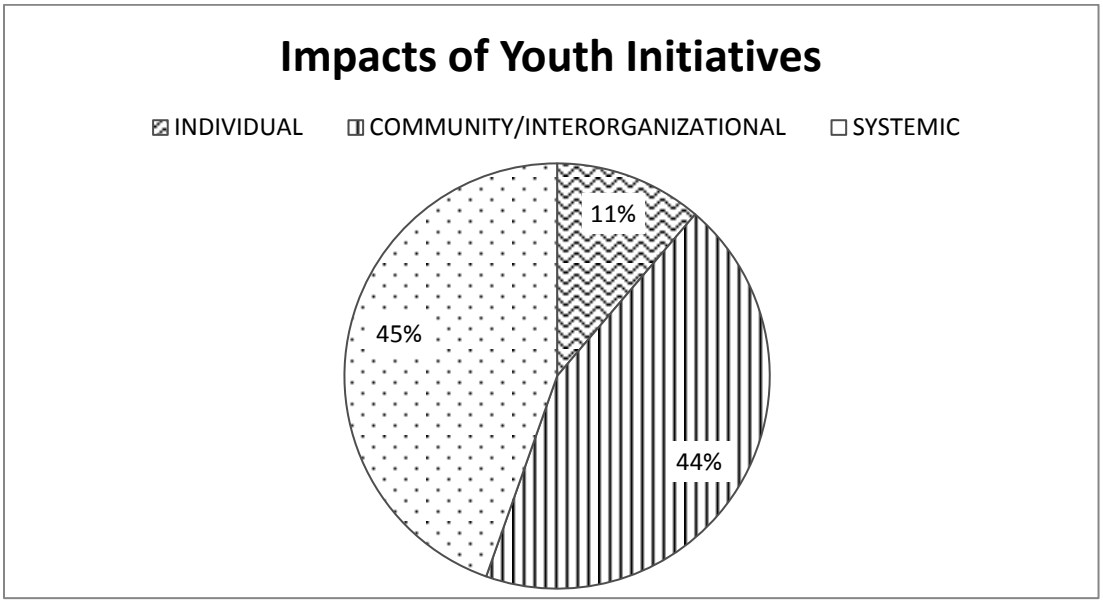



***Impacts achieved***

The scale of impact achieved by each event was assigned according to the person(s) or organization(s) that were affected by them. For example, a program reported to have improved the lives of immigrants in a certain city would have had a community impact, whereas events that resulted in the change of a policy would have had a systemic impact. As most events would have had multiple impacts if residual or long-term effects had been taken into consideration, only the greatest impact(s) as reported by the publishing newspaper were included in the count.

There are 221 events recorded, which resulted in 27 outcomes with individual impacts, 106 outcomes with community/interorganizational impacts and 107 outcomes with systemic impacts. This means 240 counts of impacts had resulted from the 221 events. Within these events, 202 resulted in a single type of impact, while 19 events (9%) had impacts on two scales; no recorded event impacted society on all three scales. Community/interorganizational and systemic impacts were tied almost equally – at 44.2% and 44.6% of impact counts, or 48.0% and 48.4% of events, respectfully – as the most common impacts achieved by youth in the news stories examined.

**Figure 4-10. Impacts resulting from youth-led engagement (counts of impacts, not mutually exclusive).**




### *4.2.5 Strategies and impacts: emerging relationships*

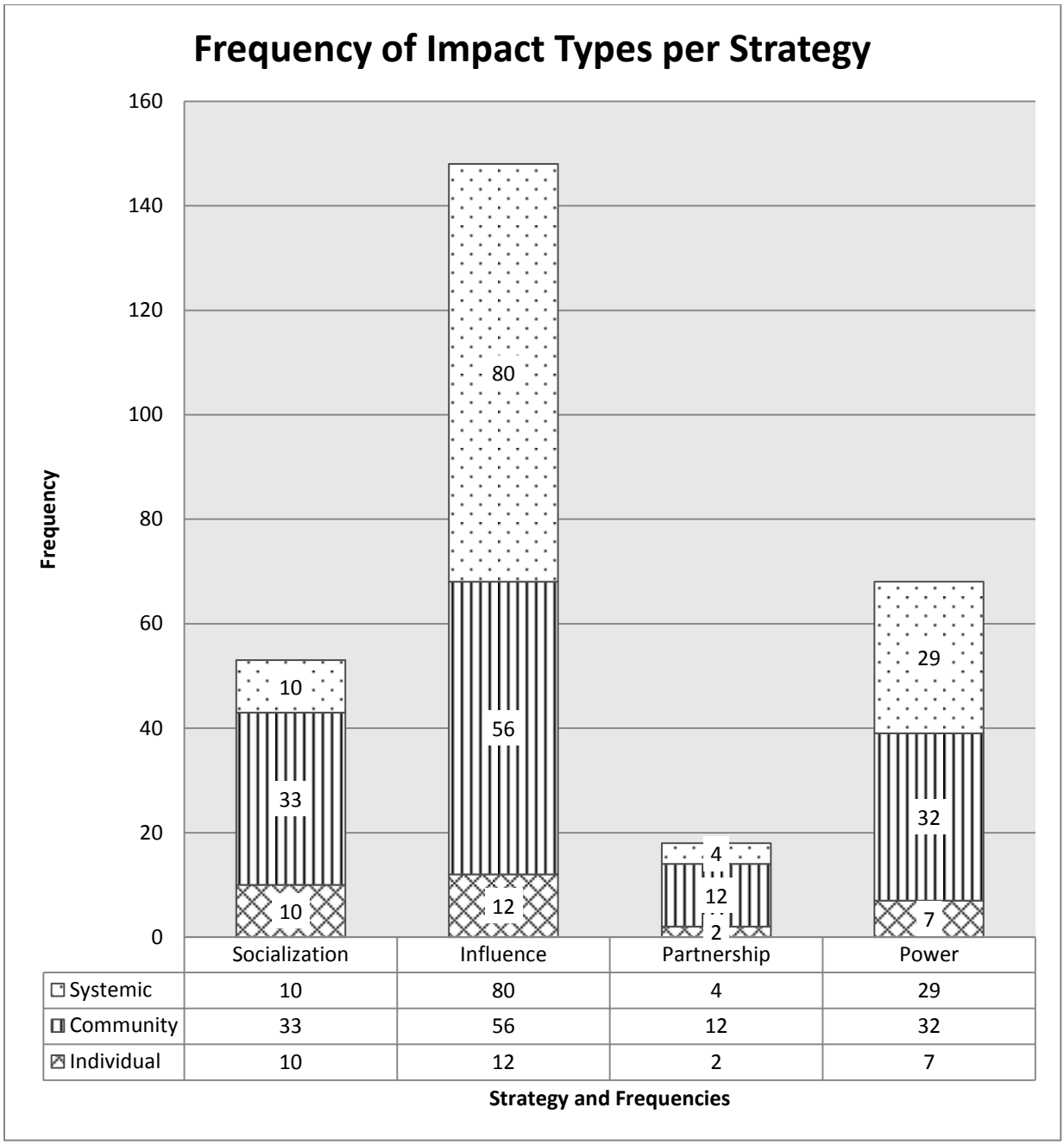
The fourth objective of the research is to understand the relationships between youth-led strategies and the resulting impacts. The data were filtered according to level of impact (individual, community/interorganizational, systemic), then analysed for the most frequent strategy and organization components. As represented in Appendix 5, the following were the dominant features for each impact level:

- Events that impacted individuals generally used influence as their primary strategy (44.4%), and more than half (55.6%) of these events were led by individuals.

- Of those events that resulted in community/interorganizational impacts, about half (52.8%) used influence as their primary strategy. Individuals led the majority (34.9%) of events, followed closely by informal groups (31.1%).
- Events that had systemic impacts were similar to other events in that the vast majority (74.1%) used influence as their main strategy. However, these events were primarily led by advisory bodies like political party youth wings (38%).

The data were also organized, or grouped, according to strategy. Below are the levels (or types) of impact that occurred after using each type of strategy. In summary, influence was most commonly associated with systemic impacts, while the other three categories typically resulted in community or interorganizational impacts.

**Figure 4-11. Impacts experienced per strategy.**




## 4.3 Chi-square tests: significance of relationships

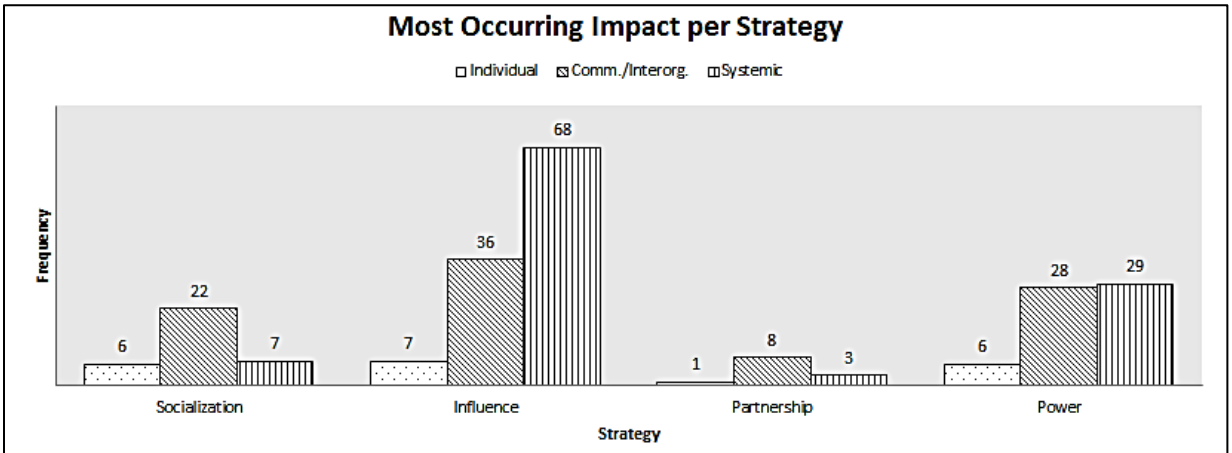
The analysis of frequencies provided insight into some of the trends regarding youth engagement and media coverage. This section offers a comparison of the frequencies through cross tabulations based on mutually exclusive categories as well as a summary of the chi-square tests

that were performed on each of the relationships observed. The chi-square tests provide insight into the significance, or representation of reality, of the tested relationships. Significance is measured by a p-value of less than 0.05, which would show a high likelihood of getting the same or more extreme results given that the null hypothesis – which states that any relationships displayed are due to random chance – is false (Goodman, 2008). In other words, there is a high likelihood that the same or very similar relationships between strategies and impacts would occur regardless of whether one looks at a smaller or larger sample, or the entire population. The following sections discuss each of ten relationships that were observed, comparing five categories from the framework against the scale of impact or type of strategy. The summary offers a concise look at the statistical significance, or p-value, of each of the observed relationships presented in these sections. Visual representations of frequencies in previous sections are based on the uncondensed mutually exclusive data, whereas the chi-square values in the summary are based on the condensed mutually exclusive data.

### *4.3.1 Chi-square tests: strategy*

Each of the four strategy types was compared against all factors of each of the other categories, as follows: strategy and scale of impact; strategy and topic of engagement; strategy and engagement type; strategy and organization type; and strategy and peak years. Frequency data are mutually-exclusive. Based on this data, represented in **Figure 4-12**, socialization and partnership are clearly associated with community and/or interorganizational scales, while power is almost evenly split between community/interorganizational and systemic impacts.

**Figure 4-12. Frequencies and cross tabulations relating scale of impact and strategy.**




| Strategy used * Impact scale | | | Impact scale | | | Total |
|---|---|---|---|---|---|---|
| | | | Individual | Comm./Interorg. | Systemic | |
| Strategy used | Socialization | *Count* | 6.0 | 22.0 | 7.0 | *35.0* |
| | | *Expected Count* | 3.2 | 14.9 | 16.9 | *35.0* |
| | Influence | *Count* | 7.0 | 36.0 | 68.0 | *111.0* |
| | | *Expected Count* | 10.0 | 47.2 | 53.7 | *111.0* |
| | Partnership | *Count* | 1.0 | 8.0 | 3.0 | *12.0* |
| | | *Expected Count* | 1.1 | 5.1 | 5.8 | *12.0* |
| | Power | *Count* | 6.0 | 28.0 | 29.0 | *63.0* |
| | | *Expected Count* | 5.7 | 26.8 | 30.5 | *63.0* |
| Total | | *Count* | *20.0* | *94.0* | *107.0* | *221.0* |
| | | *Expected Count* | *20.0* | *94.0* | *107.0* | *221.0* |

Appendix 6 shows similar visuals, including frequencies and cross tabulations, for the remaining relationships as listed at the start of this section. Some of the most common associations, based on mutually exclusive frequencies, are: all four strategies are most often associated with the topic of equality, empowerment and social justice; and socialization is most associated with other (uncategorized) types of engagement, while the remaining three strategies are associated with political engagement. Perhaps most different from the non-mutually exclusive data, organization types differ across each strategy type: socialization is clearly associated with individuals; influence is most frequently led by informal groups, but is also closely associated with individuals, non-profit organizations and advisory bodies; partnerships are typically led by non-profit organizations; and power is most often led by both for-profit companies and advisory bodies, followed almost equally by individuals. Finally, the years in which each strategy was most frequently applied also differ between categories. Interestingly, both socialization and

power have been most often used in the timeframe from 1998-2002, whereas influence appears to be more a more recent trend – from 2008 to 2012 – and partnerships typically occurred from 1993 to 1997.

**Table 4-5. Chi-square values for all chi-square tests (condensed categories, by strategy).**

| Strategy and… | Value | df | p-value (2-tailed) | Notes |
|---|---|---|---|---|
| **Impact Scale** | 22.291 | 6 | ***.001*** | 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.09. |
| **Topic of Engagement** | 11.529 | 6 | ***.073*** | 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.01. |
| **Engagement Type** | 53.299 | 9 | ***.000*** | 3 cells (18.8%) have expected count less than 5. The minimum expected count is 1.95. |
| **Organization Type** | 18.541 | 6 | ***.005*** | 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.23. |
| **Peak Years** | 0.442 | 3 | ***.931*** | 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.21. |

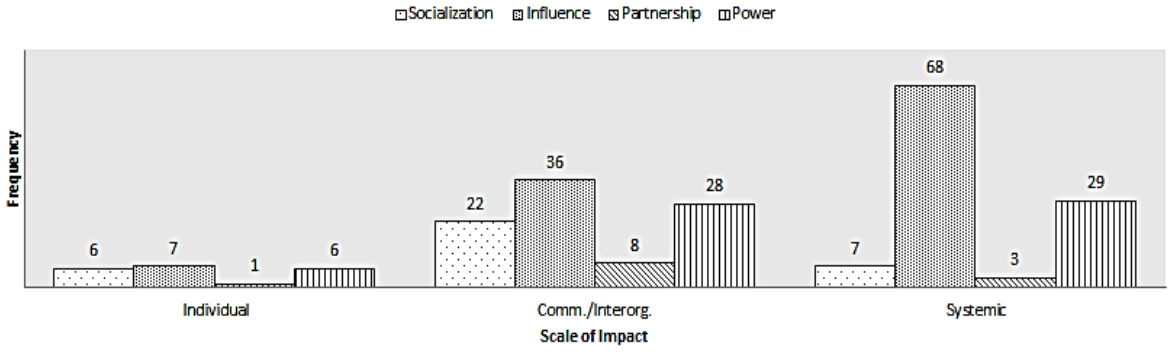
According to the chi-square tests (**Table 4-6**), the relationships between strategy and topic of engagement as well as strategy and peak years are statistically insignificant. In other words, despite the trends that can be viewed by the visuals in Appendix 6, there is a possibility (7% and 93%, respectively) that these relationships occurred by chance and may not be the same trends that would have appeared in a smaller, larger, or different sample. All other trends, especially the relationships between strategy and engagement type, are statistically significant and are extremely likely not to have occurred as a result of chance.

### *4.3.2 Chi-square tests: impact*

The three scales of impact were compared against all factors of each of the other categories, as follows: impact and strategy; impact and topic of engagement; impact and engagement type; impact and organization type; and impact and peak years. Frequency data are mutually-exclusive. Based on this data, represented in **Figure 4-13**, events which had impacts on systemic and/or community/interorganizational scales were clearly associated with influence being

youth's primary strategy. Individual-scale impacts were also associated most with the use of influence, followed almost equally by using power.

**Figure 4-13. Frequencies and cross tabulations relating strategy and scale of impact.**




| Impact Scale * Strategy | | | Strategy used | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Socialization | Influence | Partnership | Power | |
| Impact scale | Individual | Count | 6.0 | 7.0 | 1.0 | 6.0 | 20.0 |
| | | Expected Count | 3.2 | 10.0 | 1.1 | 5.7 | 20.0 |
| | Comm./Interorg. | Count | 22.0 | 36.0 | 8.0 | 28.0 | 94.0 |
| | | Expected Count | 14.9 | 47.2 | 5.1 | 26.8 | 94.0 |
| | Systemic | Count | 7.0 | 68.0 | 3.0 | 29.0 | 107.0 |
| | | Expected Count | 16.9 | 53.7 | 5.8 | 30.5 | 107.0 |
| Total | | Count | 35.0 | 111.0 | 12.0 | 63.0 | 221.0 |
| | | Expected Count | 35.0 | 111.0 | 12.0 | 63.0 | 221.0 |

Appendix 6 shows similar visuals, including frequencies and cross tabulations, for the remaining relationships as listed at the start of this section. Some of the most common associations, based on mutually exclusive frequencies, are: individual-level impacts were most often associated with topics of human health, while events at the community/interorganizational level of impact typically addressed equality and social justice issues; systemic impacts focused almost equally on topics of equality and social justice and on human rights and democracy; both individual impacts and community/interorganizational impacts were most frequently effected through community volunteerism, while systemic impacts were most commonly effected by political engagement; individuals were the most common organization leading events with individual

and/or community/interorganizational impacts, with informal groups also leading an almost equal number of community/interorganizational-level events; and systemic impacts were clearly most frequently led by advisory bodies. Further, individual impacts were most often effected in the years of 1998-2002, while community/interorganizational impacts occurred at the same frequency from 1993-1997, 1998-2002 and 2008-2012. Systemic impacts were most often experienced from 1988 to 1992.

**Table 4-6. Chi-square values for all chi-square tests (based on impact).**

| Impact and… | Value | df | p-value (2-tailed) | Notes |
|---|---|---|---|---|
| **Strategy** | 22.291 | 6 | ***.001*** | 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.09. |
| **Topic of Engagement** | 37.971 | 2 | ***.000*** | 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.88. |
| **Engagement Type** | 98.197 | 4 | ***.000*** | 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.26. |
| **Organization Type** | 62.083 | 4 | ***.000*** | 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.71. |
| **Peak Years** | 3.575 | 2 | ***.167*** | 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.69. |

According to the chi-square tests (**Table 4-6**), the relationships between impact level and peak years are statistically insignificant. In other words, despite the trends that can be viewed by the related visual in Appendix 6, there is a possibility (17%) that these relationships occurred by chance and may not be the same trends that would have appeared in a smaller, larger, or different sample. All other trends appear to be statistically significant and are extremely likely not to have occurred by chance.

## 4.4 Summary of key findings

The topic ‘equality, empowerment and social justice’ was the most prominently addressed by youth, although ‘human health and safety’ also stood out as an important group of issues for youth to tackle. Most youth tackled these issues as individuals, and often chose political

engagement as their engagement type. Influence was the most common strategy, while community and interorganizational impacts most frequently occurred.

The following two tables illustrate the topics, type of engagement, organization type and peak years that were most prominent for each strategy used (**Table 4-7**) and for each impact level that resulted (**Table 4-8**).

**Table 4-7. Summary of key findings, by strategy.**

| Predominant Category | Frequency Data - Non-mutually exclusive (by event) | | | | Cross tabulations Data - Mutually exclusive (uncondensed) | | | |
|---|---|---|---|---|---|---|---|---|
| | **Socialization** | **Influence** | **Partnership** | **Power** | **Socialization** | **Influence** | **Partnership** | **Power** |
| **Impact Scale** | Comm./ interorg. | Comm./ interorg.* | Comm./ interorg. | Comm./ interorg.* | Comm./ interorg. | Systemic* | Comm./ interorg. | Systemic* |
| **Engagement Topic** | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice | Equality, empowerment & social justice |
| **Engagement Type** | Other | Political engagement | Political engagement | Political engagement | Other | Political engagement | Political engagement | Political engagement |
| **Organization Type** | Individual | Informal group | Individual* | Individual, NPO, and advocacy group* | individual | informal group | NPO* | For-profit companies and advisory bodies* |
| **Peak Years** | 1988-1992* | 2008-2012 | 1993-1997 | 1993-1997* | 1998-2002* | 2008-2012 | 1993-1997 | 1998-2002* |

**Table 4-8. Summary of key findings, by impact.**

| Predominant Category | Frequency Data - Non-mutually exclusive | | | Cross tabulations Data - Mutually exclusive (uncondensed) | | |
|---|---|---|---|---|---|---|
| | **Individual** | **Comm./ Interorg.** | **Systemic** | **Individual** | **Comm./ Interorg.** | **Systemic** |
| **Applied Strategy** | Influence | Influence | Influence | Influence | Influence | Influence |
| **Engagement Topic** | Human health | Equality, empowerment & social justice | Equality, empowerment & social justice* | Human health | Equality, empowerment & social justice | Equality, empowerment & social justice; and human rights & democracy* |
| **Engagement Type** | Other* | Community Volunteerism | Political Engagement | Community Volunteerism* | Community Volunteerism | Political Engagement |
| **Organization Type** | Individual | Individual | Advisory body | Individual | Individual | Advisory body |
| **Peak Years** | 1998-2007* | 2008-2012* | 1988-1992 | 1998-2002* | 1993-2002, 2008-2012* | 1988-1992 |

In total, the non-mutually exclusive data showed that 60.2% of events had ‘influence’ as their strategies. Individuals led 29.4% of all events, and 45.7% of total events addressed ‘equality, empowerment & social justice’ as their primary topic. The highest proportion of events occurring within a single time period is 22.2%, between 1998 and 2002. More than half (55.7%) of events were of the ‘political engagement’ type. About half (48.4%) of all events resulted in systemic impacts, with a near-equal proportion (48.0%) resulting in community/interorganizational impacts. Of these, 2% (or 5% of all events) resulted in both systemic and community/interorganizational impacts.

The differences between the two datasets, as shown in the above tables, are few. In the first table, organized by strategy, the differences are: the peak years are slightly different for socialization and for power; the scale of impact is higher, at systemic, for influence and power strategies; non-profit organizations, not individuals, were most commonly the leading organization type in partnerships; and power was most frequently used by for-profit companies and advisory bodies, *not* any of individuals, non-profit organizations or advocacy groups. In the second table, organized by impact, discrepancies include: different peak years for individual and community/organizational impacts; community volunteerism, not other types of engagement, were most common in effecting individual impacts; and events addressing topics of human rights and democracy were equally effective in creating systemic changes as those pursuing the topic of equality, empowerment and social justice.

**Table 4-9. Summary of key findings.**

| Subsection | | Summary of results |
|---|---|---|
| **4.1** | *4.1.1* | Definition of 'youth' varies, but most common ages mentioned were (descending) 16, 18, 19, 22 and 23. |
| | *4.1.2* | Definition of 'youth-led engagement' takes many forms. Most common were protesting and volunteering. |
| | *4.1.3* | Definition of 'impact' was most often described by who was affected; no mention of scale of impact, only who was impacted (scale can be derived). |
| **4.2** | *4.2.1* | Almost half (42%) of events were of the political engagement type. The least common event type was the non-electoral vote (2%). |
| | *4.2.2* | 'Equality, empowerment and social justice' was the most addressed issue. Also prominent are 'human health' and 'human rights and democracy' |
| | *4.2.3* | Influence was the most popular strategy (51%) used in the recorded events. Most events (98%) lasted for five years or less; 59.4% of events occurred within the 15 years of 1988-2002. Of the four newspapers tested, the Gazette appears to be the most youth-accessible. Youth have had the most impact on community/interorganizational and systemic scales. Systemic impacts and community/interorganizational impacts occurred at almost equal proportions (48.4% and 48.0% of events, respectfully). |
| | *4.2.4* | The most popular strategy resulting in all three impacts was influence. Individuals were the most common catalysts of individual and community/interorganizational change, but advisory bodies still led events with systemic impacts. The addition of partnerships to the framework, based on the literature, was validated by the results as it existed as a distinct strategy. |
| **4.3** | *4.3.1* | Impact is closely associated with strategy. With a p-value of 0.001, the relationships observed are highly unlikely to be as a result of random chance. The main differences between the non-mutually exclusive dataset and this one |

| | | |
|---|---|---|
| | | are: the scale of impact is higher (systemic) for influence and power strategies; non-profit organizations, not individuals, were most commonly the leading organization type in partnerships; and power was most frequently used by for-profit companies and advisory bodies. |
| | *4.3.2* | Strategy is closely associated with impact. With a p-value of 0.001, the relationships observed are highly unlikely to be as a result of random chance. The main discrepancies include: community volunteerism was the most common engagement type for effecting individual impacts; and events addressing topics of human rights and democracy were equally effective in creating systemic changes as those pursuing the topic of equality, empowerment and social justice. |

# 5. DISCUSSION

This chapter offers a more comprehensive and in-depth discussion – drawing from the literature and building on the Results section – of the various characteristics of youth engagement which, together, have resulted in changes in Canadian society, as seen in the media. Key terms are redefined and frameworks from the literature are revised or built upon. The importance and implications of contributions, for example the addition of the 'partnership' category into Clarke and Dougherty's (2010) matrix, are also discussed. Although each subsection provides an introduction into which research objective(s) relate to the discussion in each section, all four objectives – especially the third, determining how youth-led engagement has impacted social change – are addressed throughout this chapter. Finally, a comparison table is included in the summary to clearly represent the information that was synthesised from the literature review in contrast to the data that was generated from the media content review.

## 5.1 Defining key terms

The three key terms – 'youth', 'youth-led engagement' and 'impacts' – are revisited in the following subsections. The literature review creates the foundation of the discussion while the results build the definitions further. Pragmatic meanings of these terms, and why they matter to practitioners, are also discussed. This section addresses the first objective of the research, to clearly define the relevant terms, per section 1.2.

### *5.1.1 Youth*

The research presented in section 2.1.1 shows little agreement in defining the ages of 'youth'. Differences even within a single field were immense. The two health studies in the United Kingdom and United States, for example, defined youth as young people aged 10-14 and 15-24, respectively (West, 1997; Weinstock, Berman, & Cates Jr., 2004). Overall, the literature demonstrated a range in age from 10-30 (Youth Criminal Justice Act, S.C., 2002, c.1; Child and Youth Advocate Act, SNL, 2001, c. C-12.01; Clarke & Dougherty, 2010; Statistics Canada, 2010b; Taylor-Butts & Bressan, 2009; Rotary International, 2012), with some agreement existing

in the age brackets of 15-24 (Weinstock, Berman, & Cates Jr., 2004; UNESCO, 2012; Ontario Ministry of Natural Resources, 2012). Two factors seem to determine the appropriate age range: the domain in which the study occurs and the context of the society it falls under.

Results show a comparable inconsistency in the ages used to define 'youth' and similar terms. An analysis of the four newspapers show a broader – often younger – application of 'youth' with virtually no agreement in age brackets between the different publications, articles or stories. Some of the excluded articles included 'youth' as young as age seven. Unlike in the literature review, there did not seem to be a certain age grouping common to each industry, field of study or topic area. The social context also made little difference, although this may be because the scope of the research is limited to stories originating from within Canada only.

The one factor that appeared most important to defining 'youth' was the purpose of the person(s) or organization behind the story. For example, stories about university tuition fees described 'youth' as part of an older bracket than a story about improving high school education did. Articles that made mention of specific ages usually defined youth as aged 17-23 (per **Table 4-1**). This may be due in part to the nature of the more commonly reported engagement topics and types, like the issue of university tuition fee increases in Quebec. The data show a total of 15 events (6.8%) and 36 articles (13.6%) were dedicated to this one story, and so one can see why this age range may have been so popular. Youth of these ages would have been the most involved (and the most affected), as they are the typical undergraduate student demographic in the province. The same age reasoning may be true for many other frequently-reported upon stories, like the issue of Quebec sovereignty or the collective achievements of healthcare researchers Canada-wide.

One possible reason for such a broad application of the term and its synonyms may be because the ideology of youth, which tells a different story than that of child or adulthood, can be embodied in multiple ways. For example (Robert F. Kennedy Center for Justice & Human Rights, 2013):

> This world demands the qualities of youth; not a time of life but a state of mind, a temper of the will, a quality of the imagination, a predominance of courage over timidity, of the appetite for adventure over the life of ease.

(Robert F. Kennedy,6 June 1966, Day of Affirmation speech to the National Union of South African Students at the University of Cape Town, South Africa)

In addition to providing a general understanding of who is included in the youth demographic and how they view the world, stories covered by the media also showed there are certain characteristics and stereotypes that are frequently attached to members of the youth demographic. Two examples portrayed by many of the excluded articles (i.e., articles that were counted in the original search but which were filtered out due to their irrelevant content) are that youth are naive about 'the way things work', or that they frequently immerse themselves into crime and civil disobedience. A basic media search using the term 'youth', or even the more narrow 'teen', would likely bring up thousands of results that embody these often negative or negatively-associated characteristics that are routinely attached to the youth demographic, regardless of which database is used. As such, the news article authors are able to use the multiple perceptions of what 'youth' is to their advantage (consciously or not), using the term to set a certain tone or to portray an individual or issue in a certain way. These heavily contextual applications of the term 'youth' contribute to the lack of consistency in its understanding.

### *5.1.2 Youth-led engagement*

Youth-led engagement in the literature seems to have several generally-accepted defining concepts. These definitions are summarized in section 2.1.2 as 'active participation which provides meaning and multiple benefits and a drive or interest that extends beyond the individual person'. The media very often reports on 'youth organizing' – where adults engage youth (National Council for Voluntary Youth Services, 2008; Ilkiw, 2010) – and stories usually do not differentiate between the two concepts.

The term 'youth-led engagement', or similar terms, was rarely used in the media. Rather, the initiatives were described by the actions undertaken by youth and/or the effects that resulted, such as 'discussion', 'marching', 'revolution', 'movement' and especially 'protesting' and 'volunteering'. In other words, the term is defined by what occurs and the impacts that follow. This insight from the media review may provide an alternative, more practical way to define the concept. Youth-led engagement can thus be described pragmatically as a process in which youth

define goals, select strategies, and perform actions or activities directed towards a desired outcome.

### *5.1.3 Impact*

The results confirm and reflect past research explored in the literature review, which shows a high level of inconsistency across disciplines as well as within single organizations. The concept of impact was found to be largely subjective and therefore difficult to consistently define. Without a common understanding of what impacts are, the process of evaluating the actual effectiveness of youth changes. Different effects may be included in analyses by researchers who have different understandings of the term, the results of which may depict completely different – but not necessarily less accurate – realities from one another. However, in reality, it may not make practical sense to attempt to create a single definition of the term since this would not accurately reflect the complexity and broad applicability of the concept. The implications of oversimplification could mean actual contributing factors to impacts may be excluded from the analysis of outcomes and impacts, thus making the entire concept of impact analysis inaccurate and less effective. Attempting to accurately predict the impacts of a certain activity, then, would be nearly impossible using this particular methodology without narrowing the categories and definitions down to highly-contested concepts. These consequences may be even more serious than having inconsistent, but more accurate, definitions for different contexts since the framework is useless to its biggest stakeholders – youth practitioners – if it cannot be used to maximize the success of their initiatives.

Impacts identified in the media were largely implied by topics and/or locations rather than clearly expressed. As such, they are not presented merely as a linear effect of a certain event. Similar to the discussion of impacts by Clarke and Dougherty (2010), impacts are multidimensional effects that demonstrate one or more changes in society and which result from a combination of factors, including social context, strategies used, resources available and more. The framework by Clarke and Dougherty (2010) – included here as **Table 2-6** – was found to be a useful tool in the understanding of impacts, strategies, and their relationships. The matrix was also found to be easily applicable as a coding tool to most of the events in the research.

However, it did not clearly consider or accurately reflect incidents of shared power, or partnerships, which are becoming an increasingly popular phenomenon according to the results. The 'partnerships' category was added to the revised framework, **Table 2-7**, prior to data collection in support of the notion that youth may sometimes need to cooperate with authoritative non-youth to address issues and make mutually beneficial changes in society (Arnstein, 1969; Apathy is Boring, 2004). This hypothesis was tested in and validated by the results of this research.

There appears to be limited practice of impact measurement or even reflection of process in the media reviewed for this thesis. This particular media analysis revealed few examples of impact measurement exist in the media results, even indirectly. Although this research uses three categories to measure and score scales of impact, based on Clarke and Dougherty (2010), there are many other methods that may be used (some of which are explained in section 2.3.3). Measuring impact effectively can be an extremely helpful tool to inform youth in the planning and decision making of current and future initiatives.

Using the literature and results of this research, this discussion indicates there is a need to address the issue of inconsistency of the term 'impact' both in theoretical understanding, as seen in the literature review, and in practice, as shown by the results of the media analysis. Further research into the examination of the different contextual meanings of impact should be completed in order to find common elements within each context. Multiple descriptions of the term which are comprehensive and accurate to each context would be useful for creating a common understanding between youth practitioners and others looking to engage youth towards effecting social change. Although measurement of impacts is an important tool for the understanding and prediction of outcomes, there does not appear to be a need for consistency in the methods of measurement; rather, the results show a lack of measurement altogether. To address the need for increased assessment in this respect, youth practitioners – and those engaging them – should make an effort to make the monitoring of outcomes in this respect a conscious priority in the planning and execution of initiatives. The measurement of impacts should be clearly defined at the start of an engagement so as to outline the steps to assessing whether the goals of the organization were met, and to what extent.

## 5.2 Youth-led engagement: general patterns

The second research objective, to clarify the concept of youth-led engagement, is addressed in the following discussion. The results in section 4.2 are further explored in this chapter, and possible reasoning behind certain results is discussed. How the results fit into the larger context of society is also considered, and the implications for youth practitioners are introduced.

### *5.2.1 Engagement types*

Eight distinct types of youth-led engagement were synthesized from the literature: philanthropy, community volunteerism, public policy, political engagement, economic activity, arts, research and innovation and (temporary) project-based (including in-school student initiatives). This list was revised after consulting with current practitioners to create the current framework, **Table 2-7**, with revised clusters for organizing engagement types, including:

- The omission of project-based initiatives;
- The addition of non-electoral voting; and
- The addition of an 'other' category.

Non-electoral voting, defined in **Table 2-7** as 'youth holding an equal vote to non-youth' may include examples such as shared decision making in the context of public policy, or even in the management of corporate entities. As this addition came from practitioner consultation, and since all examples of its events in the research were double-counted with other categories, the addition of this category is not considered a contribution of this research.

The results show the vast majority of initiatives (42%) fell under the political engagement typology (refer to **Figure 4-1**). Of these, advisory bodies led approximately one third (30%) of events, primarily as youth wings of political parties. That political engagement is so dominant in the results may show youth are not apathetic to politics and civic issues despite the small proportions of youth who are actually engaged in these areas (Apathy is Boring, 2004). That youth are active in political issues is also supportive of some of the literature (Lenzi, Vieno,

Perkins, Santinello, Elgar, & Mazzardis, 2012), disproving a common – possibly outdated – understanding that youth are apathetic to political processes and issues (Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Llewellyn, Cook, & Molina, 2010). Despite these proportions, youth are often most effective when they influence authority as participants from within the system. The prominence of these events may be due in part to the topic of engagement; political involvement is a broad interest topic, and one that newspapers cover daily. The issues that are addressed may be issues that the general public wants to read about, increasing the demand for coverage of this type in newspapers. Thus, prominence in newspapers should not necessarily be taken as a measure of effectiveness. For example, one cannot definitively say that because political engagement made up the greatest number of events, youth involved in other types of engagement will be less effective. These results can be used only as a proxy for measuring the impact an initiative has had or can have on certain types of audiences.

The lack of reported incidences in areas such as non-electoral votes, public policy and the arts does not necessarily mean youth are less effective, or that they cannot have a large impact, in these areas. The media results show that even in these areas youth have been effective in creating impact. Some experts, including James Carville – a prominent political commentator and media personality in the United States – believe institutions are built specifically to disempower youth are and specifically excluded them from engagement in certain areas. Carville expressed this view as follows:

> This is not class warfare, this is generational warfare. This administration and old wealthy people have declared war on young people. That is the real war that is going on here. And that is the war we've got to talk about.
>
> (The Freechild Project, 2008, p. 1)

As corporate and political institutions act independently of external youth initiatives, few opportunities for youth engagement are available (DreamNow, n.d.; The Freechild Project, 2008). More research on factors outside media boundaries, including societal, political and economic contexts, would be helpful in discerning more accurate impact levels within these types of initiatives.

### *5.2.2 Organization types*

In the non-mutually exclusive results, the following patterns emerged as the organization types that were responsible for creating each level of impact were compared:

- Individuals were found striving for impacts on an individual scale.
- Both individuals and groups aimed for impacts on communities or on an interorganizational level.
- Advisory bodies targeted impacts on systems.

The characteristics of each of these organization types vary greatly, especially with regards to individual-led and group-led events. Some examples of individual events include: a 19-year-old researched, just for fun, levels of lead in different communities by collecting teeth, also analyzing the causes and effects of lead poisoning (Event ID 19QUAA in Appendix 2); another student was already an active politician at age 18, influencing and participating in decision making processes in his school board, founding a non-profit organization, and raising money for a local social innovation centre (Event ID 22BCAA in Appendix 2); still other individuals inspire others with their talents and passions, such as a 17-year old who paints and plays piano, or a 19-year old who earned his right to help draft an international youth declaration on the environment and development, or a 22-year old who won a Rhodes Scholarship for her work addressing issues of violence against women and of women's equality in engineering (Event IDS 23BCAA, 26CAAA, and 27 ONAA in Appendix 2). Two examples of informal groups leading events include: informal groupings of young female parliamentary interns who are supporting each other – and others – to increase the role and presence of women in government (126CAAA); and a variety of young people and students protesting together against University tuition fee hikes (as seen in many of the 15QU-- events). Advisory bodies general operate as youth wings of political parties (41 events out of 54), but there are other examples for each one of these organization types.

Although two of the least common organization types – social enterprise and political party – only appeared to effect impacts on a single scale as reported in the media, each of the others were seen to have effected impact on all three scales. This is opposed to much of the literature which typically discussed youth-led engagement on a single, often lower scale (Bell, 2005;

DuBois, Holloway, Valentine, & Cooper, 2002; Gauthier, 2003; Jahromi, Crocetti, & Buchanan, 2012; Seidman, 2012; Wilson, 2000). Cross tabulations from the condensed mutually exclusive data show the relationships between organization type and strategy as well as impact are statistically significant ($p=0.005$ and $p=0.000$, respectively). As strategy and impact also have a highly significant ($p=0.001$) relationship, it is possible to consider the three aspects of engagement together, rather than explore these as two separate relationships, so that youth may apply this research to the strategic planning of their own initiatives. The visuals and frameworks that represent these observed relationships may be used as tools to assist in the understanding of which kinds of impacts may be expected, according to the results of the media studied, if applying a certain strategy to a specific organization type. For example, a youth who wants to have a systemic impact may use this data to discern that influence is most likely to get him/herself that result, and most likely as part of an advisory body of some kind (political or not). Another youth may want to effect an individual impact, and so he or she may decide – based on the data presented here – that it may be most effective to use socialization and to pursue his/her initiative as an individual. What's more, this concept can be expanded to include a variety of other aspects of engagement, since most are closely related to both impact and strategy. This will be further discussed in the following sections.

These results show that, despite the prominence of individuals' successes being portrayed in the media, any youth entity can succeed in creating social change regardless of the type of organization they are, as long as key strategies are implemented.

### *5.2.3 Topics*

Topics addressed by youth in the literature were initially summarized into six categories, as outlined in section 2.2.3. A contribution of this study is to further refine the categories in a way that reflects the literature and which is useful to youth practitioners. To create this framework, the literature was adapted, combined into different clusters that are more pragmatic for youth practitioners. These topics were reformed into seven categories (see **Table 3-3**) after consulting with a partner practitioner, Apathy is Boring. The following is the new way of organizing youth engagement topics, as validated by the results of this research:

1. Human rights and democracy
2. Equality and social justice
3. Environment
4. Human health
5. Science, technology and development
6. Education
7. Culture and religion

The results found that some topics often occurred simultaneously. For example, the culture and religion topic was often combined with one of the two leading topics – human rights and democracy or equality, empowerment and social justice. Or, the equality aspect of the latter topic meant this category often overlapped with many others, including education and environment and animals. The non-mutually exclusive nature of these categories is likely the reason why the two most popular topics so commonly occurred. Additionally, the same initiative was sometimes discussed in terms of time, during which the priorities or topics addressed may have changed. Even in the literature, in a single organization with a single set of goals, topics could change according to existing social movements or other circumstance at the time of engagement (Ary, Duncan, & Hops, 1999; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000).

Considering the overlap in topics, most other categories were similar in their popularity for youth-led priorities. The human health and safety category stands out due to the amount of university-level research being carried out. Also, medical breakthroughs are usually important news stories. The culture and religion category is the least popular topic in our recorded events, possibly because of current social trends which show young people moving farther away from cultural and especially religious affiliations (Macdonald, 2013).

Cross tabulations from the condensed mutually exclusive data show the relationships between topic and strategy to be insignificant ($p=0.073$), although those between topic and impact are statistically very significant ($p=0.000$). Using the examples discussed in the previous section, one can understand how the data of this category can be used by youth to plan their initiatives.

In the first example, a youth wants to have a systemic impact. This example may be made more relevant by attaching a topic to it, for example, a systemic impact in subject under area of environmental sustainability. If this youth were to refer to Appendix 6, he or she would see that, according to the uncondensed mutually exclusive data, environmental initiative most frequently community or interorganizational changes, second to which was systemic. He or she may decide to pursue either scale, and would select his/her strategy and organization type accordingly. The other youth example from the previous section wants to effect an individual impact. If there was no particular topic of preference, i.e., if this youth just wanted to make people's lives better and felt that doing so for each person individually would be most meaningful for him/her, the data would cause the youth to decide that a topic of human health would be most likely to create the desired impact. As such, the youth would apply socialization as an individual. There are also many other ways the visuals and the data may be used in practical situations, and so these examples should not serve to limit the applicability of the research to a variety of youth contexts and needs.

### *5.2.4 Strategies*

All four of the strategies discussed in the research were represented in the results. Influence was the most common, applied to half of all events, with power following at approximately one quarter of all events. Of those events that used influence as one of their primary strategies, about 10% employed a second strategy: 8% used power, 1.5% used socialization and a single event also used partnership.

Strategies are directly associated with other aspects of engagement, as is discussed in previous sections and as demonstrated by the chi-square tests. There is evidence in the literature that a major reason why youth decide on a specific organization type is that such an organization will have the capability to access and provide the necessary resources needed for success (Ilkiw, 2010; Alvord, Brown, & Letts, 2004; Lemieux, 1986; Gauthier, 2003). This may explain why influence is the strategy of choice. Youth are typically not skilled or experienced enough at their point in their lives or careers to hold the positions of power and/or authority that govern the issues important to them (DuBois, Holloway, Valentine, & Cooper, 2002). Shared power

through partnerships is typically not seen as an option, as seen in the matrix by Clarke and Dougherty (2010) and as supported by the small presence of this alternative in the literature. As such, influencing those in positions of power and authority is the next available option on the strategic hierarchy. What's more, engagement of other youth and support of a particular initiative and its planned impacts by those in power has been shown to be more easily achieved when such individuals/organizations are allowed to freely decide on their own will – using the evidence and reasoning provided by the influencing youth (Ho & Chernushevich, 2009; Jahromi, Crocetti, & Buchanan, 2012).

The results likely do not accurately portray the reality of which strategies are most commonly applied by youth. If the research had used a survey rather than newspapers to collect data, considerably more events using socialization than were represented in the current results would have been expected. This possible misrepresentation, if true, may actually support the methodology of the research which uses the media as a proxy for youth having had (higher levels of) impact. In this case, it is possible the strategies that emerged from the results may, to some extent, be an accurate representation of where youth may find opportunities for achieving the greatest impacts.

The 'partnership' category, although third from the highest hierarchical position in terms of potential to directly create impact or social change (**Figure 3-3**), was applied to the fewest number of events compared to the other three types of strategy (**Figure 4-7**). In this case, contrary to the above discussion on the first three strategy results, it is possible that the lack of impact as measured by presence in the media is reflective of the few opportunities youth have to be involved in meaningful relationships with decision makers and power holders. These partnership projects have the potential to leave behind lasting impacts, when they occur. For example, students partnered with the Dorval Optimist Club to encourage their city council to set up a council committee on youth (see Event ID 46MOAA in Appendix 2). The creation of this committee would change the way the city views and serves youth – a change that will continue to have effects on the community for years to come.

The addition of the 'partnership' category may have some interesting implications. Past research has shown there is a lack of access to decision makers for youth, despite there being many opportunities for youth to innovate in ways adult organizations may not be able to (Clarke & Dougherty, 2010; DreamNow, n.d.). This disparity can be reconciled with the addition of partnerships as a formally recognized option within the matrix, if the framework is used pragmatically as a reference point for youth and adults alike. If decision makers begin to recognize the potential youth have to help achieve common goals, barriers that bar youth from accessing these authorities may slowly be broken down. Furthermore, revising the original matrix (**Table 2-6**) to include partnerships allows for a much easier comparison and understanding of the relationships and definitions that exist between the strategies and impacts. The chi-square test confirm the significance of these relationships ($p=0.001$). The revised matrix, **Table 5-1**, is included below.

**Table 5-1. Revised matrix showing the relationships between strategy and impact.**

| *Strategy* \ *Impact* | | **LEVEL OF IMPACT** | | |
|---|---|---|---|---|
| | | **Individual** | **Community / Interorganizational** | **Systemic** |
| **STRATEGIES FOR CREATING SOCIAL CHANGE** | **Socialization** | Make individuals aware of, and care about, the social problem. | Make organizations or localized communities aware of, and care about, the social problem. | Make broad sector(s) or national / international communities aware of, and care about, the social problem. |
| | **Influence** | Enable individuals to influence other individuals to address a given social problem in their own individual lives. | Enable organizations or localized communities to influence those in their communities / constituency to take action to address the social problem in their own individual lives. | Enable broad sector(s) or national / international communities to influence broad populations to take action to address a social problem in a broad context. |
| | **Partnership** | Support individuals in developing the capacity to directly impact the social | Directly impact the social problem through mutually-beneficial cooperation | Directly impact the social problem through mutually-beneficial |

| | | | | |
|---|---|---|---|---|
| | | problem through mutually-beneficial cooperation with other individuals. | with organizations or localized communities. | cooperation on a national or international level. |
| | **Power** | Support individuals in developing the capacity to directly impact the social problem through individual actions. | Directly impact the social problem through actions on a community level. | Directly impact the social problem through actions on a national or international level. |

**Adapted from Clarke and Dougherty (2010)**

Overall, certain trends are useful to highlight with respect to the impacts that result from each strategy. When influence or partnerships are used, systemic impacts are unlikely as community-level impacts dominate. Conversely, when influenced is used, systemic impacts are most likely to occur. Finally, the use of power as a strategy may result in community level impacts almost as often as it effects impacts at a systemic scale. As is the case in the original matrix (Clarke & Dougherty, 2010), the categories are not mutually exclusive. Each successively higher level of impact (see **Figure 3-3** for hierarchy) depends, to some extent, on the lower levels, and organizations may also apply more than one strategy type to any initiative (Clarke & Dougherty, 2010).

## 5.3 Impacts - social change in Canada

The following subsections offer a quick glance at how time and the media relate to the events that emerged from the research. This discussion will further inform the dialogue which has been occurring throughout section 5, regarding how youth-led engagement has impacted changes in society, per the third research objective. The discussion also takes a closer look at the relationships between impacts and strategies, addressing the fourth research objective.

### *5.3.1 Peak years*

Most events occurred in the 15 years between 1988 and 2002, and the majority of these discussed one of two topics based in Quebec. While the majority of events covered in the newspapers (98%) had a lifespan of five years or less, it was common for different – sometimes successive – events to address a single topic that ended up spanning several years. For example, the group of events that related to two leading topics – which include Quebec's tuition struggles and its sovereignty debate within the topic categories – spanned a 25-year period from 1988 to 2012. In other words, both new and well-established events or initiatives received media attention, while events that lasted 10-15 years have virtually no presence in mainstream media, as evidenced by the sources used in this research (**Table 4-3**). It is unclear whether youth were more engaged in these time periods, or whether they were more effective at engaging the media. The chi-square tests showed that neither strategy nor impact were statistically associated with the years in which the initiative occurred ($p=0.931$ and $p=167$, respectively). Further research on this topic, collecting data specific for this purpose, is necessary to definitively assess the relationship between initiative lifespan and its effectiveness.

The tentative findings confirm that the time period in which the event occurred and, by inference, the lifespan of an organization are not indicative of its effectiveness. (Sen, 2007). The same organization types remained involved in events (or groups of similar events tackling the same topic) that lasted for longer periods of time. This is especially true of advisory bodies. Interestingly, these were often the organization that most frequently had systemic impacts. Currently, the age of the leading organization and the duration of the initiative, although seemingly related, appear to be less important than other engagement aspects when predicting the potential impact of an initiative.

### *5.3.2 Media characteristics*

About 58% of articles appeared in the front section of the newspaper, and 37% have photos. In these, 20% of articles occurred in the front section of the paper with a photo. The Gazette seemed to be the most youth-friendly newspaper when all three characteristics/features were

considered: number of youth-related articles published, whether illustrations accompanied the stories, and whether or not they appeared in the front section.

The relationships between media features and the long-term success of an initiative was not a focus of this research, and so no data were organized for testing these relationships in chi-square tests. Still, there are contributions that this research and its results can offer, such as the application of media review methodology (e.g., the use of media characteristics, or features) to the study of youth impacts within the realm of social change. The literature that built the foundation of this research applied a variety of methods to the studying of youth in various contexts, including longitudinal, cross-sectional, cross-temporal, and time lag (Ary, Duncan, & Hops, 1999; Charles, Reynolds, & Gatz, 2001; Connell, Spencer, & Aber, 1994; Schaie, 1965; Twenge, Konrath, Foster, Campbell, & Bushman, 2008). After considering the results and accomplishments achieved by applying each of these methods to past research, this research was completed using media content analysis (Macnamara, 2005), applied similarly to the cross-temporal study by Twenge et al (2005) so as to show patterns over time. Based on the literature this research has encountered, media content analysis is a method that has not been applied to the examination of youth impacts on society.

Specific to the question of cause-and-effect, the results are inconclusive with respect to whether the media and youth impacts affect one another in some way. Although Macnamara (2005) pointed out that the media can 'set or frame the agenda of public debate' (p.21), there is little evidence in the literature and none in the results that can prove this concept. However, considering the clear proportions of articles which had one or both features attached to them, alongside Macnamara's (2005) speculation that media may influence the agenda of public debate, the results of this research have exposed questions that could be vital to understanding the contributing factors to youth success in effecting social change. For example, while strategy and impact have a statistically significant association ($p=0.001$), how much of a youth-led initiative's impact is as a result of the strategy used? Does strategy matter less if a certain presence in the media obtains the same success? Should promotion/inclusion in the media be considered as an effective tool for youth to use? More research designed specifically for this purpose is needed in order to address these questions, including how media impact youth

initiatives and how the impact of youth initiatives affect what is shared – and how it is portrayed – by/in the media.

### *5.3.3 Impacts achieved*

The goals of this aspect of the research were to identify which scale of impact youth appeared to achieving most often and to what extent youth pursued each type of impact, as reported in the selected newspapers. Systemic impacts were most frequently reported in the media (48.4% of events), although community/interorganizational impacts were almost equally common (48.0% of events). While the levels of impact are not mutually exclusive, most events resulted in only one impact type. Once again, these results reflect only those stories presented in the four newspapers used; the actual rate of success in achieving any of the impact categories is not possible to assess in this study as the total number of attempted (failed, or partially-successful) initiatives would have had to be taken into account. A survey of youth practitioners is likely better suited to that kind of research.

For all strategies, individual impacts are least likely, possibly reflecting a media bias. Still, the results support the assessment of impacts per the matrix by Clarke and Dougherty (2010). The three levels of youth impact – individual, community/interorganizational, and systemic (incl. international) – were found to be supported by the literature and easily applied in the data collection tool. This categorization of impacts appropriately covered all events, resulting in no need for revision of the levels.

## 5.4 Discussion summary

The following table summarizes the contributions of this research as interpreted from the results and presented in the discussion. Although some implications are expressed throughout the discussion, above, further comments are included in the conclusion. Recommendations for addressing some key issues learned from the results are included as part of the conclusion.

**Table 5-2. Summary of contributions.**

| Related Discussion Subsection | Thesis Objective(s) | Summary of Discussion | From the Literature | Discussion of Results from the Media |
|---|---|---|---|---|
| **5.1.1 – defining 'youth'** | (1) Defining key terms and concepts | The precise definition of youth, specifically its age ranges, appears to differ based on the context and the agenda of the reporter, storyteller, or other individual or organization that is using the term. In some cases, the perception of youth is less a period in life than it is a worldview, or a frame of mind. | Many different age ranges; overall, aged 15-24. | Literature generally confirmed: ages 12-30 were included, especially 16-23. |
| **5.1.2 – defining 'youth-led engagement'** | (1) Defining key terms and concepts | Youth-led engagement can be described pragmatically as a process in which youth define goals, select strategies, and perform actions or activities directed towards a desired outcome. | Centre of Excellence for Youth Engagement (p.1): "participation" in an activity, with a focus outside of him or herself." | Literature somewhat supported: beyond a simple, short-term activity, youth-led engagement is a process rather than something that just happens. |
| **5.1.3 – defining 'impacts'** | (1) Defining key terms and concepts | A single, streamlined definition of 'impacts' may not make practical sense, as this would not accurately reflect the complexity and broad applicability of the concept. The measurement of impacts was found to be inconsistent and rare, and should be recognized more for its potential in the evaluation of youth initiatives. | The scale of effects, whether intended or not, of an initiative led by youth ages 15 to 24. | Literature confirmed: impact is generally viewed in terms of scale of effects (e.g., 'who' and 'how many'/'how far'/'to what extent'/'for how long'). |

| | | | | |
|---|---|---|---|---|
| **5.2.1 – engagement types** | (1) Defining key terms and concepts | Types of engagement were revised from the literature; one category was omitted and two more added. | Seven types, edited by practitioner to create the framework: philanthropy, community volunteerism, political engagement, public policy, economic activity, arts, research and innovation, non-electoral voting, and other. | Literature somewhat confirmed: nearly half of events were of 'political engagement'; three types were addressed in only 5% or fewer of the events. |
| **5.2.2 – organization types** | (1) Defining key terms and concepts | Access to key individuals of authority may drive the decision of youth to act as part of a particular kind of organization, depending on what the intended outcome was.<br><br>Any organization type can make use of any strategy to achieve almost any level of impact, regardless of the topic being addressed. | The literature offered much analysis in the involvement of youth in a variety of organization types, although generally these were within schools or in smaller groups achieving lower-level impacts. | Literature somewhat rejected: Individuals were most often found to achieve individual impacts; individuals and groups commonly achieved community or interorganizational impacts; and advisory bodies often achieved systemic impacts. Organization type was statistically associated with both strategy ($p=0.005$) and impact ($p=0.000$). |
| **5.2.3 – engagement topics** | (1) Defining key terms and concepts | A new way of organizing youth engagement topics, where little synthesis existed previously, as validated by the results of this research. These include: human rights and democracy; equality and social justice; environment; human health; science, technology and development; education; culture and religion. | Six main topic areas, edited by practitioner to create the framework: human rights and democracy, equality and social justice, environment, human health, science, technology and development, education, and culture and religion. | Literature confirmed: all seven categories were used on multiple occasions, with 'human rights and democracy' and especially 'equality, empowerment and social justice' being addressed by the most events. |

| | | | | |
|---|---|---|---|---|
| **5.2.4 – engagement strategies** | (2) Clarify youth-led engagement types and strategies | A new strategy – partnerships (shared power) – was added to the matrix created by Clarke and Dougherty (2010), potentially opening up new opportunities in practice. A revised matrix is shown in **Table 5-1**. Reasons why influence is the strategy of choice may include the reality of youth in terms of inexperience, resulting in a lack of authoritative presence, and the effectiveness of creating situations of informed (influenced) free choice by decision makers. | Little past research identified on youth-led initiatives and their strategies.<br><br>Clarke and Dougherty: socialization, influence and power. Some literature and practitioner publications suggested addition of partnerships. | Literature somewhat supported: about half of all events used influence, and another quarter used power. |
| **5.3.1 – peak years** | (3) Understand how youth have impacted social change | The lifespan of an organization may be indicative of its effectiveness. However, it does not appear to be a primary factor in deciding what the impact of the initiative will be. Age of the organization also appears irrelevant. | No past research identified. | No literature comparison: about 98% of events had a lifespan of 5 years or less. The highest number of events occurred in the time bracket of 1998-2002. |
| **5.3.2 – media characteristics** | (3) Understand how youth have impacted social change | The application of a media content review, including media characteristics and features, to evaluate the effects of youth initiatives appears to be a new way to analyze the activities of youth. Whether the media and youth impacts affect one another in some way, the results of this research are inconclusive; however, the results have brought to light important questions that – when answered – may change how we understand the true impacts of youth application of certain strategies. | No past research identified; first time this technique is applied to this type of study (that researcher is aware of). | No literature comparison: about 58% of the articles were located in the front section of the newspaper, and about one third had accompanying illustrations. About 20% of articles included both features. The Gazette hosted the highest number of youth-friendly articles. |

| | | | | |
|---|---|---|---|---|
| **5.3.3 – impacts achieved** | (3) grasp impacts youth have | The results tested and supported the assessment of impacts per Clarke and Dougherty (2010). | Youth most commonly associate with small/local initiatives, effecting individual or community-level impacts.<br><br>Clarke and Dougherty: individual, community/interorganizational, systemic. | Literature somewhat rejected: youth strive for higher levels of strategy and especially impact than the literature has acknowledged.<br><br>Impact level was very closely related to most other categories ($p<0.05$), except peak years and topics. |

# 6. CONCLUSION

Youth-led initiatives have been and continue to be important catalysts for change in Canadian society. The quotation by Kofi Annan (see page xi), which describes the potential of youth as change agents and the importance of insuring provision of opportunities for youth involvement, was selected to reflect the hope of youth to change the world, the reality of their impacts, and the truth behind many engagement concepts. This concept was supported by the literature and again confirmed by the results of this research. The issue of youth disenfranchisement from high-level social processes, including their lack of access to key individuals of authority (DreamNow, n.d.), is a chief motivation behind the research objectives, and one of many concepts this thesis strives to act upon and, hopefully, to rectify.

That "one person can be a change catalyst, a 'transformer' in any situation, any organization", a philosophy shared by Stephen R. Covey in his book *Principle Centred Leadership* (Covey, 1992, p. 287), has been confirmed. The results from the media analysis have found that individual youths – as independent change agents or collectively as a mass temporary force – have been some of the most effective agents of change in certain circumstances. Still, though individuals do effectively make such changes, it is neither fair nor accurate to discount the value and success of other organization types. Interestingly, some of the most frequently reported contributions made by youth were about how they were able to influence political processes to address issues of equality, empowerment and social justice. The most effective way to achieve success within this engagement type and topic area was as collective participants inside the system (e.g., advisory body), rather than putting pressure on the system from outside it.

## 6.1 Theoretical and practical contributions

The results of this research have confirmed much of the literature, identified gaps, suggested new frameworks (both theoretical and for use by practitioners) and disproved some previous observations. In particular, the results of the media analysis support the organization of impacts as seen in the matrix by Clarke and Dougherty (2010). The hierarchy of impacts in this matrix encompassed all events observed in the data, leaving no gaps to fill in this context.

One important gap in the literature was the lack of acknowledgement that shared power, or partnerships, are a valid way for youth to be involved and affect changes in society. This has been observed in the document review (Apathy is Boring, 2004) in addition to the media review. This gap triggered the revision of the matrix by Clarke and Dougherty (2010) into a new matrix, **Table 5-1**. The addition of a new strategy is intended to improve understanding of how it relates to impact as well as to formally acknowledge partnerships as a real and potentially successful alternative where socialization, influence and power do not perfectly achieve; whether or not this objective may be of interest to follow-up research. An added benefit of this strategy may be a change in the perception of youth potential that may result from long-term relationships formed through partnerships with youth.

A framework for understanding the various characteristics that relate to youth-led initiatives was created, presented as **Table 2-7**. This framework synthesises the literature and was tested by current youth practitioners for its applicability to a variety of youth-led engagement situations. It also modified slightly to include time qualities and media characteristics for use as a data collection table. The types and topics of engagement were reorganized to better suit the recent reality of youth in practice. In addition to this framework, the definitions of 'youth', 'youth-led engagement' and 'impacts' were revisited and, in the case of youth-led engagement, revised from the literature using the results of this research. Regarding impact, there were many articles about a single event and also many events being covered by a single article; although this thesis does not go into the issue of whether media affects impact or whether impact affects media coverage, these data may be a starting point into a discussion on such a topic. Together, these revisions and syntheses may clarify the concept of youth-led engagement in English Canada to date.

Other conclusions may also have implications for youth practitioners. While some organization types may be more appropriate for addressing certain issues or for youth to become involved in specific engagement types , strategy appears most significantly associated with impact than other factors, such as the age of the organization or the duration of the initiative, as briefly discussed in past literature. This result may have potentially positive implications for youth involved in start-

up or relatively young organizations, since it means change-making is accessible to anyone, regardless of whether the organization is established for 30 years or for 3 months, given the appropriate strategies are applied. Another interesting observation of this research is that youth were found striving for and achieving higher levels of impact, using higher levels of strategy, than the literature acknowledged.

As described in the discussion, the information presented in this research – especially in terms of the visuals and discussion – may become a useful way for youth practitioners to understand which impacts may be expected by using certain strategies and other aspects of engagement. A planning tool or guide for youth practitioners which can be applied to a variety of contexts may be created out of this research, given an understanding of its limitations. The results of this thesis should bring encouragement and direction to youth practitioners who strive to impact society on any scale, as the research confirms a history of success and a great potential for lasting changes by strategic youth practitioners.

## 6.2 Recommendations

Recommendations to guide researchers and practitioners are included in the final sections, below.

### *6.2.1 Recommendations for practitioners*

The following are theoretical and practical recommendations built from the results and discussion of this research.

1. **Reconcile inconsistencies in the definition of key terms, but acknowledge the complexities that exist**.

Some agreement on key terms, especially with regards to the concepts of youth-led engagement and impact, would allow for increased and more productive discussion to occur between individuals and organizations across disciplines and with a variety of different knowledge bases. However, the broad application of these terms within many contexts may not mean a single

definition – particularly with impacts, the necessary differences in between contexts should be understood and acknowledged.

2. **More and better monitoring/measurement of impacts are needed**.

As observed in the results of this research, more resources should be put towards the monitoring and evaluation of impacts during and after the implementation of an initiative. The information that would be obtained through this practice is imperative for a full understanding of which activities, or strategies, most commonly achieve which impacts, and in which contexts. Although the method of measuring impacts is likely to change from one initiative to the next, it should be decided upon and its process clearly defined at the start of the implementation of the initiative. Although a 'best practices' summary was not possible with the data collected in this research, these measures will more clearly discern how successful each initiative has been, and will help to identify factors that should be addressed for improvement of success in future practice.

### *6.2.2 Recommendations for future research*

The limitations to this research, from the selection of the four newspapers and the key words to the qualitative nature of the data produced, resulted from processes that were necessary to keep the research manageable with the available resources. Still, they may prevent the results from being applied as widely as was originally planned. In light of these limitations, and considering the foundation of knowledge upon which this thesis is built, the following recommendations may be applied to similar research in the future:

1. **Ensure search criteria/key words are reflective of context**.

In future similar research, it is recommended that the keywords be informed by interviews or other archival methods to better understand the terminology and contexts that would have been used throughout the timeframe that will be searched.

2. **Research is necessary to clarify the true impacts of specific strategies**.

A more detailed analysis of the precise factors, actions and resources that directly create each impact type is needed. External factors, including cultural contexts, major historical events and debates and their effects on the success of youth-led initiatives, should be considered in future research on youth impacts. Further research into the examination of the different contextual meanings of impact should be completed in order to find common elements within each context.

3. **More targeted research would help assess whether the passing of time correlates with increased impacts.**

The results showed certain spikes in the reporting of youth initiatives during certain years. Whether youth were actually more engaged in these periods, or whether they were more effective at engaging the media, is uncertain. Data collected specifically for this purpose is necessary to definitively assess any possible relationships between initiative lifespan and its effectiveness. This information is important not only to understand how historical events or time periods can affect youth-led engagement, as suggested for future research, but it is also a helpful baseline for observing impacts that may relate to youth-led engagements after the initiatives occur.

4. **We do not yet fully understand the role of virtual engagement, or its potential to change the way youth engage in and with society or each other.**

Directed research on the uses of virtual engagement, and whether it is most or best used as a tool, a strategy or a form of engagement in itself, is needed to better understand how the concept may best serve youth. If engagement trends follow the general trends of society, virtual engagement may become a much more popular practice in the future; youth who know how to exploit any opportunities that may come with this concept are more likely to be successful in the future.

5. **Whether there is a causative relationship between media presence and youth impacts is uncertain.**

The results are inconclusive as to whether the media and youth impacts affect one another in some way. Questions such as whether media presence is a tactic to be included under the strategy of socialization, or a tool that applies to all strategies, need to be addressed. Clarifying

the roles of such tools and tactics, as well as differentiating between the impacts youth have created strategically as opposed to indirectly via media ripples, will also create a deeper and more accurate understanding of the true impacts youth create and maintain.

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# APPENDIX 1
# Daily newspaper circulation lists

**LIST 1: Adapted from Newspapers Canada's 2012 Daily Newspapers Circulation Report**
(Newspapers Canada, 2013)

**First of two lists of top circulating newspapers in Canada.**

| | Newspaper | Market | Audit Basis | Weekly Total | Daily Avg. |
|---|---|---|---|---|---|
| **1** | Toronto Star | Toronto | CCAB | 2,503,284 | 357,612 |
| **2** | Le Journal de Montréal | Montreal | CCAB | 2,014,592 | 287,799 |
| **3** | The Globe and Mail | National | AAM | 1,813,141 | 302,190 |
| **4** | La Presse, Montréal | Montreal | AAM | 1,363,237 | 227,206 |
| **5** | 24 Hours Toronto | Toronto | CCAB | 1,290,035 | 258,007 |
| **6** | Metro Toronto | Toronto | CCAB | 1,281,327 | 256,265 |
| **7** | The Toronto Sun | Toronto | CCAB | 1,184,530 | 169,219 |
| **8** | National Post | National | AAM | 1,017,394 | 169,566 |
| **9** | Le Journal de Québec | Quebec City | CCAB | 1,015,625 | 145,089 |
| **10** | The Vancouver Sun | Vancouver | AAM | 987,040 | 164,507 |
| **11** | Montreal 24 heures | Montreal | CCAB | 894,569 | 178,914 |
| **12** | Calgary Herald* | Calgary | AAM | 890,027 | 127,147 |
| **13** | The Province, Vancouver | Vancouver | AAM | 853,800 | 142,300 |
| **14** | Journal Metro | Montreal | CCAB | 824,604 | 164,921 |
| **15** | Metro Vancouver | Vancouver | CCAB | 791,305 | 158,261 |
| **16** | Ottawa Citizen* | Ottawa/Gatineau | AAM | 770,132 | 110,019 |
| **17** | The Chronicle-Herald, Halifax | Halifax | AAM | 764,473 | 109,210 |
| **18** | The Edmonton Journal* | Edmonton | AAM | 713,653 | 101,950 |

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|---|---|---|---|---|---|
| **19** | The Gazette, Montreal | Montreal | AAM | 683,327 | 113,888 |
| **20** | Winnipeg Free Press | Winnipeg | AAM | 679,505 | 113,251 |

**Report Notes:**
All AAM data calculated as an average from March 30, 2012 and September 30, 2012 Snapshot report. CCAB and CMCA data is based on December 31, 2012 unless otherwise stated. Daily newspapers defined as publications with minimum four days per week publishing schedule.

**LIST 2: Adapted from Alliance for Audited Media's Total Circulation list** (Alliance for Audited Media, 2013)

**Second of two lists of top circulating newspapers in Canada.**

| | Publication Name | Frequency | Total Ave. Paid Circulation* |
|---|---|---|---|
| **1** | Globe And Mail, Toronto | Sat | 354,850 |
| **2** | Globe And Mail, Toronto | Avg (M-F) | 291,571 |
| **3** | La Presse, Montreal (Communaute-Urbaine-De-Montreal) | Sat | 262,385 |
| **4** | La Presse, Montreal (Communaute-Urbaine-De-Montreal) | Avg (M-F) | 215,172 |
| **5** | Sun, Vancouver (Greater Vancouver Reg. Dist.) | Sat | 178,579 |
| **6** | Sun, Vancouver (Greater Vancouver Reg. Dist.) | Avg (M-F) | 156,992 |
| **7** | Province, Vancouver (Greater Vancouver Reg. Dist.) | Sun | 144,605 |
| **8** | National Post, Toronto | Avg (M-F) | 142,509 |
| **9** | Province, Vancouver (Greater Vancouver Reg. Dist.) | Avg (M-F) | 136,068 |
| **10** | National Post, Toronto | Sat | 132,116 |
| **11** | Gazette, Montreal (Communaute-Urbaine - De-Montreal) | Sat | 118,807 |

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|---|---|---|---|
| **12** | Herald, Calgary (Cen. Div. 6) | Avg (M-F) | 116,717 |
| **13** | Herald, Calgary (Cen. Div. 6) | Sat | 112,722 |
| **14** | Citizen, Ottawa | Avg (M-F) | 111,178 |
| **15** | Gazette, Montreal (Communaute-Urbaine - De-Montreal) | Avg (M-F) | 105,783 |
| **16** | Citizen, Ottawa | Sat | 100,367 |
| **17** | Journal, Edmonton (Cen. Div. 11) | Sat | 97,806 |
| **18** | Le Soleil, Quebec (Communaute- Urbaine-De-Quebec) | Sat | 95,665 |
| **19** | Journal, Edmonton (Cen. Div. 11) | Avg (M-F) | 91,931 |
| **20** | Le Soleil, Quebec (Communaute- Urbaine-De-Quebec) | Sun | 81,146 |

**Report Notes:**
Circulation averages for the six months ended: 3/31/2013.
Toronto Star excluded.

# APPENDIX 2
# Description of events

The following table provides brief summaries of the events that occurred in the third phase of the results. For those that were omitted during this final phase, the title of the article is included in the description field.

**List of events, corresponding articles, and descriptions.**

| EVENT ID (##RRAA) | ARTICLE ID(S) (YYYYMMDD) | BRIEF DESCRIPTION |
|---|---|---|
| **01TOAA** | 19950221 | O'Connor Girls' Club creating murals and calendars contrasting life with and without drugs to raise awareness of the issues to their peer |
| **02TOAA** | 19950112 | Secondary school students raising money and awareness with community fellow student with Leukemia |
| **03QUAA** | 19861014<br>19861013 | Quebec Liberal youth wing is calling for an end to the policy of universal access to social programs |
| **04BCAA** | 19950626 | Youth, 19, wants other youth to get involved in treaty talks and other discussions about the wellbeing of natives living on reserve |
| **05ONAA** | 19950528 | York U's Federation of Students speaks up about the lack of consideration political candidates give to young Canadians |
| **06ONAA** | 19950616 | Peel student, 18, making himself known in business world after participating in Junior Achievement; received award for his businesses |
| **07QUAA** | 19951030 | Anglophones continue to leave en masse from QUE due to unwelcome/uncertain political and social conditions from separatists and other similar groups |
| **08TOAA** | 19951125 | 23-yr-old Ezra Levant and his neoconservative 'youthquake' movement hope to create a revolution by dismantling unions, minimum wage, universal healthcare, subsidized tuition and pension plans |
| **09VAAA** | 19951205 | 23-yr-old wins Rhodes Scholar for volunteer work at various orgs including the Disability Resource Centre and the Stanford Homeless Action Coalition |
| **OMIT** | 19951201 | "And the young shall lead them" |

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|---|---|---|
| **10MOAA** | 19940310 | Stephanie Laplerre, 18, wins award for her achievements as a young business advisor of a student-run belt company (Cein-Folle) |
| **11ONAA** | 19940330 | Zenia Wadhwani, 22 and other youth travelled across Ontario and put together a report of issues that concern youth for the candidates (Bob Rae commented on it) |
| **12ONAA** | 19940623 | Cathy Kunda, 18, receives award for her dedicated volunteer work at Mississauga Hostpital and as a peer tutor |
| **13ONAA** | 19940811 | Matt Consky and David Gram, Vaughan Secondary School students, casted, partially funded and directed a film with peers from which profits are donated to Toronto's Casey House Foundation, which helps AIDS patients |
| **14VAAA** | 19940913 | AIESEC (from French: International Association of Students in Economics and Commerce) volunteers connect business leaders with students for internships and apprenticeships around the world |
| **15ONAA** | 19941101 | *University tuition fees*: The Canadian Federation of Students, Ontario Undergraduate Student Alliance, and Canadian Alliance of Student Associations continue the 13-yr battle to protest tuition hikes in front of the Liberal Party office on National Student Day |
| **15CABA** | 19910907 | *University tuition fees*: Canadian students now face a new tax on Canada Student Loans; Ontario Federation of Students has spearheaded a massive letter-writing campaign directed at Secretary of State Robert de Cotret |
| **15CABB** | 19881102 | *University tuition fees*: Association Nationale des Etudiants et Etudiantes du Quebec (ANEEQ) organizing protest to demand that college students as young as 17 who leave home to be considered independent and eligible for loans and bursaries |
| **15CACA** | 19881103<br>19871027<br>20030403<br>20050322<br>20050331<br>20070323<br>20101207<br>20120509<br>20120803<br>20120308 | *University tuition fees*: University and CEGEP students protest, strike and demonstrate on the streets against tuition and other fee raises; other article U of T students (particularly black law students) protest planned tuition hikes; other article youth are airing commercials and are, despite battling over French/English airtime, beginning to discuss working together to overthrow leader Charest; Anglo students are on strike; Student protesters battled with riot police inside the Quebec Hilton hotel, trying to get into a forum about increasing tuition fees that another group of |

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| | 20120502<br>20120823<br>20120608<br>20120802 | students had just left in protest; youth explain what the tuition protests are really about - fighting against what they see as the privatization of public services and increases to user fees like the health tax, higher hydroelectric fees and tuition fees they say prohibit access; youth keep going despite pleas for voter truce; protests get ugly March 2012 |
| **15CACB** | 19850204 | *University tuition fees*: the Ontario Federation of Students is organizing a major demonstration to oppose the Bovey Commission report, which recommends higher tuition and decreased enrolment in an attempt to put universities on firmer financial ground |
| **15CADA** | 19861015<br>20030208 | *University tuition fees*: The Students' Society of McGill University said fees should increase to $2,500 in 1990-91, as long as it improves the quality of education and does not exclude poor students from university; other article ADQ wants to unfreeze tuition while PQ wants to maintain it |
| **15QUEA** | 19860918 | *University tuition fees*: Liberal youth wing says Universities should manage their funds better, that professors do too little research and recommends getting rid of lifelong tenure |
| **15QUFA** | 19980731 | *University tuition fees:* Quebec Liberal party's youth-wing leadership wants the Quebec government to accept private funding of university operations |
| **15QUGA** | 19980310<br>20120416<br>20121101 | *University tuition fees:* Quebec Federation of University Students discuss with Human Resources Development Minister Pierre Pettigrew edits to the Millennium Fund; QUW seeks peace with protesters; 2012 student conflict has cost the Universite du Quebec a Montreal alone at least $20 million |
| **15QUHA** | 20030813 | *University tuition fees:* Leadership of the Quebec Liberal Party's youth wing considers advertising in CEGEPs and universities as a way to finance higher education |
| **15QUIA** | 20050308<br>20120817 | *University tuition fees:* Concordia will vote whether to join CEGEP students at 35 campuses already striking against cuts to financial aid; student groups decide what the future of the youth movement will look like after the upcoming election |
| **15QUJA** | 20120507-1<br>20120507-2<br>20120907<br>20120410 | *University tuition fees:* Quebec Premier Jean Charest is ruling out a spring election after striking a tentative deal with students over tuition fee hikes, potentially ending one of the province's most disruptive protest movements in |

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| | 20120501<br>20120430 | years; students and government negotiate deal |
| **15QUJB** | 20120910<br>20120814 | *University tuition fees*: After hundreds of protests, arrests, broken windows, cancelled classes, the abdication of an education minister (Line Beauchamp), the defeat of the Liberals, the making of several up-and-coming young political superstars (including Leo Bureau-Blouin, who was elected as a MNA on Tuesday at 19 years old), a couple of near-deals to end it and one unpopular law (Bill 78) to fix it - the student "strike" of 2012 has ended; students return to class |
| **16QUAA** | 19930308<br>19930308 | *Quebec powers*: Liberal youth wing to support Charest if he ran so that QUE could continue to play an important role in the Party's constitutional future |
| **16QUAB** | 19920815 | *Quebec powers*: Young Liberals, with 1/3 vote of Liberal Party of Canada, pushed the party to accept the Allaire report in 1990, calling for sweeping new constitutional powers for Quebec. |
| **16QUAC** | 19920815 | *Quebec powers*: Young Liberals' leader Mario Dumont, 22, puts pressure on Liberal leaders to hold to their commitments in the Allaire Report, with no delays, demanding resolutions |
| **16QUAD** | 19920901 | *Quebec powers*: Mario Dumont and followers walked out on the Liberals convention to demonstrate disdain for the way Premier Bourassa manipulated the Allaire Report for his own bargaining purposes and then discarding it at the conference |
| **16QUAE** | 19910305 | *Quebec powers*: Young Liberals are split on how independent QUE should be, what the power division should be; Michel Bissonnette, 23, is representing the Young Liberals at the Quebec Liberal Party's policy convention |
| **16QUAF** | 19861013 | *Quebec powers*: QUE's young Liberals want recognition of Quebec in the Constitution as "the principal home" of Canadian francophones, but with stronger QE veto than leader suggests |
| **16QUAG** | 19950325<br>19970912<br>19970929<br>19970805 | *Quebec powers*: young Liberals proposing interprovincial council to approach constitutional changes; another article, proposing changes to constitution (Calgary declaration); another article young Libs want CAN to recognize Calgary |

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|---|---|---|
| | | declaration; another article adult libs thing young libs proposals outlandish |
| **16QUBA** | 19920816 | *Quebec sovereignty*: Liberal youth wing calls for referendum on QUE sovereignty |
| **16QUBB** | 19920615<br>20041016 | *Quebec sovereignty*: Equality Party youth walk out after it votes against sovereignty; other article membership drops significantly after leader Bouchard puts issue of sovereignty on back-burner |
| **16QUBC** | 19910724<br>20111107 | *Quebec sovereignty*: Nick Anastas, 22, started organization Groupe '92 Non, which pushes for a 'no' vote on the sovereignty issue and has a mostly-anglo following of 3,600; plans to hold rallies and a two-day student strike this fall to increase support for a "no" vote in a referendum; other article lack of support from young voters may condemn sovereignty proposal |
| **16QUBD** | 19900827-1<br>19900827-2<br>20101102 - 1<br>20101102 - 2 | *Quebec sovereignty*: PQ youth push for sovereignty against the request of PQ leader Parizeau to moderate their proposal; PQ youth battle Marois policy, wanting clear push for sovereignty |
| **16QUBE** | 19900812 | *Quebec sovereignty*: Young Liberals approve motion for sovereignty |
| **16QUCA** | 20120804 | *Quebec sovereignty*: Leo Bureau-Blouin, 20, attempts to sway the direction of PQ party by announcing his candidacy |
| **17MOAA** | 19930506 | 23-yr-old Mia Morisset created a new design for CVS – Comfort, Visibility, Safety – schoolbus following widely-publicized discussion around school bus safety |
| **OMIT** | 19931017 | "Hey you!; (The youth leaders) We asked four youth leaders why they got involved in politics" |
| **18ABAA** | 19931029 | Student mob protests Alberta education budget cuts – third mob/protest this week; pounds on legislature doors and wins meeting with education minister |
| **19QUAA** | 19931202 | 19-yr-old researched lead levels in different communities by collecting teeth and analyzing causes and effects of lead poisoning – all for fun |
| **20BCAA** | 19931211 | Leo Lou, 18, volunteers with the elderly and long-term care patience at the local hospital |
| **21BCAA** | 19931211 | Leba Rubinoff, 16, is on the steering committee for the Board of Directors for the Environmental Youth Alliance; helped organize a YMCA human rights conference and a |

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|---|---|---|
| | | World Food Day event; she writes articles for teen environmental magazine *Cockroach*; she's on the VanCity youth council |
| **22BCAA** | 19931211 | Khalil Shariff, 18, is 'one of the youngest politicians around'; he's on the Richmond School Board; he's founded a non-profit; fundraised for a hub/social innovation centre |
| **23BCAA** | 19931211 | Andrew Wong, 17, inspires people with his talents in the arts – especially painting (also piano); sells his work |
| **24CAAA** | 19920826 | Generation 2000 formed to educate youth about the impacts they can make – visits schools to encourage them to do so |
| **25CAAA** | 1992023<br>19920423 | Desiree McGraw, 22, is one of two UN Youth Ambassador who plans to keep politicians in line to produce a clean-earth charter as well as agreements on acceptable levels of global development in the Rio Earth Summit. She speaks publicly, insisting that one person can make a difference: at 16, she took part in a disarmament campaign tour across Canada, the U.S. and the former Soviet Union; at 18, she participated in the International Youth for Peace and Justice tour in the Arctic; at 20, she initiated a national youth tour on the environment and helped set in motion the international youth forum at the United Nations Conference on Environment and Development (UNCED). |
| **26CAAA** | 19920206-1 | Francois Meloche, 19, who organizes car pools to Macdonald campus in Ste. Anne de Bellevue and started a recycling project in CEGEP, was chosen by his peers at a national conference to help draft an international youth declaration on the environment and development |
| **27ONAA** | 19920206-2 | Emily Moore, 22, wins Rhodes Scholarship for her involvement in the issues of violence against women and women's equality in engineering; she is the only woman on the engineering executive, and is the Alma Mater Society (student government) president; after the Montreal Massacre she arranged to send flowers and organized a candlelight vigil; she advised the Engineering Society to cancel all exams that day (and succeeded); she convinced the department to declare the day as non-academic for the next five years; she initiated a movie called After the Montreal Massacre (shown that day) |
| **28VAAA** | 19920225 | Student politicians demand their principal resigns after not taking action to prevent a female student from getting raped |

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| | | despite the perps having warned her and publicly taken credit for the letters |
| **29QUAA** | 19920605 | CEGEP students publicize the lies and misinformation in L'Actualité magazine's college ratings, demanding the next round to be more accurate |
| **30BCAA** | 19910718<br>19880430 | Social credit party youth now hold an important part of the vote, such that candidates for its leadership consider support from its youth as crucial to getting and maintaining the post |
| **30BCBA** | 19910923 | Socred youth muscle out anyone who doesn't appear to be a socred supporter from entering a campaign hall; protester-supporters might jeopardize party's campaign |
| **31CAAA** | 19910506 | Youthquake movement – and its under-20 delegates – addressing eight issues: wilderness preservation, native rights, global warming, pollution, world peace, consumerism, food choices and their effect on the environment, and empowerment |
| **32ONAA** | 19910711 | Diane Williams, 22, won an award for being an active member of the Scarborough Campus Political Science Association and a group leader at orientation weekend for first-year students; also, she volunteered for the North York Speech and Stroke Centre |
| **33QUAA** | 19910524 | Dominique Miklosi, 19, and Frederic Tur, 20, have changed the culture and character of their neighbourhood by opening a massive jazz bar (includes features like decorative car parts and outboard-motor rotors, a pool bar, video bar, city street-cleaning cart, plain old bar, and a network of seemingly random hallways) |
| **34ONAA** | 19910613 | Marnie Aitken, grade 12, volunteered at school as a peer helper and counsellor; also a swimming coach for the City for disabled and is organizing a charity fashion show to raise money for cancer research |
| **35ABAA** | 19911020<br>19911017 | Jeff Golfman, 23, runs a company called Plan-It Recycling Inc. – a switch to his garbage pickup service from his pool-cleaning service – which fills the recycling gap in Winnipeg |
| **36QUAA** | 19911107 | Students and young workers picket the Forum for Employment; youth belong to the provincial organization Regroupement Autonome des Jeunes |
| **37QUAA** | 19906010 | Glenn Murray, 15, and Silvano Lapenna, another Kirkland resident, put out a petition and got City council to agree to put in a sidewalk on a residential street in his community; |

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| | | now looking at reducing driver speeds |
| **38CAAA** | 19900304 | Young Liberals (aged 14-26), with their 1/3 bloc voting, determined who entered leadership of the national party, when, and for how long; they ensured Turner survived a difficult review |
| **39QUAA** | 19890216 | Hans Marotte, 20, spray-painted in English areas of Montreal to promote QUE nationalism (language debate); formed Action Quebec Francais; English extremist but French hero |
| **40QUAA** | 19890607 | Ronald Kelly, 22, speaks in public about AIDS/HIV; goal to remove stigma about disease |
| **41ONAA** | 19890606 | Peter Sahlas, 18, received Terry Fox award for volunteering as president of a social outreach group, sports director of a youth organization, vice-president of the debating team, co-editor of the school newspaper, chairman of last Friday's Dialogue '89 (lobby day to protest overcrowding in Ontario schools |
| **42ONAA** | 19890606 | Anna Luis, 19, received Terry Fox award for serving on student council and volunteers at various places while being the sole guardian of two siblings |
| **43ONAA** | 19890606 | Kelly Akerman, 19, received Terry Fox award for volunteering at the Baycrest Centre for Geriatic Care, the Ontario Science Centre, the Boy Scouts, and the yearbook committee |
| **44BCAA** | 19890323 | Native students marched from a rally to Indian affairs' offices where they met with regional education director Ron Penner about cuts to Native student financial aid |
| **45BCAA** | 19880221<br>19880223 | Angela Welch, 20 initiated a petition against auto insurance raises by government-owned Autopac, which received 65,000 signatures, prompted a protest, and eventually Premier Howard Pawley's New Democratic Party government (which had a majority by 1 seat) |
| **46MOAA** | 19880421 | Students inspired the Dorval Optimist Club to encourage City council to set up a council committee on youth |
| **47QUAA** | 19880302-1<br>19880302-2 | PQ Youth Execs quit to demonstrate non-support of PQ leader (over language rights and other anti-anglo issues) |
| **48MOAA** | 19851114 | Concordia University students marched to the South African consulate in a day of anti-apartheid activity to support Nelson Mandela; atudents marched peacefully to the consulate, stopping to boo as they passed Bank of Montreal |

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| | | branches; asking Concordia U to switch banks |
| **49CAAA** | 19880630<br>19880701 | Mark Cameron, 19, John Kaplan, 23, and Roger Larry, 23 organize three protest concerts in Vancouver, Toronto and Montreal to oppose the Meech Lake accord and the U.S.-Canada free-trade agreement |
| **50TOAA** | 19881102 | The North York Inter-Community Youth Group in the Jane/Finch area has written letters and is speaking up, protesting the removal of a portable used for community affairs for over 200 community members |
| **51CAAA** | 19881213 | Secondary student wants politicians to get their act in order |
| **52QUAA** | 19850911 | Regroupement Autonome des Jeunes (RAJ), a group apparently representing QUE'a welfare recipients, picket a weekend meeting of the Parti Quebecois to remind the PQ leadership candidates of the plight of the unemployed |
| **53ONAA** | 19870625 | Jocelyn Muir to try swimming the perimeter of Lake Ontario – 1,127 km – after swimming 51m across it to raise money for the Multiple Sclerosis Society of Canada |
| **54QUAA** | 19870901<br>19870829 | Liberal youth wing pressure party leader to resign |
| **55NBAA** | 19860318<br>19860313 | Mark Sabada, 21, is on hunger strike to protest against the hunger strike taken on by Liberal Senator Jacques Hebert, who believes he is demonstrating on behalf of youth |
| **56CAAA** | 19840420<br>19840423<br>19840416 | Chris Mostovac, 21, announced his candidacy for the Liberal leadership with the intention to fight the campaign right up to the nominating convention; no one supports youth |
| **56CAAB** | 19840420<br>19840423<br>19840416 | John Frederick Cameron, 24, also to run for the Liberal leadership with the intention to fight the campaign right up to the nominating convention; no one supports youth |
| **57ONAA** | 19841024 | Students urging their teachers union to return to school |
| **58CAAA** | 19830111 | PC youth ask leader for reversal on a decision in 1981 during leadership review |
| **59TOAA** | 19830330 | Jewish students to protest Greek PM's visit to York U due to stance on Palestine |
| **60NBAA** | 19820522 | Peter Bailey, 15, developed an airplane that can go 11 times the speed of sound carrying only 60 passengers that would be more profitable than the jumbo jets in use today; |

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| | | calculations show that a streamlined plane 115 feet long and only 11 feet wide could travel at Mach 11 (2 miles a second) if it were insulated with ceramic material in the same way as the space shuttle |
| **61CAAA** | 19821109<br>19821105 | Liberal youth deploy back-room tactics to pass a resolution |
| **OMIT** | 19781206 | "Young liberals" |
| **62ONAA** | 19810925 | >100 high school students walked out due to a new schedule and crowded classes |
| **OMIT** | 19801115 | "Rich young Sixties survivors new breed of philanthropists" |
| **63ONAA** | 19970122 | 17-yr-old elected by peers to be student trustee w/ equal voting rights |
| **64PEAA** | 19971027 | Justin MacLeod, 23, created Timeless Technologies – a company that specializes in time-scheduling products for sports-related products, expert speech systems, copy protection tools for programmers and client-management systems – to keep more PEI folks from moving out west or south (it can be developed and marketed from anywhere) |
| **65QUAA** | 19970928 | Young Libs want firmer Calgary Accord to put QUE Libs in better position for election |
| **66CAAA** | 19970223 | Group of students travel to Central and South America to participate in work-exchange programs under Youth Challenge International |
| **67ONAA** | 19970703 | Tracy Atkins and Katie Fizzell, 18, proposing (through course) to replace paper towels with hand dryes; although taking the OAC course, Atkins is returning this fall - she's seriously considering a leadership role in the towel waste issue |
| **OMIT** | 19970814 | "Youth find work helping others" |
| **68ONAA** | 19970501 | Ava-Gaye Colquhoun, 17, is president of the Scarborough Youth Advisory Council, a recently formed youth grassroots organization, which acts as a liaison between adults and young people |
| **69ONAA** | 19970501 | 19-year-old Jason Caverly compiled a comprehensive report for the Ajax Youth Centre he called Positive Planning for Teens With Disabilities |
| **70ONAA** | 19970501 | 22-year-old Dwayne Morgan uses poetry as a means of |

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| | | motivational speaking and working with young people |
| **71ONAA** | 19970724 | Raman Johal, 18, started a volunteer recruiting and placement service for students |
| **72QUAA** | 19970211 | QUE Lib youth wing being cautious with relationships with feds to maintain autonomy |
| **73QUAA** | 19970924 | Kieran Crilly organized 4-day national conference of teen leaders; 450 teens from across Canada |
| **OMIT** | 19970920 | "'Snack Pack' carries weight in Reform Three young rookie MPs with top positions are hungry for action" |
| **74BCAA** | 19970827 | Students protest UBC's gesture to offer Chinese PM honourary degree |
| **75BCAA** | 19971129<br>19971126 | Youth protest Asia-Pacific Economic Co-operation summit, run in with police |
| **76MOAA** | 19970227 | Students take over annual school-board leadership conference after Protestant School Board of Greater Montreal cancels |
| **77MOAA** | 19970326 | Students put on play and fundraise for the Montreal Children's Hospital |
| **OMIT** | 19970119 | "Young Canadians ponder prospect of being nation's PM" |
| **78QUAA** | 19980307<br>19980810<br>19980307 | QUE lib youth – with 1/3 vote – pressure Charest to run; they have a lot of clout in votes; another article Charest uses tuition promises to earn youth votes |
| **79QUAA** | 19980309<br>20061128 | Bloc Quebecois youth forum in Montreal voted unanimously in favour of legalizing marijuana for medical purposes; young liberals also vote in favour |
| **80PEAA** | 19981026 | 21 years old, Brett Doyle runs Outer Limit Sports store and King of Clubs golf equipment franchise; has a trampoline in the store to allow customers to try out snowboards, a leading item for the business, before making their investment in the products, and on-line shopping |
| **OMIT** | 19980504 | "Young awards" |
| **OMIT** | 19981124 | "Young voters contemplate their province's future" |
| **81CAAA** | 19980825 | Youth 15-24 are leading changes in Canada, having doubled their volunteer time in 10 yrs (per report) |
| **82NSAA** | 19980518 | Student newspaper the glue between otherwise conflicting racial groups in a small NS school |
| **OMIT** | 19980418 | "Get yer YAA! YAA!'s out: YTV awards honour young |

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| | | people for talent, bravery” |
| **OMIT** | 19981019 | “ Dumont accentuates youth: Action Democratique leader introduces 30 candidates under age 30” |
| **83ONAA** | 19980825 | Debra Thompson, 18, Central East region president of the Ontario Secondary School Students' Association, said student leaders at 19 Durham public high schools are asking teachers and the Durham District School Board to end the dispute during the next round of talks and stop striking |
| **84CAAA** | 19980725 | Young people are changing the business playing field by increasingly taking on management roles; one manager, 24, says it can be hard on young people emotionally |
| **85CAAA** | 19980102 | 22-year-old Isabelle Gentes is the new face of Canada's labour movement -- young, militant and female. "We have to push for what we want," said Gentes, vice-president of the union she helped organize in 1996. More than 1.6 million other female workers across the country are swelling union ranks and increasing their political clout |
| **86BCAA** | 19980421 | Native teens camping out at the offices of the B.C. Treaty Commission; The Native Youth Movement wants the four-year-old treaty commission scrapped because it doesn't represent native youths and others who oppose the treaty process, said spokesperson Kelly L'Hirondelle, a 22-year-old Cree Metis from Vancouver |
| **OMIT** | 19980817 | “Teens launch music festival: The organizers hope the event will help improve the public's opinion of youth” |
| **OMIT** | 19990126 | “Science: Young UBC researcher receives top award” |
| **87BCAA** | 19990317 | Student-run Student Leadership Council provides students with a voice into district-level decisions but to improve communication between schools, enhance leadership skills and give students a forum to discuss important issues |
| **88YTAA** | 19991025 | Samson Hartland, 20, owns Big Grizzly Sports cards & Collectibles, which has been recognize for its success in offering a wide variety of products I offer to tourists, Web surfers and the children and adults |
| **89BCAA** | 19991025 | Imaginative Computer Solutions Inc., run by Daniel Sacks, 23, and John Arnet, 24, offers computer consulting services to small businesses that are not in a position to hire their own full-time technicians – recognized for its huge success |

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| **90NBAA** | 19991025 | Commercial Tent Rental & Sales Ltd., owned by brothers aged 24 and 28, makes, sells and rents special occasion tents and party supplies – recognized for business success after being in business since their teen years in 1985; it's the only business of its kind in the Maritimes |
| **91QUAA** | 19990805 | *QUE reform*: Young QUE Libs studying how overhauling the QUE model – including more private-sector funding in health and a plan to cut waiting lists by allowing wealthier patients to pay for procedures – would affect QUE |
| **91QUAB** | 19991203 | *QUE reform*: Youth groups – incl. Federation des Etudiants Universitaires du Quebec – preparing for a QUE summit with lib leader; proposal wants to see creation of 50,000 jobs, the eradication of illiteracy, and investments in education |
| **92TOAA** | 19991117 | 18-year-old Sabine Dhir created the Can U Believe project, a one-week youth leadership camp funded by Bell Canada through the United Way of Greater Toronto |
| **93TOAA** | 19991117 | Bell United Wave, a charity run by young people ages 14 to 20, helps their peers make a difference in their communities |
| **94CAAA** | 19990921 | Noah Gurza, 24, and his partner Reza Zargham created campusaccess.com, a students' site, with contributions by students as well as experts, where students can come to meet their needs - academic, professional and social; has links to the home pages of every university and college in Canada and the United States, as well as information on volunteer work and internships worldwide; students can research post-grad work too; also has agreements with writers, academics and experts for an online advice service,<br>articles for an online magazine, and an online version of Kevin Makra's The Canadian Student Employment Guide |
| **95NBAA** | 19990719 | 23-yr-old Fabian Milat is setting up a Youth Coalition, plans to put up youthful candidates in all 20 Lower Mainland municipalities in November's civic elections |
| **96TOAA** | 19991119 | Students Against Sweatshops rallies in front of University of Toronto president's office to ask that the University takes measures to ensure its clothing are not made using sweat shops or other unfair practices |
| **97CAAA** | 20000826 | Blue Sky Solar Racing Team (University of Toronto) is proving solar vehicles work |

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| **98QUEAA** | 20000814 | Young Libs' push for sounder environmental policies and Grade 1 English are welcome by leader Charest |
| **99CAAA** | 20000517 | Aaron Judah, 16, and peers create international attention on Canadians' science and engineering prowess through science competitions; Judah's project converts sound energy into light energy |
| **100CAAA** | 20000815<br>20000131 | Young Tories support gives candidate stronghold in elections; young liberals go back and forth on who to give block support to |
| **101ONAA** | 20001204 | Centennial college students get their student centre after 7yrs of students paying into a fund for it |
| **OMIT** | 20000523 | "Student wins biotech funding ; Drug firm aids new scholarship" |
| **102CAAA** | 20001109 | Aaron Pereira, 20, Ryan Little, 19, and Matthew Choi, 21 create www.canadahelps.org, a new, not- for-profit Web site that will allow Canadians to send money to any of the country's 78,000 registered charities via the Internet – and can also offer their service as volunteers |
| **103BCAA** | 20000224 | Geordie Aitken, 22, speaks to a group of the top 25 high school students from around<br>B.C. about what it takes to become a leader |
| **104MOAA** | 20001031 | Adam Bly, 19, founded JoYS (Journal of Young Scientists) Omnimedia, which he hopes will encourage young people to see science as a lifestyle – wants young scientists and young people with patents pending to have a forum; the magazine includes profiles of young scientists, event reporting, how-to articles, and examinations of science and its impact on everyday life; also has plans to include a consulting firm, an advertising agency, an event development program, an information technology arm, science curriculum development, lifestyle and apparel products and a publishing house |
| **105BCAA** | 20000317 | Victoria Henry, 19, has put in a BCTF proposal encouraging teachers to take the lead in establishing gay/ straight alliance clubs in schools |
| **106QUAA** | 20010222<br>20010321 | *QUE language*: Bloc Quebeqois youth wing put out a report which argues that immigrants and anglophones impede the status of the French language, which the Bloc is trying to suppress; still on Forum Jeunesse du Bloc Quebecois |

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| **106QUAB** | 20010117 | *QUE language*: Forum Democratique (members of the PQ youth wing and the provincial student movement) initiated a petition to support leader Lucien Bouchard for promoting an inclusive Quebec society |
| **106QUAC** | 20010816 | *QUE language*: youth delegates have proposed that the financing of English CEGEPs be reduced to correspond to the size of the English community |
| **OMIT** | 20010312 | "Endangered `fun' the spark for giant street party: Young people running around with toilet-paper tubes on their heads is just one part of the protest over local councils' anti-rave policies" |
| **107QUAA** | 20011011 | Sabrina Stea, 23, committed to feminist and human-rights issues, makes no apologies for her stewardship of the embattled Concordia Student Union |
| **OMIT** | 20010820 | " Politics with a youth slant: 200 get their chance to influence Tremblay party's policies" |
| **108ONAA** | 20010104 | Steven Murray, 17 (president of the Durham Coalition for Extra-Curricular Activities), Bronwyn Underhill, 18 ( president of the Ontario Secondary School Students' Association), and others are considering Ontario-wide walkouts to register frustration with extracurricular cutbacks |
| **OMIT** | 20010123 | "Student protesters get hand: Concordia approves deferral of final exams to demonstrate at summit" |
| **109QUAA** | 20010530 | PQ trying to gain support of youth by proposing a youth-friendly policy before elections; youth shooting it down as unrealistic proposal |
| **OMIT** | 20010811 | " Tory youth wary of ex-Reformers: `Anti-Quebec' strategists to attend Mont Tremblant PC meeting" |
| **110ONAA** | 20011224 | Paul Uy, 16, and friends act out sweatshop scenes at school with signage for information, sewing silently |
| **OMIT** | 20010317 | " Teen entrepreneur will speak to YWCA's Women of Distinction: Ashley Power has come a long way from playing with Barbies -- she has a Web site and a big deal with MGM" |
| **111QUAA** | 20010420 | Youth protesting the FTAA and forming new a coalition to fight what they call "the neo-liberal model." |
| **112TOAA** | 20011227 | Lonie Tchatat founded Le Regroupement des Jeunes Filles Francophones de Toronto - which helps black francophone women aged 15 to 30 find their way in Toronto - in 1994 (at |

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| | | age 18) |
| **113BCAA** | 20010123 | National Campus Life Network students manage to maintain a pro-life/anti-abortion campaign where others have failed |
| **OMIT** | 20020326 | "Young entrepreneur makes a million" |
| **OMIT** | 20020329 | " Young Explorers of a bold future; They are role models for research. Here, and on the next two pages, The Star's Peter Calamai introduces some young scientists making a Canadian difference" |
| **114MAAA** | 20020812 | Andrew Deonarine, 22, owns a computer software company and, among other international projects, is working with the Indian Space Research Organization to develop an education site; being recognized for placing in the finals of 'If I were PM' essay contest – ideas include a universal voucher system, providing affordable, accessible heath care |
| **115ONAA** | 20020323 | Young tories selecting the next premiere; politically involved 16-yr-old voicing concerns for future and backs Flaherty |
| **116CAAA** | 20020622 | Canada25, formed less than two years ago to help bring the voice of youth to public policy decision making, brings youth together to discuss and present what Canadian cities can do to attract and accommodate young people |
| **117QUAA** | 20021018 | Yves Engler was removed from campus for covering posters that said 'free palestine'; issue of free speech for everyone is discussed heavily at the University of Concordia |
| **OMIT** | 20020524 | " Young leading the young: Peers learn about science at student-led conference" |
| **118CAAA** | 20020511 | 16-year-old Laura Hannant participated in the first United Nations Children's Summit, is disappointed at leaders' conduct and summit results |
| **OMIT** | 20020630 | " Young, educated- and militant" |
| **119CAAA** | 20020506 | Sarah Kronis, 23, and other Toronto & Montreal students will volunteer in and around Jerusalem this week |
| **120TOAA** | 20020320 | Kevin King, 22, is a student leader and later as chair of Toronto's Youth Cabinet |
| **121CAAA** | 20020904 | Canadian Severn Cullis-Suzuki, 22, speaks out to remind politicians about their promises in Rio ten years ago; Sustain US joins her plea; youth participate in UN forums/summits |

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| **OMIT** | 20031020 | " How young entrepreneurs make a difference" |
| **OMIT** | 20030627 | "We're young and we're ready. So listen up" |
| **122CAAA** | 20030605 | Anand Athiviraham, grade 11, approached Dr. Dusica Maysinger at McGill U after hearing about a new diabetes research, wanting to be involved in it |
| **OMIT** | 20040524 | " Young voters want to see end of lies" |
| **123QUAA** | 20040809 | Young Quebec Liberals want to give workers the right to refuse joining an established union at their workplace |
| **124TOAA** | 20042027<br>20041112 | Toronto youth leaders to fight a ban on events for young people in Albert Campbell Square, the public space outside the Scarborough Civic Centre |
| **OMIT** | 20040618 | " Campaign aims to spur on young voters" |
| **125QUAA** | 20040525 | Bloc Quebecois leader to support "youth candidates," who play a major role in the party's policy-making, for leadership |
| **126CAAA** | 20040303 | Young female parliamentary interns in their early 20s hopng to increase the role/presence of women in government |
| **127TOAA** | 20040222 | Kelsey Carriere, 23, pushing to have Kensington Market vehicle-free via Streets Are For People; also involved in recycling initiatives and Redpepper Spectacle Arts, a community group that puts on events for the Market |
| **128CAAA** | 20050316 | Ken Lobo, 22, and other youth are encouraging the Conservative Party to create a youth wing, as all other major parties have |
| **129TOAA** | 20050416 | Grade 11 students write to the Toronto Star asking to focus on the issues they care about, like Kyoto, rather than waste time bombarding them with pop culture |
| **130QUAA** | 20050802 | Liberal youth wing executives want a government-imposed dress code as part of a strategy to tackle the issue of sexual activity in schools |
| **131QUAA** | 20050811 | Leader Charest gives youth personal time before election; youth confirm their liking of this treatment, which may secure Charest's election |
| **OMIT** | 20051121 | "New PQ leader brings vision, youth; Boisclair very skilled, Ignatieff warns Mistake to write him off, critics say" |
| **OMIT** | 20050811 | " B.C. students picked for APEC Youth Plaza" |

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| **132ONAA** | 20050628 | Vaughan Youth Cabinet convinces City to create a position for a youth city councillor |
| **133MOAA** | 20051103 | Thomas Piggott, 16, organized a seminar this week for 250 Grade 7 students in an effort to make them understand the importance of eating right and exercising |
| **143CAAA** | 20050204 | Thomas Szaky, 23, is recognized as a successful young entrepreneur after getting his young company's product, TerraCycle Plant Food, into Wal Mart stores across Canada; also at Loblaws, Zellers, and a few US stores |
| **144CAAA** | 20050523 | David Damberger, 24, founded Engineers Without Borders Calgary chapter; EWB is youth-run; visit nations oversees and pursue development projects |
| **145NSAA** | 20060306 | Nick Wright, 23, elected leader of NS Green Party |
| **OMIT** | 20060803 | "Philanthropic youth put PM to shame" |
| **146CAAA** | 20060703 | Young people volunteer for their favourite candidates to make their campaign efforts stronger |
| **OMIT** | 20080118 | " Will youth leave its mark?:" |
| **147BCAA** | 20060310 | Jackie Tiljoe, 24, and other First Nations leaders and entrepreneurs are honoured by visit from Governor General, who applauds their efforts to improve destitute conditions |
| **148CAAA** | 20061128 | Young Liberals have potential to sway vote at Liberal convention |
| **149CAAA** | 20060607 | Keith Peiris, 18, is president of a hugely successful web-development company |
| **150TOAA** | 20060607 | Naveen Hassan, 18, introduced three safety-related programs at her high school (W.L. Mackenzie C.I.) and helped in the creation of an anonymous hotline at her high school that was recognized by the Toronto District School Board |
| **151CAAA** | 20070109 | Native youth are questioning why they are living in such squalor and realizing change has to come from within; they are not allowing their leaders to play the usual blame game |
| **153CAAA** | 20071005 | Emily Menzies of the Sierra Youth Coalition joins other environmental leaders participate in a Council of International Schools of the Americas event to discuss issues like climate change and sustainability |
| **154CAAA** | 20071017 | Craig and Marc Kielburger share the horrors of child in their |

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| | | new book |
| **155YTAA** | 20071024 | About 200 Kugluktuk Youth confronted their elders and the issue of alcohol abuse in their community after a two-week police ban on alcohol was lifted; youth held placards and had an "enough is enough" marc; they put on a play, showing their parents in graphic detail how their drinking affects children; as a results, the same alcohol restrictions that had been rejected by adults in a 2003 vote were approved |
| **OMIT** | 20070516 | "Teen town planners" |
| **156ONAA** | 20070503 | There are 31 Youth Action Alliances across the province made up of teens aged 12 to 18 who are dedicated to a smoke-free Ontario; one teen, 18-yr-old Kayla Gabris of Durham's Wide Awake alliance, spent earth day reminding teens that when they smoke, they are being manipulated by advertisers and marketers |
| **157CAAA** | 20070811 | Benji Plener, 24, is leading a group of Yale Law School students to New York to the United Nations General Assembly to show world leaders they have not 'fixed' Darfur issues; hopes to persuade people around the world to create short video clips of themselves asking their governments to help stop the violence in Darfur; instead of letters, Plener plans to turn the contributions into a 24-hour video that will run continuously on a giant projection screen in front of UN headquarters; 24hoursfordarfur.org |
| **158CAAA** | 20071020 | Craig and Marc Kielburger's Me to We conference in Toronto brings out thousands of youth to discuss world issues; features individuals like 19-yr-old Chikwanine, who told his story of how he was kidnapped at 5 and forced to become a child soldier |
| **159BCAA** | 20070704 | 16- year-old Gilbert Lam has been offered 10-15 scholarships worth over $200K beause of his extraordinary academic and extra-curricular achievements; he had over 1,700 hours of volunteer work in his five years at the school, including<br>serving as student council president; he also co-founded a theatre company in Grade 9 and volunteers everywhere from seniors' homes to children's camps |
| **OMIT** | 20070118 | "Making a better world; Toronto student appointed one of |

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| | | UN's two goodwill youth ambassadors for Canada" |
| **160TOAA** | 20070219 | Ryerson journalism student leaders posing as journalists shouted down a cabinet minister, forcing an end to the event |
| **161CAAA** | 20080407 | Youth-led Energy Action Coalition has linked more than 500 universities across Canada and the U.S. to improve campuses' energy efficiency and push our leaders for real climate action |
| **162CAAA** | 20080529 | Cedar Park United Church's Youth in Action Group of Free the Children holds an African dinner and entertainment to raise funds for their projects in Kenya |
| **163CAAA** | 20080510 | *Green energy*: Roopa Suppiah, 16, built a reactor that takes carbon dioxide and converts it into organic materials – like ethanol – that could be used to fuel a car; built an enhanced reactor – one that combined two techniques for converting carbon dioxide using electrical and photo energy |
| **163CAAB** | 20080510 | *Green energy*: Llew Falla, 15, created a microbial fuel cell that produces hydrogen ions and lowers the pH in cow manure; those hydrogen ions are put inside a chamber where they react with oxygen and form water, ultimately producing electricity; the manure of 99 cows could provide enough electricity to heat a 1,500-square-foot home daily |
| **164CAAA** | 20081206 | Hughes, 19, uses ballots as a way of influencing politicians on the three issues that matter to him (and other youth) – economy, environment and education |
| **165ONAA** | 20080308 | 20 members of a student government, the Alma Mater Society Assembly, voted for a motion to publicly call for new leadership of their University; they have a general dissatisfaction with the principal that has been building among students for several years |
| **166ABAA** | 20080704 | Politicians and industry leaders fear that "if young people decide, en masse, that they're not prepared to sacrifice their health and their habitat for a steady influx of petrodollars, Alberta's black gold will lose its market appeal"; the Youth Climate Summit, organized by the Canadian Youth Climate Coalition (CYCC), will produce a core of strongly committed, media-savvy young people to build peer support; others involved include Greenpeace, the Pembina Institute and the Sierra Club and indigenous peoples affected by the tar sands |

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| **OMIT** | 20080403 | " Calling on youth to save our planet" |
| **167CAAA** | 20081229 | Brendan Timmins, 17, raised $268.26 for an African orphanage by baking brownies and selling them following a volunteer experience at the Rift Valley Children's Village orphanage in Tanzania |
| **OMIT** | 20081008 | " Quebec's young Liberals thrown to the wolves" |
| **168CAAA** | 20080325 | Kaitlynn Roberts, 16, got together a group to participate in the annual Walk for ALS, a series of fundraising and awareness events held across the country throughout the year; raised close to $5,000 the first two years she led the walk and hopes to raise a total of $10,000 before she finishes high school |
| **169CAAA** | 20091031 | Flash mob screams for action on climate change, disrupting the question period in the House of Commons, after more peaceful protests fell on deaf ears; more than 3,000 youth – mostly participants of Power Shift Canada – demonstrate to ask Canadian politicians to act on many issues, incuding the passing of Bill C-311 and the active participation in COP15 |
| **170TOAA** | 20090312 | Fight for the Planet, made by Colin Carter, 16, is a film that sprung from a school assignment years ago and which aired at the MaRS Auditorium |
| **171TOAA** | 20090918 | ChocoSol Traders, a youth-run business, describes itself as "socially just" and makes stone-ground eating and drinking chocolate from fair-trade cacao beans; members now looking at joining the Toronto Youth Food Policy Council |
| **172QUAA** | 20090322 | Concordia student volunteers sort through campus garbage to get an idea of how to better manage the university's waste |
| **173QUAA** | 20090401 | Corinne Bertoia and Jessica Magonet, 16, are the co-chairs of Green vs. Greed: Poverty in a Perishing Planet, a student-led conference intended to raise awareness about the correlation between the planet's dwindling resources and poverty; conference also to empower youth to take action |
| **174BCAA** | 20090908 | University of B.C. Medical Journal is back in business after being resuscitated by medical students who saw fit to revive the one that died 41 years ago |
| **OMIT** | 20090526 | " Letting the young lights shine" |
| **175CAAA** | 20090428<br>20091222 | Lavanya Nithiyanantharasan, 20, leads the around-the-clock protests on behalf of the Tamil community in Toronto, |

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| | | calling on the Canadian government and the United Nations to intervene in Sri Lanka |
| **176TOAA** | 20090404 | T-Dot – Toronto Don't Own Tobacco – an anti-smoking youth group, convinced the Toronto Transit Comission to approved in principle a by-law that bans smoking within a nine-metre radius of any bus and streetcar stop; TTC now calls for a report on how to implement and enforce such a ban |
| **177BCAA** | 20090411 | Volunteer work at a seniors' home inspired Linda Liu to conduct scientific research she hopes could lead to improved treatment for Alzheimer's disease; discovered that rhubarb extract possesses the ability to preserve the structure of the tau protein by inhibiting its tangling |
| **178CAAA** | 20101009 | Students build community-changing projects through Me to We volunteer trips and Free The Children's Adopt a Village programs |
| **179CAAA** | 20100607 | Perri Tutelman, 16, is conducting pioneering work at the BC Cancer Research Centre, studying auto-immune disorders at a university biomedics lab and started the Cures for Kids Foundation to benefit the BC Children's Hospital |
| **180CAAA** | 20101015 | We Day inspires youth to create change; 17-year-old Travis Hughson signed up to build a school in Kenya after the event, joined a bunch of other initiatives already at his school, and then fundraised $7,000 so he and 15 others could go to Kenya for three weeks to volunteer |
| **181PEAA** | 20101231 | Nicholas MacLeod was 13 years old when he launched his company, Future Web Design, based in Charlottetown; now 20, he spent years researching and developing his new site, well.ca |
| **OMIT** | 20100810 | "Youth leaders, kids both benefit from Whitby environment camp" |
| **OMIT** | 20100731 | " Not your mom and dad's summer camp; Take Action Academy draws socially conscious youth<br>together and instils in them the message that they have the power to change the world" |
| **182TOAA** | 20101202 | Brooke Harrison, 16, makes $5-apiece bracelets from recycled jewellery to sell at an event to raise money for the Philip Aziz Centre, a non-profit, home-based hospice program in Toronto for people who have life-limiting |

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| | | illnesses; she founded the youth advisory council for the Centre, which has raised more than $79,000 |
| **OMIT** | 20100930 | "We Day set to inspire and mobilize" |
| **183CAAA** | 20101119<br>20120915 | Apathy is Boring is a nonpartisan Montreal-based advocacy group fighting for youth involvement in Canadian democracy |
| **184CAAA** | 20101201 | Emil Cohen, 17, got suspended for giving a speech lamenting the school administration's treatment of his soccer team at a year-end assembly; is speaking out against this, advocating for freedom of speech |
| **185QUAA** | 20101106 | Leaders of Quebec's labour and student movements join forces, known as the Social Alliance, to protect social programs from a recent surge of right-wing forces |
| **OMIT** | 20101026 | "Young voters elected new Calgary mayor" |
| **OMIT** | 20100627 | " Leaders of Tomorrow" |
| **186TOAA** | 20110511 | Lorenzo Colocado, 18, is recognized for his work encouraging young men to open up about mental health issues; established Stop the Stigma – a week devoted to raising awareness around mental health issues in high schools around Toronto – which has become a board-wide effort; another project addresses gambling and addiction issues; he is also on the planning committee with the Mood Disorders Association of Ontario |
| **187CAAA** | 20111103 | The emerging student movement, which is organizing a rally, is expressing discontent with the current state of affairs, globally; students played a major role in the civil-rights and antiwar movements of the past, as they continue to do in matters of environmental and economic justice today |
| **188ABAA** | 20110512 | Maeghan Smulders, 23, was honoured for her volunteer work as president of the Students In Free Enterprise chapter at her school; other initiatives include launching a program for military wives who have entrepreneurial aspirations, training holistic business owners who have no prior industry training and empowering female high school students |
| **189CAAA** | 20111215 | Anjali Appadurai, 21, who in 2008 captured the attention of the Dalai Lama in a youth conference in Vancouver, spoke on behalf of youth delegates last week at the Durban, South |

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| | | Africa conference, lashing that have abandoned the fight against climate change |
| **190TOAA** | 20110730 | Domanique Grant, 21, is the fine arts director with the York Student Federation and the youngest-ever president of the board of directors for Atkinson Housing Co-op; she is sharing her view of the importance of cooperatives |
| **191TOAA** | 20110516 | Marshall Zhang, 16, discovered an effective treatment against cystic fibrosis; used "virtual drug docking" to insert two new compounds into the mutant protein, saw they could help repair the defective protein that causes cystic fibrosis; even more effective in live tissue trials and on real patients |
| **192QUAA** | 20110531 | Youth Coalition Against Smoking Advisory Network, young people aged 13 to 17, fights smoking by their peers |
| **193BCAA** | 20111125 | Duncan Malkinson, 18, applied for and is the youngest person to have won a seat on the Dawson Creek council |
| **OMIT** | 20110903 | "The greening of B.C. campuses; Student demand for degrees focused on sustainability and the environment has led to the creation of several new programs at post-secondary institutions" |
| **194QUAA** | 20120905 | Leo Bureau-Blouin, 21, is the youngest-ever member of the national assembly in Quebec |
| **OMIT** | 20120407 | "Tuition protest futile; Student boycotters, saddled with bad leadership, march on slippery slope" |
| **195ONAA** | 20120719 | Darrin Fiddler, a 19-year-old member of the Sandy Lake First Nation youth council, is overcoming difficulties with getting elders to hear what he had to say; he puts on talks on the dangers of prescription drug abuse |
| **OMIT** | 20120428 | "Premier Charest proposes plan to end student strike; But those involved in protests unimpressed with plan to phase in tuition increase over seven, rather than five years, increase bursaries" |
| **196VAAA** | 20120117 | Alisha Fredriksson, 16, has various projects on the go: currently a project to pair individual rooms at upscale hotels with Habitat for Humanity houses sponsored by donations from guests staying in those rooms; previously Shower Heat in Floor Tiles plan to retain heat from wastewater; she runs a small jewellery company, Brite Jewelry |
| **197CAAA** | 20120618 | Jessica Magonet, 19, is part of a 14-member youth delegation from across Canada heading to the UN Conference on Sustainable Development (Rio + 20) |

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| **OMIT** | 20121128 | "Young entrepreneur seeks sagely advice" |
| **198CAAA** | 20120712 | Janelle Tam, 17, found that nanocrystalline cellulose has antioxidant properties, which has applications in the economy by increasing the value of pulp products, in the environment by providing greener, cleaner materials for industries to use and in the health, food and cosmetics (sectors) for providing a new material that can be implemented into those products |
| **OMIT** | 20120725 | " Student leader plans to run for PQ; Bureau-Blouin was thrust into media spotlight during months-long protest against tuition hikes" |
| **OMIT** | 20120725 | "Student leader plans to run for Parti Quebecois" |
| **OMIT** | 20120803 | " Student unrest an election tinderbox" |
| **OMIT** | 20120417 | " Militant student group left out of talks" |
| **199QUAA** | 20120319 | A Universite de Sherbrooke student, fed up with a student strike against tuition fee hikes that is threatening to derail his education, is preparing to take legal action against his student association |
| **OMIT** | 20120905 | "Student issues pushed out of spotlight during campaign; But groups take some credit for winds of change" |
| **200CAAA** | 20120906 | High-school students across Canada want all provinces and territories to follow the lead of Ontario and New Brunswick by creating student-trustee positions on every school; Vancouver School Board seems receptive |
| **201CAAA** | 20121005 | Four youth leaders coming together to discuss climate change and other political issues that leaders fail to address: activist Brigette DePape, best known as the "rogue page," Jamie Biggar, executive director of LeadNow.org, climate justice organizer Ben Powless and Emma Pullman, political campaigner with sumofus.org |

# APPENDIX 3
# Coding for cross tabulations in SPSS (uncondensed categories)

**Coding legend**

| CATEGORY | SUB-CATEGORIES | SPSS LEGEND |
|---|---|---|
| APPLIED STRATEGY | Socialization | 1 |
| | Influence | 2 |
| | Partnership | 3 |
| | Power | 4 |
| PRIMARY TOPIC* | Human Rights & Democracy | 1 |
| | Equality & Social Justice | 2 |
| | Environment | 3 |
| | Human health | 4 |
| | Science, Technology & Development | 5 |
| | Education | 6 |
| | Culture & Religion | 7 |
| SCALE OF RESULTING IMPACT | Individual | 1 |
| | Community/Interorganization | 2 |
| | systemic | 3 |
| TYPE OF ENGAGEMENT | Philanthropy | 1 |
| | Community Volunteerism | 2 |
| | Political Engagement | 3 |
| | Public Policy | 4 |
| | Economic Activity | 5 |
| | Arts | 6 |
| | Research & Innovation | 7 |
| | Non-electoral Vote | N/A (included in 'other' category) |
| | Other | 8 |
| TYPE OF ORG. | Individual | 1 |
| | (Informal) Group | 2 |
| | For-Profit Company | 3 |
| | Social Enterprise | 4 |
| | Non-Profit Organization | 5 |

| | | |
|---|---|---|
| | Advisory Body | 6 |
| | Political Party | 7 |
| **PEAK YEARS/TIME PERIODS** | 1978-1982 | 1 |
| | 1983-1987 | 2 |
| | 1988-1992 | 3 |
| | 1993-1997 | 4 |
| | 1998-2002 | 5 |
| | 2003-2007 | 6 |
| | 2008-2012 | 7 |

**Full dataset as used in SPSS: coding, by event, for each category (uncondensed)**

| EVENTID | STRATEGY | IMPACT | TOPIC | ENGAGEMENT | ORGANIZATION | YEARS |
|---|---|---|---|---|---|---|
| **001TOAA** | 3 | 2 | 4 | 6 | 2 | 4 |
| **002TOAA** | 4 | 2 | 4 | 1 | 2 | 4 |
| **003QUAA** | 2 | 3 | 2 | 3 | 6 | 2 |
| **004BCAA** | 2 | 3 | 2 | 3 | 1 | 4 |
| **005ONAA** | 1 | 3 | 2 | 3 | 5 | 4 |
| **006ONAA** | 4 | 2 | 5 | 5 | 3 | 4 |
| **007QUAA** | 1 | 3 | 2 | 8 | 2 | 4 |
| **008TOAA** | 1 | 3 | 2 | 3 | 2 | 4 |
| **009VAAA** | 1 | 1 | 1 | 2 | 1 | 4 |
| **010MOAA** | 4 | 2 | 5 | 5 | 3 | 4 |
| **011ONAA** | 2 | 3 | 2 | 7 | 2 | 4 |

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|---|---|---|---|---|---|---|
| **012ONAA** | 4 | 1 | 6 | 2 | 1 | 4 |
| **013ONAA** | 4 | 2 | 4 | 6 | 2 | 4 |
| **014VAAA** | 3 | 2 | 5 | 5 | 5 | 4 |
| **015ONAA** | 2 | 3 | 2 | 3 | 5 | 4 |
| **015CABA** | 2 | 3 | 2 | 3 | 5 | 3 |
| **015CABB** | 2 | 3 | 2 | 3 | 5 | 3 |
| **015CACA** | 2 | 3 | 2 | 3 | 2 | 3 |
| **015CACB** | 2 | 3 | 2 | 3 | 5 | 2 |
| **015CADA** | 2 | 2 | 2 | 3 | 5 | 2 |
| **015QUEA** | 2 | 2 | 2 | 3 | 2 | 2 |
| **015QUFA** | 2 | 3 | 2 | 3 | 6 | 5 |
| **015CUGA** | 3 | 3 | 2 | 3 | 5 | 5 |
| **015QUHA** | 2 | 3 | 2 | 3 | 6 | 6 |
| **015QUIA** | 2 | 3 | 2 | 3 | 5 | 6 |
| **015QUJA** | 2 | 3 | 2 | 3 | 6 | 7 |
| **015QUJB** | 2 | 3 | 2 | 3 | 2 | 7 |
| **016QUAA** | 2 | 3 | 1 | 3 | 6 | 4 |
| **016QUAB** | 4 | 3 | 1 | 3 | 6 | 3 |
| **016QUAC** | 2 | 3 | 1 | 3 | 6 | 3 |
| **016QUAD** | 2 | 3 | 1 | 3 | 6 | 3 |
| **016QUAE** | 2 | 3 | 1 | 3 | 6 | 3 |
| **016QUAF** | 2 | 3 | 1 | 3 | 6 | 2 |
| **016QUAG** | 4 | 3 | 1 | 3 | 6 | 4 |
| **016QUBA** | 2 | 3 | 1 | 3 | 6 | 3 |

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|---|---|---|---|---|---|---|
| **016QUBB** | 2 | 3 | 1 | 3 | 6 | 3 |
| **016QUBC** | 2 | 3 | 1 | 3 | 5 | 3 |
| **016QUBD** | 4 | 3 | 1 | 3 | 6 | 3 |
| **016QUBE** | 4 | 3 | 1 | 3 | 6 | 3 |
| **16QUCA** | 4 | 3 | 1 | 3 | 7 | 7 |
| **017MOAA** | 2 | 2 | 5 | 7 | 1 | 4 |
| **018ABAA** | 2 | 3 | 6 | 3 | 2 | 4 |
| **019QUAA** | 1 | 2 | 4 | 7 | 1 | 4 |
| **020BCAA** | 1 | 1 | 4 | 2 | 1 | 4 |
| **021BCAA** | 4 | 2 | 1 | 2 | 1 | 4 |
| **022BCAA** | 4 | 3 | 2 | 3 | 1 | 4 |
| **023BCAA** | 1 | 3 | 7 | 6 | 1 | 4 |
| **024CAAA** | 1 | 2 | 2 | 8 | 5 | 3 |
| **025CAAA** | 4 | 3 | 2 | 2 | 5 | 3 |
| **026CAAA** | 4 | 3 | 3 | 2 | 1 | 3 |
| **027ONAA** | 4 | 3 | 2 | 2 | 1 | 3 |
| **028VAAA** | 2 | 2 | 2 | 3 | 2 | 3 |
| **029QUAA** | 1 | 2 | 2 | 8 | 2 | 3 |
| **030BCAA** | 4 | 3 | 1 | 3 | 6 | 3 |
| **030BCBA** | 4 | 3 | 1 | 3 | 6 | 3 |
| **031CAAA** | 2 | 3 | 2 | 2 | 2 | 3 |
| **032ONAA** | 1 | 2 | 2 | 2 | 1 | 3 |
| **033QUAA** | 4 | 2 | 7 | 5 | 3 | 3 |
| **034ONAA** | 4 | 2 | 4 | 2 | 1 | 3 |

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|---|---|---|---|---|---|---|
| **035ABAA** | 4 | 3 | 3 | 5 | 3 | 3 |
| **036QUAA** | 2 | 3 | 2 | 3 | 2 | 3 |
| **037QUAA** | 2 | 2 | 4 | 3 | 1 | 3 |
| **038CAAA** | 4 | 3 | 1 | 3 | 6 | 3 |
| **038QUAA** | 2 | 3 | 1 | 3 | 1 | 3 |
| **040QUAA** | 1 | 2 | 4 | 8 | 1 | 3 |
| **041ONAA** | 1 | 2 | 4 | 2 | 1 | 3 |
| **042ONAA** | 1 | 2 | 4 | 2 | 1 | 3 |
| **043ONAA** | 1 | 2 | 4 | 2 | 1 | 3 |
| **044BCAA** | 2 | 3 | 2 | 3 | 2 | 3 |
| **045BCAA** | 2 | 3 | 2 | 3 | 1 | 3 |
| **046MOAA** | 3 | 2 | 1 | 3 | 2 | 3 |
| **047QUAA** | 2 | 3 | 1 | 3 | 6 | 3 |
| **048MOAA** | 2 | 3 | 1 | 3 | 2 | 3 |
| **049CAAA** | 2 | 3 | 2 | 6 | 2 | 2 |
| **050TOAA** | 2 | 2 | 2 | 8 | 5 | 3 |
| **051CAAA** | 2 | 2 | 3 | 8 | 1 | 3 |
| **052QUAA** | 2 | 2 | 2 | 3 | 5 | 2 |
| **053ONAA** | 4 | 1 | 4 | 1 | 1 | 2 |
| **054QUAA** | 4 | 3 | 1 | 3 | 6 | 2 |
| **055NBAA** | 2 | 1 | 1 | 3 | 1 | 2 |
| **056CAAA** | 4 | 3 | 2 | 3 | 7 | 2 |
| **056CAAB** | 4 | 3 | 2 | 3 | 7 | 2 |
| **057ONAA** | 2 | 3 | 6 | 8 | 2 | 2 |

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|---|---|---|---|---|---|---|
| **058CAAA** | 2 | 3 | 1 | 3 | 6 | 2 |
| **059TOAA** | 2 | 3 | 1 | 3 | 2 | 2 |
| **060NBAA** | 1 | 2 | 5 | 7 | 1 | 1 |
| **061CAAA** | 2 | 3 | 1 | 3 | 6 | 1 |
| **062ONAA** | 2 | 2 | 2 | 3 | 2 | 1 |
| **063ONAA** | 4 | 2 | 2 | 8 | 5 | 4 |
| **064PEAA** | 4 | 2 | 5 | 5 | 3 | 4 |
| **065QUAA** | 2 | 3 | 1 | 3 | 6 | 4 |
| **066CAAA** | 3 | 2 | 1 | 5 | 5 | 4 |
| **067ONAA** | 2 | 2 | 3 | 7 | 2 | 4 |
| **068ONAA** | 2 | 2 | 2 | 2 | 5 | 4 |
| **069ONAA** | 2 | 2 | 4 | 8 | 1 | 4 |
| **070ONAA** | 4 | 2 | 2 | 6 | 1 | 4 |
| **071ONAA** | 3 | 2 | 2 | 2 | 1 | 4 |
| **072QUAA** | 2 | 3 | 1 | 3 | 6 | 4 |
| **073QUAA** | 4 | 2 | 2 | 2 | 2 | 4 |
| **074BCAA** | 2 | 2 | 2 | 3 | 2 | 4 |
| **075BCAA** | 2 | 3 | 2 | 3 | 2 | 4 |
| **076MOAA** | 4 | 2 | 2 | 2 | 2 | 4 |
| **077MOAA** | 1 | 2 | 7 | 6 | 2 | 4 |
| **078QUAA** | 4 | 3 | 1 | 3 | 6 | 5 |
| **079QUAA** | 4 | 3 | 1 | 4 | 6 | 5 |
| **080PEAA** | 4 | 2 | 5 | 5 | 3 | 5 |
| **081CAAA** | 2 | 2 | 2 | 2 | 1 | 5 |

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|---|---|---|---|---|---|---|
| **082NSAA** | 1 | 2 | 2 | 6 | 2 | 5 |
| **083ONAA** | 2 | 2 | 6 | 8 | 5 | 5 |
| **084CAAA** | 4 | 2 | 5 | 5 | 3 | 5 |
| **085CAAA** | 4 | 3 | 2 | 3 | 5 | 5 |
| **086BCAA** | 2 | 3 | 2 | 3 | 5 | 5 |
| **087BCAA** | 2 | 2 | 2 | 8 | 5 | 5 |
| **088YTAA** | 4 | 2 | 5 | 5 | 3 | 5 |
| **089BCAA** | 4 | 2 | 5 | 5 | 3 | 5 |
| **090NBAA** | 4 | 2 | 5 | 5 | 3 | 5 |
| **091QUAA** | 2 | 3 | 2 | 3 | 6 | 5 |
| **091QUAB** | 2 | 3 | 2 | 3 | 5 | 5 |
| **092TOAA** | 4 | 1 | 2 | 8 | 6 | 5 |
| **093TOAA** | 4 | 2 | 2 | 5 | 5 | 5 |
| **094CAAA** | 1 | 1 | 6 | 7 | 2 | 5 |
| **095NBAA** | 2 | 3 | 2 | 3 | 6 | 5 |
| **096TOAA** | 2 | 2 | 1 | 3 | 5 | 5 |
| **097CAAA** | 1 | 2 | 3 | 7 | 2 | 5 |
| **098QUAA** | 2 | 3 | 3 | 3 | 6 | 5 |
| **099CAAA** | 1 | 2 | 5 | 7 | 1 | 5 |
| **100CAAA** | 2 | 3 | 1 | 3 | 6 | 5 |
| **101ONAA** | 4 | 2 | 6 | 5 | 2 | 5 |
| **102CAAA** | 3 | 3 | 2 | 8 | 2 | 5 |
| **103BCAA** | 2 | 1 | 6 | 8 | 1 | 5 |
| **104MOAA** | 4 | 2 | 5 | 6 | 4 | 5 |

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|---|---|---|---|---|---|---|
| **105BCAA** | 2 | 2 | 2 | 3 | 1 | 5 |
| **106QUAA** | 2 | 3 | 2 | 3 | 6 | 5 |
| **106QUAB** | 2 | 3 | 2 | 3 | 6 | 5 |
| **106QUAC** | 2 | 3 | 2 | 3 | 6 | 5 |
| **107QUAA** | 1 | 2 | 2 | 2 | 1 | 5 |
| **108ONAA** | 2 | 2 | 2 | 3 | 5 | 5 |
| **109QUAA** | 4 | 3 | 1 | 3 | 6 | 5 |
| **110ONAA** | 1 | 2 | 1 | 6 | 2 | 5 |
| **111QUAA** | 2 | 3 | 1 | 3 | 2 | 5 |
| **112TOAA** | 4 | 1 | 2 | 8 | 5 | 5 |
| **113BCAA** | 1 | 1 | 1 | 8 | 5 | 5 |
| **114MAAA** | 4 | 3 | 1 | 7 | 1 | 5 |
| **115ONAA** | 2 | 3 | 1 | 3 | 2 | 5 |
| **116CAAA** | 2 | 3 | 2 | 3 | 5 | 5 |
| **117QUAA** | 1 | 1 | 2 | 3 | 1 | 5 |
| **118CAAA** | 2 | 3 | 1 | 3 | 1 | 5 |
| **119CAAA** | 4 | 2 | 2 | 2 | 2 | 5 |
| **120TOAA** | 3 | 2 | 2 | 3 | 5 | 5 |
| **121CAAA** | 1 | 3 | 3 | 3 | 1 | 5 |
| **122CAAA** | 3 | 1 | 4 | 7 | 1 | 6 |
| **123QUAA** | 2 | 3 | 1 | 3 | 6 | 6 |
| **124TOAA** | 2 | 2 | 2 | 3 | 2 | 6 |
| **125QUAA** | 4 | 3 | 1 | 3 | 6 | 6 |
| **126CAAA** | 2 | 3 | 2 | 3 | 1 | 6 |

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|---|---|---|---|---|---|---|
| **127TOAA** | 2 | 2 | 3 | 2 | 1 | 6 |
| **128CAAA** | 2 | 3 | 1 | 3 | 2 | 6 |
| **129TOAA** | 2 | 2 | 7 | 8 | 2 | 6 |
| **130QUAA** | 2 | 3 | 1 | 4 | 6 | 6 |
| **131QUAA** | 4 | 3 | 1 | 3 | 6 | 6 |
| **132ONAA** | 3 | 3 | 2 | 3 | 6 | 6 |
| **133MOAA** | 1 | 1 | 4 | 8 | 1 | 6 |
| **134CAAA** | 4 | 1 | 3 | 5 | 3 | 6 |
| **144CAAA** | 4 | 2 | 2 | 7 | 5 | 6 |
| **145NSAA** | 4 | 3 | 1 | 3 | 7 | 6 |
| **146CAAA** | 2 | 3 | 1 | 3 | 7 | 6 |
| **147BCAA** | 4 | 2 | 1 | 2 | 3 | 6 |
| **148CAAA** | 2 | 3 | 1 | 3 | 6 | 6 |
| **149CAAA** | 4 | 1 | 5 | 5 | 3 | 6 |
| **150TOAA** | 4 | 3 | 4 | 8 | 1 | 6 |
| **151CAAA** | 2 | 2 | 2 | 8 | 2 | 6 |
| **152CAAÄ** | 1 | 2 | 3 | 8 | 5 | 6 |
| **154CAAA** | 1 | 3 | 1 | 6 | 5 | 6 |
| **155YTAA** | 2 | 2 | 7 | 6 | 2 | 6 |
| **156ONAA** | 2 | 2 | 4 | 2 | 5 | 6 |
| **157CAAA** | 2 | 3 | 1 | 3 | 2 | 6 |
| **158CAAA** | 1 | 2 | 1 | 8 | 5 | 6 |
| **159BCAA** | 4 | 2 | 2 | 2 | 1 | 6 |
| **160TOAA** | 4 | 2 | 2 | 3 | 2 | 6 |

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|---|---|---|---|---|---|---|
| **161CAAA** | 4 | 3 | 3 | 2 | 5 | 7 |
| **162CAAA** | 4 | 2 | 2 | 1 | 5 | 7 |
| **163CAAA** | 2 | 3 | 5 | 7 | 1 | 7 |
| **163CAAB** | 2 | 3 | 5 | 7 | 1 | 7 |
| **164CAAA** | 2 | 3 | 1 | 3 | 1 | 7 |
| **165ONAA** | 2 | 2 | 2 | 8 | 5 | 7 |
| **166ABAA** | 2 | 3 | 3 | 3 | 5 | 7 |
| **167CAAA** | 2 | 2 | 2 | 1 | 1 | 7 |
| **168CAAA** | 2 | 2 | 4 | 1 | 2 | 7 |
| **169CAAA** | 2 | 3 | 3 | 3 | 2 | 7 |
| **170TOAA** | 1 | 2 | 3 | 6 | 1 | 7 |
| **171TOAA** | 3 | 2 | 1 | 5 | 4 | 7 |
| **172QUAA** | 2 | 2 | 3 | 8 | 2 | 7 |
| **173QUAA** | 1 | 2 | 3 | 8 | 2 | 7 |
| **174BCAA** | 1 | 2 | 5 | 7 | 2 | 7 |
| **175CAAA** | 2 | 2 | 2 | 3 | 2 | 7 |
| **176TOAA** | 2 | 3 | 4 | 3 | 5 | 7 |
| **177BCAA** | 2 | 1 | 4 | 7 | 1 | 7 |
| **178CAAA** | 4 | 3 | 2 | 2 | 5 | 7 |
| **179CAAA** | 2 | 1 | 4 | 7 | 1 | 7 |
| **180CAAA** | 1 | 2 | 2 | 2 | 2 | 7 |
| **181PEAA** | 4 | 2 | 5 | 5 | 3 | 7 |
| **182TOAA** | 2 | 2 | 4 | 1 | 5 | 7 |
| **183CAAA** | 2 | 3 | 1 | 3 | 5 | 7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **184CAAA** | 1 | 2 | 1 | 8 | 1 | 7 |
| **185QUAA** | 2 | 3 | 2 | 3 | 5 | 7 |
| **186TOAA** | 2 | 2 | 2 | 2 | 1 | 7 |
| **187CAAA** | 2 | 3 | 2 | 3 | 2 | 7 |
| **188ABAA** | 2 | 1 | 5 | 5 | 1 | 7 |
| **189CAAA** | 1 | 3 | 3 | 3 | 1 | 7 |
| **190TOAA** | 4 | 2 | 2 | 8 | 5 | 7 |
| **191TOAA** | 2 | 1 | 4 | 7 | 1 | 7 |
| **192QUAA** | 2 | 1 | 4 | 2 | 5 | 7 |
| **193BCAA** | 4 | 3 | 2 | 3 | 1 | 7 |
| **194QUAA** | 4 | 3 | 2 | 3 | 1 | 7 |
| **195ONAA** | 2 | 2 | 4 | 8 | 1 | 7 |
| **196VAAA** | 3 | 2 | 2 | 2 | 1 | 7 |
| **197CAAA** | 2 | 3 | 3 | 3 | 5 | 7 |
| **198CAAA** | 2 | 2 | 5 | 7 | 1 | 7 |
| **199QUAA** | 2 | 2 | 2 | 8 | 1 | 7 |
| **200CAAA** | 2 | 3 | 2 | 8 | 2 | 7 |
| **201CAAA** | 2 | 2 | 3 | 3 | 1 | 7 |

# APPENDIX 4
## Chi-square tests (mutually exclusive data, condensed categories)

**Crosstabs and chi-squares by strategy**

**CROSS-TABULATIONS**

| STRATEGY * IMPACT SCALE | | | Impact scale | | | Total |
|---|---|---|---|---|---|---|
| | | | Individual | Comm./Interorg. | Systemic | |
| Strategy used | Socialization | Count | 6 | 22 | 7 | 35 |
| | | Expected Count | 3.2 | 14.9 | 16.9 | 35.0 |
| | Influence | Count | 7 | 36 | 68 | 111 |
| | | Expected Count | 10.0 | 47.2 | 53.7 | 111.0 |
| | Partnership | Count | 1 | 8 | 3 | 12 |
| | | Expected Count | 1.1 | 5.1 | 5.8 | 12.0 |
| | Power | Count | 6 | 28 | 29 | 63 |
| | | Expected Count | 5.7 | 26.8 | 30.5 | 63.0 |
| Total | | Count | 20 | 94 | 107 | 221 |
| | | Expected Count | 20.0 | 94.0 | 107.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 22.291[a] | 6 | .001 |
| Likelihood Ratio | 23.100 | 6 | .001 |
| Linear-by-Linear Association | .393 | 1 | .530 |
| N of Valid Cases | 221 | | |

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.09.

**CROSS-TABULATIONS**

| STRATEGY * TOPIC OF ENGAGEMENT | | | Topic of engagement | | | Total |
|---|---|---|---|---|---|---|
| | | | Human Rights, Democracy, Equality & Social Justice | Science, Environment, Tech & Development | Human Health, Education, Culture & Religion | |
| Strategy used | Socialization | Count | 16 | 9 | 10 | 35 |
| | | Expected Count | 23.0 | 6.2 | 5.9 | 35.0 |
| | Influence | Count | 80 | 14 | 17 | 111 |
| | | Expected Count | 72.8 | 19.6 | 18.6 | 111.0 |
| | Partnership | Count | 9 | 1 | 2 | 12 |
| | | Expected Count | 7.9 | 2.1 | 2.0 | 12.0 |
| | Power | Count | 40 | 15 | 8 | 63 |
| | | Expected Count | 41.3 | 11.1 | 10.5 | 63.0 |
| Total | | Count | 145 | 39 | 37 | 221 |
| | | Expected Count | 145.0 | 39.0 | 37.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 11.529[a] | 6 | .073 |
| Likelihood Ratio | 11.324 | 6 | .079 |
| Linear-by-Linear Association | 1.080 | 1 | .299 |
| N of Valid Cases | 221 | | |

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.01.

## CROSS-TABULATIONS

| STRATEGY * ENGAGEMENT TYPE | | | Engagement type | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Philanthropy & Community Volunteerism | Political Engagement & Public Policy | Economic Activity, Research & Innovation | Arts & Other | |
| Strategy used | Socialization | Count | 8 | 5 | 6 | 16 | 35 |
| | | Expected Count | 5.7 | 16.8 | 5.9 | 6.7 | 35.0 |
| | Influence | Count | 10 | 75 | 10 | 16 | 111 |
| | | Expected Count | 18.1 | 53.2 | 18.6 | 21.1 | 111.0 |
| | Partnership | Count | 2 | 4 | 4 | 2 | 12 |
| | | Expected Count | 2.0 | 5.8 | 2.0 | 2.3 | 12.0 |
| | Power | Count | 16 | 22 | 17 | 8 | 63 |
| | | Expected Count | 10.3 | 30.2 | 10.5 | 12.0 | 63.0 |
| Total | | Count | 36 | 106 | 37 | 42 | 221 |
| | | Expected Count | 36.0 | 106.0 | 37.0 | 42.0 | 221.0 |

## CHI-SQUARE TESTS

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 53.299[a] | 9 | .000 |
| Likelihood Ratio | 52.184 | 9 | .000 |
| Linear-by-Linear Association | 1.051 | 1 | .305 |
| N of Valid Cases | 221 | | |

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 1.95.

## CROSS-TABULATIONS

| STRATEGY * ORGANIZATION TYPE | | | Organization type | | | Total |
|---|---|---|---|---|---|---|
| | | | Individual | Advisory Body | Other | |
| Strategy used | Socialization | Count | 18 | 0 | 17 | 35 |
| | | Expected Count | 9.7 | 6.5 | 18.8 | 35.0 |
| | Influence | Count | 27 | 26 | 58 | 111 |
| | | Expected Count | 30.6 | 20.6 | 59.8 | 111.0 |
| | Partnership | Count | 3 | 1 | 8 | 12 |
| | | Expected Count | 3.3 | 2.2 | 6.5 | 12.0 |
| | Power | Count | 13 | 14 | 36 | 63 |
| | | Expected Count | 17.4 | 11.7 | 33.9 | 63.0 |
| Total | | Count | 61 | 41 | 119 | 221 |
| | | Expected Count | 61.0 | 41.0 | 119.0 | 221.0 |

## CHI-SQUARE TESTS

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 18.541[a] | 6 | .005 |
| Likelihood Ratio | 23.703 | 6 | .001 |
| Linear-by-Linear Association | 5.283 | 1 | .022 |
| N of Valid Cases | 221 | | |

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.23.

**CROSS-TABULATIONS**

| STRATEGY * PEAK YEARS | | | Peak years | | Total |
|---|---|---|---|---|---|
| | | | 1978-1997 | 1998-2012 | |
| Strategy used | Socialization | Count | 16 | 19 | 35 |
| | | Expected Count | 15.2 | 19.8 | 35.0 |
| | Influence | Count | 46 | 65 | 111 |
| | | Expected Count | 48.2 | 62.8 | 111.0 |
| | Partnership | Count | 5 | 7 | 12 |
| | | Expected Count | 5.2 | 6.8 | 12.0 |
| | Power | Count | 29 | 34 | 63 |
| | | Expected Count | 27.4 | 35.6 | 63.0 |
| Total | | Count | 96 | 125 | 221 |
| | | Expected Count | 96.0 | 125.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .442[a] | 3 | .931 |
| Likelihood Ratio | .441 | 3 | .932 |
| Linear-by-Linear Association | .082 | 1 | .774 |
| N of Valid Cases | 221 | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.21.

## Crosstabs and chi-squares by impact

**CROSS-TABULATIONS**

| IMPACT * STRATEGY | | | Strategy used | | | | Total |
|---|---|---|---|---|---|---|---|
| | | | Socialization | Influence | Partnership | Power | |
| Impact scale | Individual | Count | 6 | 7 | 1 | 6 | 20 |
| | | Expected Count | 3.2 | 10.0 | 1.1 | 5.7 | 20.0 |
| | Comm./Interorg. | Count | 22 | 36 | 8 | 28 | 94 |
| | | Expected Count | 14.9 | 47.2 | 5.1 | 26.8 | 94.0 |
| | Systemic | Count | 7 | 68 | 3 | 29 | 107 |
| | | Expected Count | 16.9 | 53.7 | 5.8 | 30.5 | 107.0 |
| Total | | Count | 35 | 111 | 12 | 63 | 221 |
| | | Expected Count | 35.0 | 111.0 | 12.0 | 63.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 22.291[a] | 6 | .001 |
| Likelihood Ratio | 23.100 | 6 | .001 |
| Linear-by-Linear Association | .393 | 1 | .530 |
| N of Valid Cases | 221 | | |

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.09.

**CROSS-TABULATIONS**

| IMPACT * TOPIC OF ENGAGEMENT | | | Topic of engagement | | Total |
|---|---|---|---|---|---|
| | | | Human Rights, Democracy, Equality & Social Justice | Other | |
| Impact scale | Individual | Count | 6 | 14 | 20 |
| | | Expected Count | 13.1 | 6.9 | 20.0 |
| | Comm./Interorg. | Count | 48 | 46 | 94 |
| | | Expected Count | 61.7 | 32.3 | 94.0 |
| | Systemic | Count | 91 | 16 | 107 |
| | | Expected Count | 70.2 | 36.8 | 107.0 |
| Total | | Count | 145 | 76 | 221 |
| | | Expected Count | 145.0 | 76.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 37.971[a] | 2 | .000 |
| Likelihood Ratio | 39.474 | 2 | .000 |
| Linear-by-Linear Association | 37.077 | 1 | .000 |
| N of Valid Cases | 221 | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.88.

**CROSS-TABULATION**

| IMPACT * ENGAGEMENT TYPE | | | Engagement type | | | Total |
|---|---|---|---|---|---|---|
| | | | Philanthropy & Community Volunteerism | Political Engagement & Public Policy | Other | |
| Impact scale | Individual | Count | 5 | 2 | 13 | 20 |
| | | Expected Count | 3.3 | 9.6 | 7.1 | 20.0 |
| | Comm./Interorg. | Count | 25 | 16 | 53 | 94 |
| | | Expected Count | 15.3 | 45.1 | 33.6 | 94.0 |
| | Systemic | Count | 6 | 88 | 13 | 107 |
| | | Expected Count | 17.4 | 51.3 | 38.2 | 107.0 |
| Total | | Count | 36 | 106 | 79 | 221 |
| | | Expected Count | 36.0 | 106.0 | 79.0 | 221.0 |

**CHI-SQUARE TESTS**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 98.197[a] | 4 | .000 |
| Likelihood Ratio | 107.273 | 4 | .000 |
| Linear-by-Linear Association | 33.651 | 1 | .000 |
| N of Valid Cases | 221 | | |

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.26.

## CROSS-TABULATIONS

| IMPACT * ORGANIZATION TYPE | | | Organization type | | | Total |
|---|---|---|---|---|---|---|
| | | | Individual | Advisory Body | Other | |
| Impact scale | Individual | Count | 13 | 1 | 6 | 20 |
| | | Expected Count | 5.5 | 3.7 | 10.8 | 20.0 |
| | Comm./Interorg. | Count | 30 | 0 | 64 | 94 |
| | | Expected Count | 25.9 | 17.4 | 50.6 | 94.0 |
| | Systemic | Count | 18 | 40 | 49 | 107 |
| | | Expected Count | 29.5 | 19.9 | 57.6 | 107.0 |
| Total | | Count | 61 | 41 | 119 | 221 |
| | | Expected Count | 61.0 | 41.0 | 119.0 | 221.0 |

## CHI-SQUARE TESTS

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 62.083[a] | 4 | .000 |
| Likelihood Ratio | 73.724 | 4 | .000 |
| Linear-by-Linear Association | 13.270 | 1 | .000 |
| N of Valid Cases | 221 | | |

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.71.

## CROSS-TABULATIONS

| IMPACT * PEAK YEARS | | | Peak years | | Total |
|---|---|---|---|---|---|
| | | | 1978-1997 | 1998-2012 | |
| Strategy used | Socialization | Count | 5 | 15 | 20 |
| | | Expected Count | 8.7 | 11.3 | 20.0 |
| | Influence | Count | 40 | 54 | 94 |
| | | Expected Count | 40.8 | 53.2 | 94.0 |
| | Partnership | Count | 51 | 56 | 107 |
| | | Expected Count | 46.5 | 60.5 | 107.0 |
| Total | | Count | 96 | 125 | 221 |
| | | Expected Count | 96.0 | 125.0 | 221.0 |

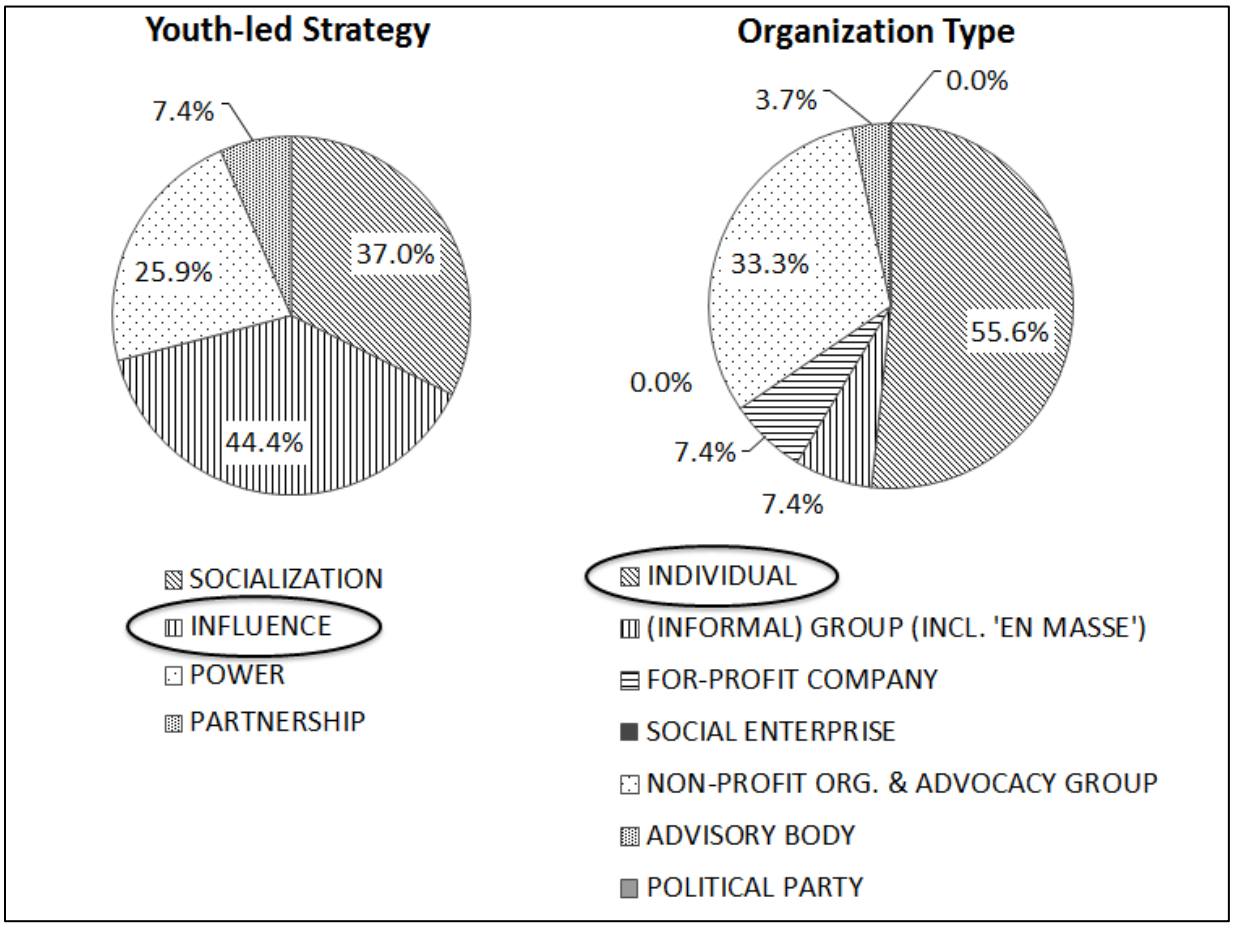
## CHI-SQUARE TESTS

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 3.575[a] | 2 | .167 |
| Likelihood Ratio | 3.743 | 2 | .154 |
| Linear-by-Linear Association | 2.943 | 1 | .086 |
| N of Valid Cases | 221 | | |

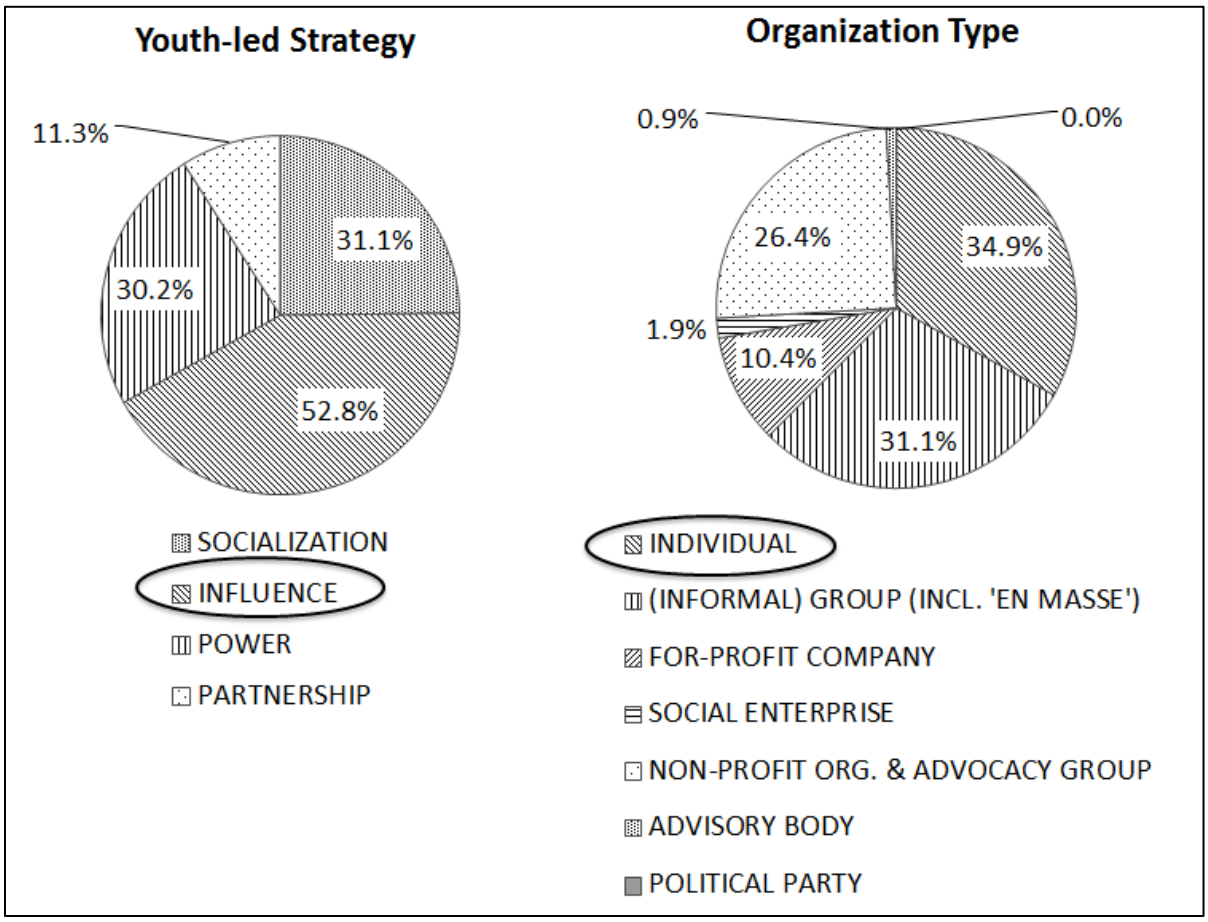
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.69.

# APPENDIX 5
## Strategies and organization type, per impact level

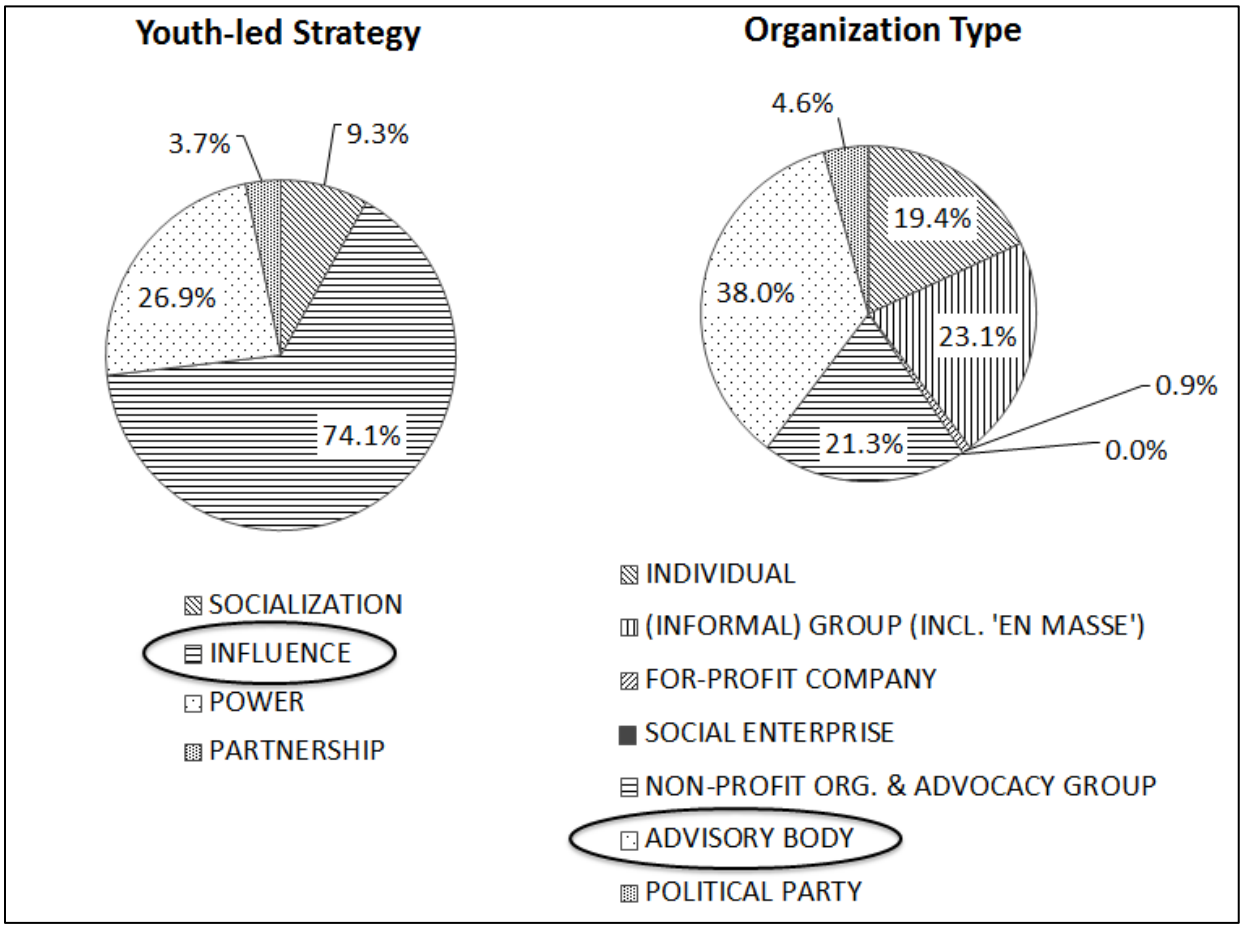
**Impacts on Individuals**



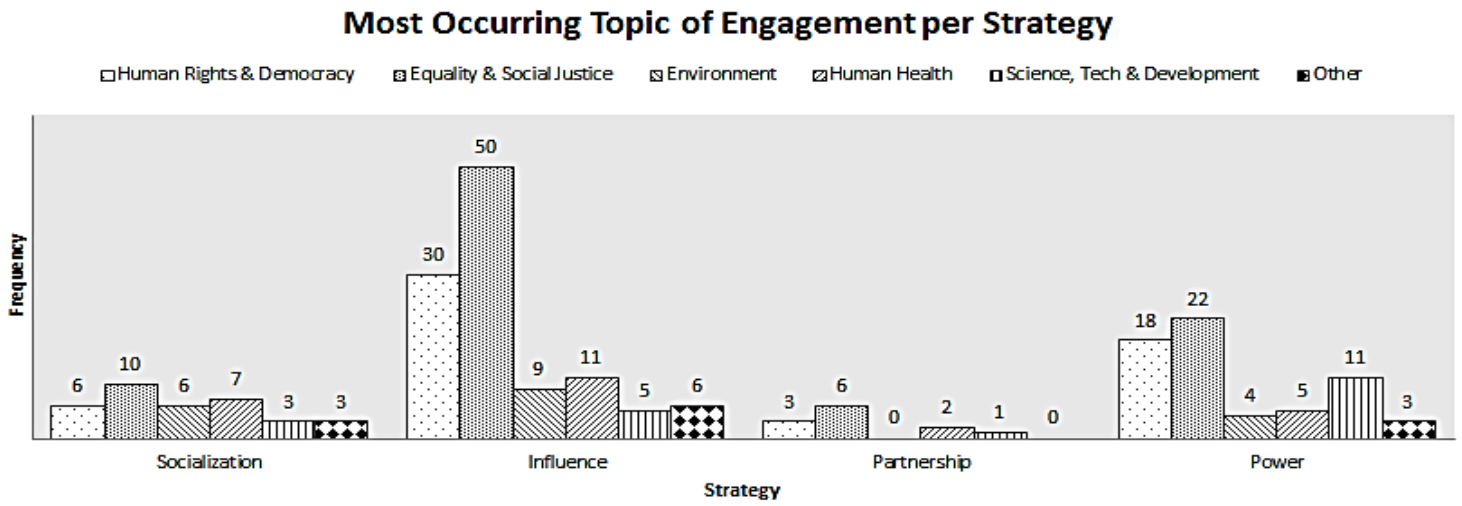
**Impacts on Communities and Between Organizations**



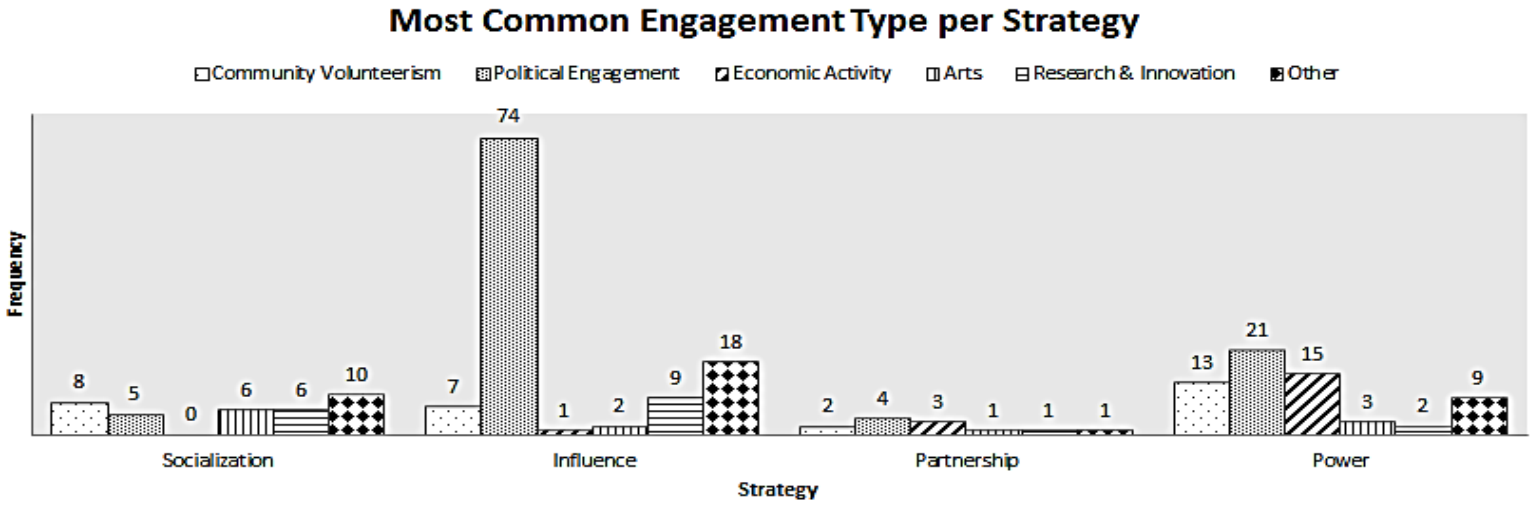
**Impacts on Systems**



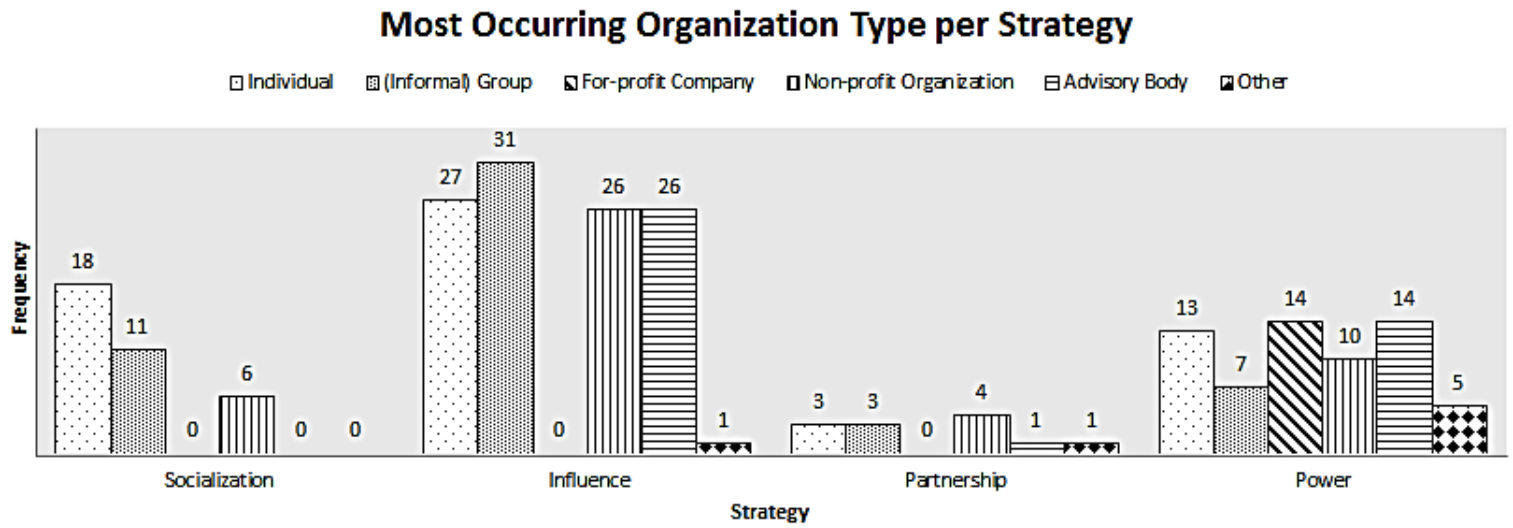
# APPENDIX 6
## Uncondensed mutually exclusive data cross tabulations and frequency graphs



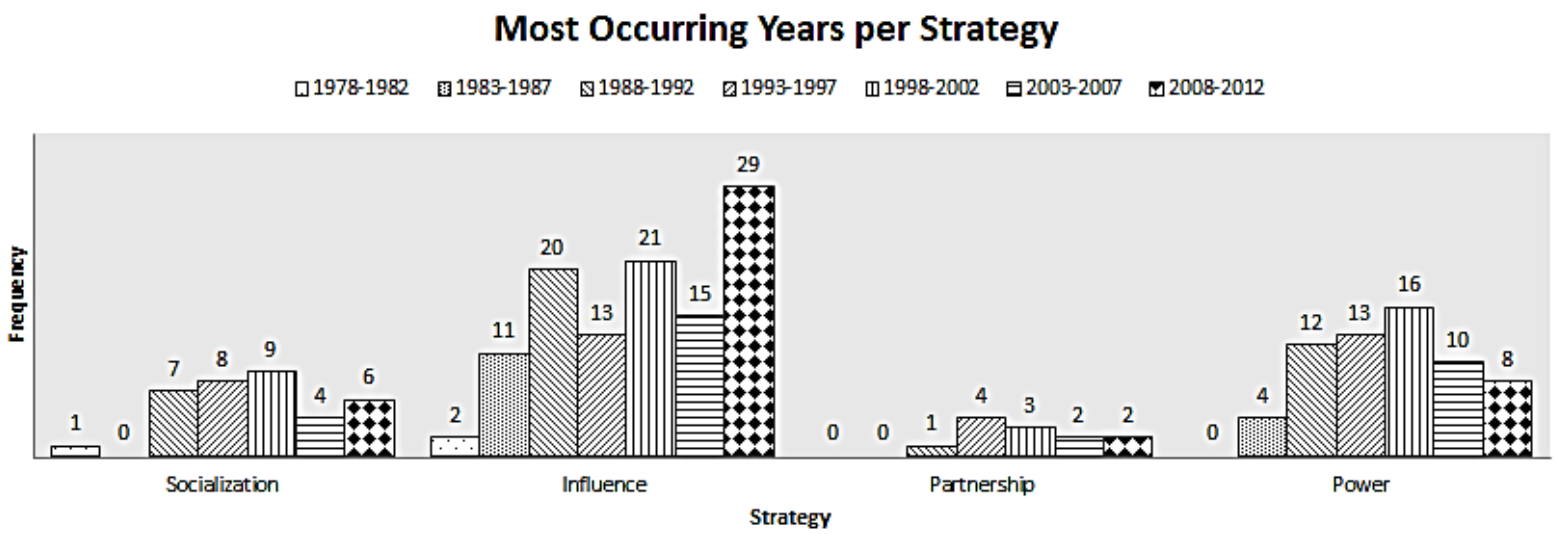

| Strategy used * Topic of Engagement | | | Topic of engagement | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Human Rights & Democracy | Equality & Social Justice | Environment | Human Health | Science, Tech & Development | Education | Culture & Religion | |
| Strategy used | Socialization | *Count* | 6.0 | 10.0 | 6.0 | 7.0 | 3.0 | 1.0 | 2.0 | *35.0* |
| | | *Expected Count* | 9.0 | 13.9 | 3.0 | 4.0 | 3.2 | 1.1 | 0.8 | *35.0* |
| | Influence | *Count* | 30.0 | 50.0 | 9.0 | 11.0 | 5.0 | 4.0 | 2.0 | *111.0* |
| | | *Expected Count* | 28.6 | 44.2 | 9.5 | 12.6 | 10.0 | 3.5 | 2.5 | *111.0* |
| | Partnership | *Count* | 3.0 | 6.0 | 0.0 | 2.0 | 1.0 | 0.0 | 0.0 | *12.0* |
| | | *Expected Count* | 3.1 | 4.8 | 1.0 | 1.4 | 1.1 | 0.4 | 0.3 | *12.0* |
| | Power | *Count* | 18.0 | 22.0 | 4.0 | 5.0 | 11.0 | 2.0 | 1.0 | *63.0* |
| | | *Expected Count* | 16.2 | 25.1 | 5.4 | 7.1 | 5.7 | 2.0 | 1.4 | *63.0* |
| Total | | *Count* | *57.0* | *88.0* | *19.0* | *25.0* | *20.0* | *7.0* | *5.0* | *221.0* |
| | | *Expected Count* | *57.0* | *88.0* | *19.0* | *25.0* | *20.0* | *7.0* | *5.0* | *221.0* |



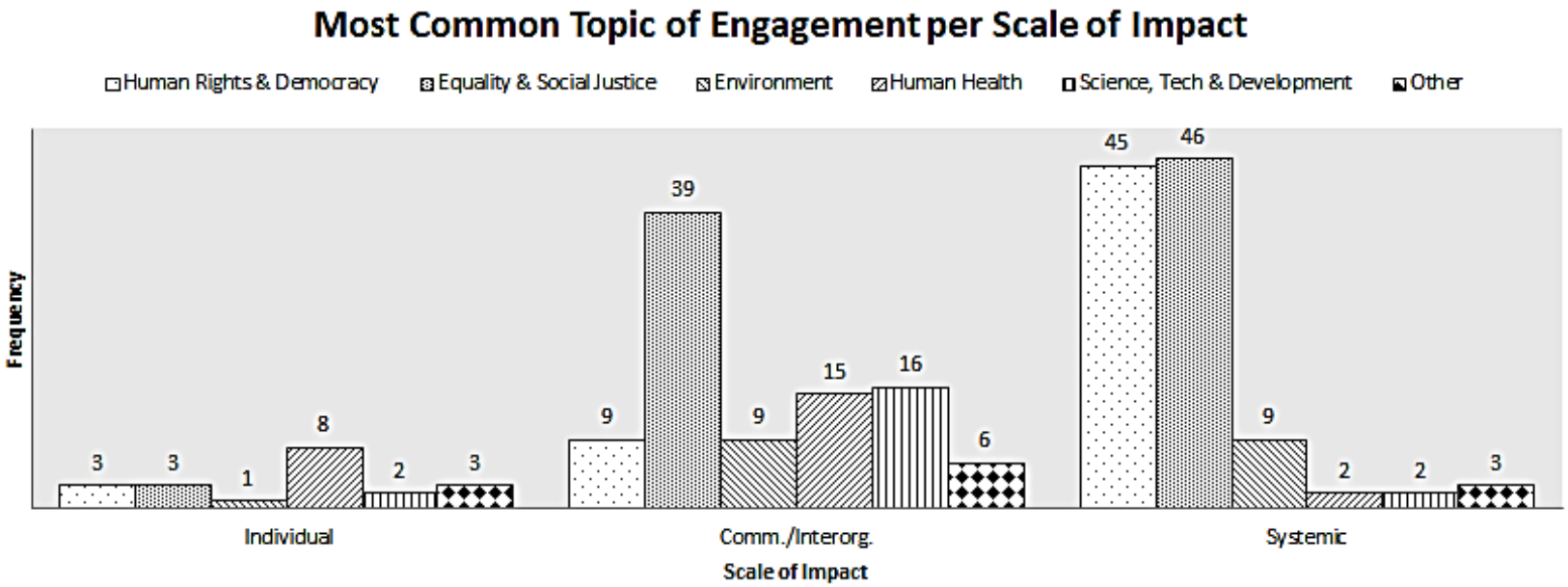

| Strategy used * Engagement Type | | | Engagement type | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Philanthropy | Community Volunteerism | Political Engagement | Public Policy | Economic Activity | Arts | Research & Innovation | Other | |
| Strategy used | Socialization | *Count* | 0.0 | 8.0 | 5.0 | 0.0 | 0.0 | 6.0 | 6.0 | 10.0 | *35.0* |
| | | *Expected Count* | 1.0 | 4.8 | 16.5 | 0.3 | 3.0 | 1.9 | 2.9 | 4.8 | *35.0* |
| | Influence | *Count* | 3.0 | 7.0 | 74.0 | 1.0 | 1.0 | 2.0 | 9.0 | 14.0 | *111.0* |
| | | *Expected Count* | 3.0 | 15.1 | 52.2 | 1.0 | 9.5 | 6.0 | 9.0 | 15.1 | *111.0* |
| | Partnership | *Count* | 0.0 | 2.0 | 4.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | *12.0* |
| | | *Expected Count* | 0.3 | 1.6 | 5.6 | 0.1 | 1.0 | 0.7 | 1.0 | 1.6 | *12.0* |
| | Power | *Count* | 3.0 | 13.0 | 21.0 | 1.0 | 15.0 | 3.0 | 2.0 | 5.0 | *63.0* |
| | | *Expected Count* | 1.7 | 8.6 | 29.6 | 0.6 | 5.4 | 3.4 | 5.1 | 8.6 | *63.0* |
| Total | | *Count* | *6.0* | *30.0* | *104.0* | *2.0* | *19.0* | *12.0* | *18.0* | *30.0* | *221.0* |
| | | *Expected Count* | *6.0* | *30.0* | *104.0* | *2.0* | *19.0* | *12.0* | *18.0* | *30.0* | *221.0* |



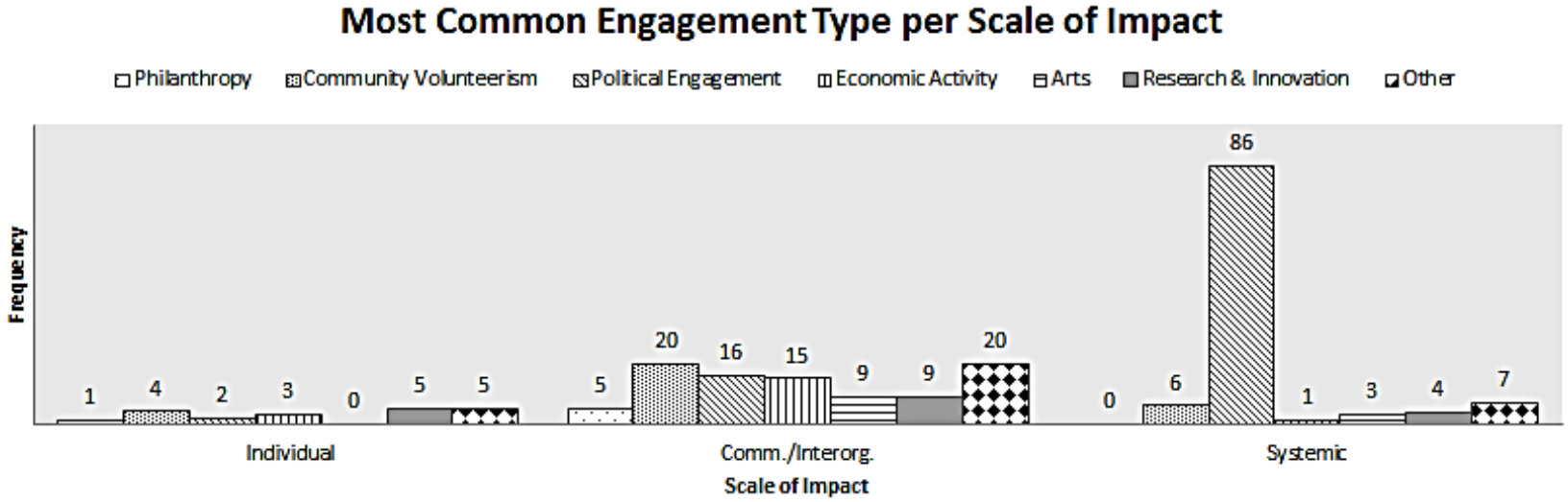

| Strategy used * Organization Type | | | Organization type | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Individual | (Informal) Group | For-profit Company | Social Enterprise | Non-profit Organization | Advisory Body | Political Party | |
| Strategy used | Socialization | *Count* | 18.0 | 11.0 | 0.0 | 0.0 | 6.0 | 0.0 | 0.0 | *35.0* |
| | | *Expected Count* | 9.7 | 8.2 | 2.2 | 0.3 | 7.3 | 6.5 | 0.8 | *35.0* |
| | Influence | *Count* | 27.0 | 31.0 | 0.0 | 0.0 | 26.0 | 26.0 | 1.0 | *111.0* |
| | | *Expected Count* | 30.6 | 26.1 | 7.0 | 1.0 | 23.1 | 20.6 | 2.5 | *111.0* |
| | Partnership | *Count* | 3.0 | 3.0 | 0.0 | 1.0 | 4.0 | 1.0 | 0.0 | *12.0* |
| | | *Expected Count* | 3.3 | 2.8 | 0.8 | 0.1 | 2.5 | 2.2 | 0.3 | *12.0* |
| | Power | *Count* | 13.0 | 7.0 | 14.0 | 1.0 | 10.0 | 14.0 | 4.0 | *63.0* |
| | | *Expected Count* | 17.4 | 14.8 | 4.0 | 0.6 | 13.1 | 11.7 | 1.4 | *63.0* |
| Total | | *Count* | *61.0* | *52.0* | *14.0* | *2.0* | *46.0* | *41.0* | *5.0* | *221.0* |
| | | *Expected Count* | *61.0* | *52.0* | *14.0* | *2.0* | *46.0* | *41.0* | *5.0* | *221.0* |



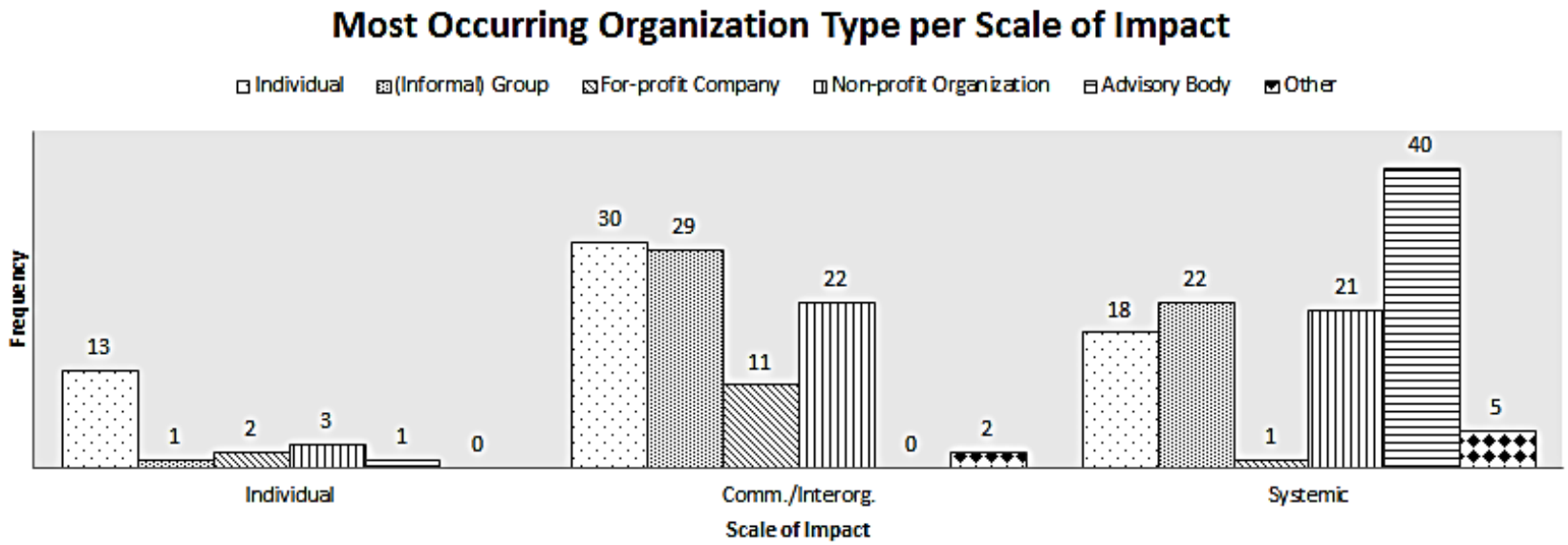

| Strategy used * Peak Years | | | Peak years | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1978-1982 | 1983-1987 | 1988-1992 | 1993-1997 | 1998-2002 | 2003-2007 | 2008-2012 | |
| Strategy used | Socialization | *Count* | 1.0 | 0.0 | 7.0 | 8.0 | 9.0 | 4.0 | 6.0 | *35.0* |
| | | *Expected Count* | 0.5 | 2.4 | 6.3 | 6.0 | 7.8 | 4.9 | 7.1 | *35.0* |
| | Influence | *Count* | 2.0 | 11.0 | 20.0 | 13.0 | 21.0 | 15.0 | 29.0 | *111.0* |
| | | *Expected Count* | 1.5 | 7.5 | 20.1 | 19.1 | 24.6 | 15.6 | 22.6 | *111.0* |
| | Partnership | *Count* | 0.0 | 0.0 | 1.0 | 4.0 | 3.0 | 2.0 | 2.0 | *12.0* |
| | | *Expected Count* | 0.2 | 0.8 | 2.2 | 2.1 | 2.7 | 1.7 | 2.4 | *12.0* |
| | Power | *Count* | 0.0 | 4.0 | 12.0 | 13.0 | 16.0 | 10.0 | 8.0 | *63.0* |
| | | *Expected Count* | 0.9 | 4.3 | 11.4 | 10.8 | 14.0 | 8.8 | 12.8 | *63.0* |
| Total | | *Count* | *3.0* | *15.0* | *40.0* | *38.0* | *49.0* | *31.0* | *45.0* | *221.0* |
| | | *Expected Count* | *3.0* | *15.0* | *40.0* | *38.0* | *49.0* | *31.0* | *45.0* | *221.0* |




| Impact Scale * Topic of Engagement | | | Topic of engagement | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Human Rights & Democracy | Equality & Social Justice | Environment | Human Health | Science, Tech & Development | Education | Culture & Religion | |
| Impact scale | Individual | *Count* | 3.0 | 3.0 | 1.0 | 8.0 | 2.0 | 3.0 | 0.0 | *20.0* |
| | | *Expected Count* | 5.2 | 8.0 | 1.7 | 2.3 | 1.8 | 0.6 | 0.5 | *20.0* |
| | Comm./Interorg. | *Count* | 9.0 | 39.0 | 9.0 | 15.0 | 16.0 | 2.0 | 4.0 | *94.0* |
| | | *Expected Count* | 24.2 | 37.4 | 8.1 | 10.6 | 8.5 | 3.0 | 2.1 | *94.0* |
| | Systemic | *Count* | 45.0 | 46.0 | 9.0 | 2.0 | 2.0 | 2.0 | 1.0 | *107.0* |
| | | *Expected Count* | 27.6 | 42.6 | 9.2 | 12.1 | 9.7 | 3.4 | 2.4 | *107.0* |
| Total | | *Count* | *57.0* | *88.0* | *19.0* | *25.0* | *20.0* | *7.0* | *5.0* | *221.0* |
| | | *Expected Count* | *57.0* | *88.0* | *19.0* | *25.0* | *20.0* | *7.0* | *5.0* | *221.0* |

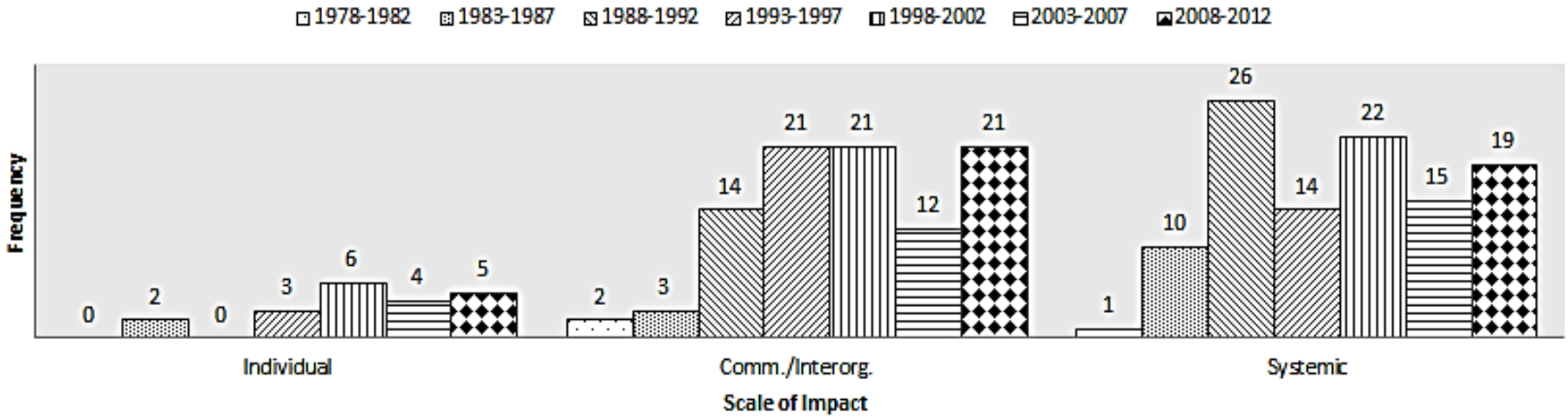



| Impact Scale * Engagement Type | | | Engagement type | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Philanthropy | Community Volunteerism | Political Engagement | Public Policy | Economic Activity | Arts | Research & Innovation | Other | |
| Impact scale | Individual | *Count* | 1.0 | 4.0 | 2.0 | 0.0 | 3.0 | 0.0 | 5.0 | 5.0 | *20.0* |
| | | *Expected Count* | 0.5 | 2.7 | 9.4 | 0.2 | 1.7 | 1.1 | 1.6 | 2.7 | *20.0* |
| | Comm./Interorg. | *Count* | 5.0 | 20.0 | 16.0 | 0.0 | 15.0 | 9.0 | 9.0 | 20.0 | *94.0* |
| | | *Expected Count* | 2.6 | 12.8 | 44.2 | 0.9 | 8.1 | 5.1 | 7.7 | 12.8 | *94.0* |
| | Systemic | *Count* | 0.0 | 6.0 | 86.0 | 2.0 | 1.0 | 3.0 | 4.0 | 5.0 | *107.0* |
| | | *Expected Count* | 2.9 | 14.5 | 50.4 | 1.0 | 9.2 | 5.8 | 8.7 | 14.5 | *107.0* |
| Total | | *Count* | *6.0* | *30.0* | *104.0* | *2.0* | *19.0* | *12.0* | *18.0* | *30.0* | *221.0* |
| | | *Expected Count* | *6.0* | *30.0* | *104.0* | *2.0* | *19.0* | *12.0* | *18.0* | *30.0* | *221.0* |




| Impact Scale * Organization Type | | | Organization type | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Individual | (Informal) Group | For-profit Company | Social Enterprise | Non-profit Organization | Advisory Body | Political Party | |
| Impact scale | Individual | *Count* | 13.0 | 1.0 | 2.0 | 0.0 | 3.0 | 1.0 | 0.0 | *20.0* |
| | | *Expected Count* | 5.5 | 4.7 | 1.3 | 0.2 | 4.2 | 3.7 | 0.5 | *20.0* |
| | Comm./Interorg. | *Count* | 30.0 | 29.0 | 11.0 | 2.0 | 22.0 | 0.0 | 0.0 | *94.0* |
| | | *Expected Count* | 25.9 | 22.1 | 6.0 | 0.9 | 19.6 | 17.4 | 2.1 | *94.0* |
| | Systemic | *Count* | 18.0 | 22.0 | 1.0 | 0.0 | 21.0 | 40.0 | 5.0 | *107.0* |
| | | *Expected Count* | 29.5 | 25.2 | 6.8 | 1.0 | 22.3 | 19.9 | 2.4 | *107.0* |
| Total | | *Count* | *61.0* | *52.0* | *14.0* | *2.0* | *46.0* | *41.0* | *5.0* | *221.0* |
| | | *Expected Count* | *61.0* | *52.0* | *14.0* | *2.0* | *46.0* | *41.0* | *5.0* | *221.0* |

## Most Occurring Years per Scale of Impact




| Impact Scale * Peak Years | | | Peak years | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1978-1982 | 1983-1987 | 1988-1992 | 1993-1997 | 1998-2002 | 2003-2007 | 2008-2012 | |
| Impact scale | Individual | *Count* | 0.0 | 2.0 | 0.0 | 3.0 | 6.0 | 4.0 | 5.0 | *20.0* |
| | | *Expected Count* | 0.3 | 1.4 | 3.6 | 3.4 | 4.4 | 2.8 | 4.1 | *20.0* |
| | Comm./Inter-org. | *Count* | 2.0 | 3.0 | 14.0 | 21.0 | 21.0 | 12.0 | 21.0 | *94.0* |
| | | *Expected Count* | 1.3 | 6.4 | 17.0 | 16.2 | 20.8 | 13.2 | 19.1 | *94.0* |
| | Systemic | *Count* | 1.0 | 10.0 | 26.0 | 14.0 | 22.0 | 15.0 | 19.0 | *107.0* |
| | | *Expected Count* | 1.5 | 7.3 | 19.4 | 18.4 | 23.7 | 15.0 | 21.8 | *107.0* |
| Total | | *Count* | *3.0* | *15.0* | *40.0* | *38.0* | *49.0* | *31.0* | *45.0* | *221.0* |
| | | *Expected Count* | *3.0* | *15.0* | *40.0* | *38.0* | *49.0* | *31.0* | *45.0* | *221.0* |

# DEFINING KEY TERMS

**(Youth-led) advisory body (organization type)**
A group of youth working together under a single identity in order to provide feedback and recommendations to another (often non-youth) organization.

**Arts (engagement type)**
A form of expression, including visual arts, music and dance (Canada25, 2005; Lenzi, Vieno, Perkins, Santinello, Elgar, & Mazzardis, 2012; Wilson, 2000).

**Community volunteerism (engagement type)**
"a planned form of helping others, which takes place over a period of time, in an organizational setting, and for which the volunteer expects no direct compensation" (Canada25, 2005, p. 10; Wilson, 2000).

**Culture & religion (topic)**
Topics related to any combination of culture, faith, and religion.

**Economic body (organization type)**
An organization which makes money, with primarily economic/commercial motives..

**Education (topic)**
Engagement that focuses on providing education (workshops, classes, informal learning, etc.) or which focuses on the concept of education itself – enhancing, reforming, or addressing shortcomings of its implementation.

**Environment (topic)**
Topics that relate to the health, wellbeing or integrity biophysical, natural environment. May include landscapes, habitats, other natural areas, as well as the species that inhabit them. All fauna – wildlife or domestic – are included in this topic, with the exception of human beings.

**Equality, empowerment & social justice (topic)**
Includes – but is not limited to – issues of intergenerational equity, economic disparity (especially poverty), accessibility and access to services. This topic does not include legal battles, elections or other items that would fall under the democracy topic; however, the categories may overlap in some cases.

**For-profit company (organization type)**
A group of youth working together under a single identity for the purpose of achieving common goals and driven largely by markets and profits/financial returns. Formally registered as a company of some kind.

**Group (informal; organization type)**
Youth who collaborate - often organizing into a single identity - so as to increase support and pool together resources so the group may accomplish common goals. This may be a temporary or long-term arrangement.

**Human health (topic)**
The mental and physical wellness of human beings. Includes holistic health.

**Human rights & democracy (topic)**
Focuses on similar issues to the social justice category, but within a political or systemic sphere; examples may include proposing or fighting laws, topics regarding elections, or vocalizing concerns regarding government bodies not doing their job.

**Impact**
The scale of effects, whether intended or not, of an initiative. Used as a proxy for assessing the importance of the original action that resulted in the impact. In the context of this research, impacts exist as they are created/effected by youth ages 15 to 24, and as they create change(s) in society. Three levels are discussed:

1. **Community/interorganizational**

Social change occurs on a community/regional or interorganizational level such that changes are a common and accepted practice within this group of entities.

2. **Individual**

Affecting one or more persons or organizations on their own; single-entity changes ensue.

3. **Systemic**

Social change has been institutionalized; macro level.

**Individual (organization type)**
Not a group; a single youth affecting change**.**

**Ladder of participation**
Developed by Sherry Arnstein (1969), this model outlines a hierarchy of eight levels of citizen participation. These include three classifications of participation: non-participation (two sub-categories), degrees of tokenism (three sub-categories), and degrees of citizen power (three sub-categories). Non-participation includes manipulation and therapy. Tokenism includes informing, consultation and placation. Citizen power includes partnership, delegated power and citizen control.

**Media**
Refers to any communications type, such as television, radio, print, and more. For this research, 'media' is only includes newspapers (excluding tabloids); 'the media' refers to the four newspaper that were used to collect data – the Globe and Mail, the Toronto Star, the Vancouver Sun and the Gazette.

1. **Media information**

The publication title, page/section number and whether the article had an illustration.

**(Youth-led) non-electoral vote (engagement type)**
Youth holding an equal vote to non-youth in a decision making process.

**(Youth-led) non-profit organization (NPO; organization type)**
A group of youth working together under a single identity for the purpose of achieving social goals and driven primarily by a drive to fulfill a mutually-accepted mission. Registered as a non-profit organization or a charity.

**Other (engagement type)**
Any other type of engagement, including project-based initiatives and public speaking.

**Peak years**
The year(s) in which the article or event occurred

**Philanthropy (engagement type)**
The donation of money, time or both either during or after a person's life (Canada25, 2005; Alter, 2007).

**Political engagement (engagement type)**
Can be understood as community-oriented or political, it is also known as social activism (Canada25, 2005; Jahromi, Crocetti, & Buchanan, 2012). This engagement is characterized by a variety of political actions or inactions (Gauthier, 2003; Jenkins, Andonlina, Keeter, & Zukin, 2003; Keeter, Jenkins, Zukin, & M., 2003; McLeod J. , 2000; O'Toole, Lister, Marsh, Jones, & McDonagh, 2003; Sherrod & Youniss, 2002).

**Project-based engagement (engagement type)**
Individual or group activities, but such activities are temporary (Manning, 2008; Wilson, 2000). Projects have a distinct beginning and end; they are not continuous.

**Public policy (engagement type)**
Being involved in regulatory or similar administration bodies and processes; may include national governments and development banks like the World Bank (Alter, 2007).

**Research and innovation (engagement type)**
Creating changes through pioneering solutions, including the use of theoretical research to further society's knowledge of a particular subject (Sen, 2007).

**Scale(s)**

1. **-of engagement**

Definitions might include individual versus group scales, levels of involvement or engagement – i.e., commitment levels or the levels of participation – or geographic/physical/spatial concepts" (Noble, 2006; DuBois, Holloway, Valentine, & Cooper, 2002; Apathy is Boring, 2004).

2. **-of impact**

Individual, community or interorganizational and systemic impacts" (Clarke & Dougherty, 2010). Indicators of impact might include: justice, culture, community support systems, drugs and alcohol [crime], sanitation, healthy populations, education, land use, protection, recreation, and government and institutions (Christensen, Krogman, & Parlee, 2010).

**Science, technology & development (topic)**
Includes topics relevant to energy, infrastructure (any infrastructure related to essential services, including electricity, education – like schools, running water, heating and cooling, roads, railways and other aspects of development), sciences (including health sciences where they related to research and innovation), and other concepts relating to the built environment which do not fit elsewhere.

**Youth-led social enterprise (organization type)**
A group of youth working together under a single identity with a balanced motivation towards both economic success/sustainability and social welfare/improvement; An organization which has a social mission and which makes money, balancing between economic/commercial and philanthropic motives (Dees, 1998; Light, 2006).

**Strategies**
Methods used to perform planned activities in order to achieve specific goals. The research includes four types of strategies used by youth:

1. **Influence**

Youth indirectly affecting social change or problem-solving either by accessing the decision maker/authority themselves or by pressuring/negotiating with a common resource.

2. **Partnership**

"Involving youth in... actions that meet genuine needs, with the opportunity for planning/engagement in decision making affecting others... based on an understanding of the interdependent, symbiotic nature [of engagement]... that both youth and adults have something different yet equally valuable to share..." (Apathy is Boring, 2004).

3. **Power**

Youth directly affecting social change or problem-solving by being the decision maker/authority themselves.

4. **Socialization**

Synonymous with awareness-raising, whether that be through educational campaigns or actions that generate public discussion over an issue that was not initially in public view.

**Virtual engagement**
Creating global links and unlocking instantaneous interactions using the World Wide Web. Such engagement would be very difficult, less effective, or even impossible without access to the internet (Canada25, 2005).

**Youth**
Young persons between the ages of 15 and 24.

**Youth-led engagement**
Active participation instigated and directed by one or more youth, which provides meaning and multiple benefits and a drive or interest that extends beyond the individual person.