Y4Y Québec

EVALUATION REPORT

The following report summarizes key survey results from a youth community engagement and media use study designed and conducted by Y4Y Quebec from April 2019 to March 2020. This study was funded through federal support from Canadian Heritage (Grant #1323032).

MARCH 31, 2020

BEST PRACTICES IN COMMUNITY ENGAGEMENT FOR THE ENGLISH-SPEAKING YOUTH POPULATION IN QUEBEC

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EXECUTIVE SUMMARY

The following evaluation report fulfills a key deliverable of a broader project funded by Canadian Heritage and titled *Best Practices in Community Engagement for the English Speaking Youth Population in Quebec*, which was implemented by Youth 4 Youth (Y4Y) Quebec from April 1, 2019 to March 31, 2020. The key objective of this project was to boost youth engagement and participation in political and community life in Quebec. Y4Y successfully accomplished this objective by engaging over 1,000 youth through a series of 30 community consultations, 12 focus groups, and a youth survey delivered on-line and in-person with 520 respondents. The focus of this report is on the key findings from the survey, which targeted English-speaking youth ages 16 to 30 from across the province and collected quantitative and qualitative information on youth media consumption and community engagement activities. A gender-based analysis of key survey findings was also conducted and is presented in this report along with a set of recommendations for community organizations serving Quebec's English-speaking youth population.

Key findings from the youth survey that included responses from 12 different Quebec regions are as follows: Instagram was identified as the #1 social media channel used by English-speaking youth in Quebec (used by 90% of youth), followed by YouTube (86%), Facebook (73%) and Snapchat (72%). Males and non-binary individuals were most likely to access YouTube channels whereas females were most likely to use Instagram. Non-binary individuals were also more likely than other genders to access podcasts and other streaming services (48% vs. 39% for males and females). Regional differences were also observed with regard to youth media consumption. A data visualization tool was created to display this information using Tableau software and is available [here](#).

The survey explored the main reasons why youth used social media channels and found that most youth use them to connect with friends (87%) and for entertainment purposes (81%). About half of youth use them for general knowledge acquisition (49%) or to stay informed about global (46%) or local news (43%). Females were the most likely to use social media to connect with friends (91%) and males were less likely to use social media for activism (14%) than females (19%) or non-binary individuals (58%).

Youth were asked to define *community engagement* from their own perspective and several themes emerged from the analysis, which included: (1) Connecting or engaging with people or organizations in the community; (2) Building, improving or helping members of your community; (3) Working together in a group to address a common goal; (4) Participating in community activities, events and initiatives; (5) Having a voice and platform to get involved, promote awareness and help others; (6) Recognizing and tackling existing or emerging community issues; (7) Fostering social cohesion and a sense of belonging; and (8) Doing volunteer work / volunteering in community organizations.

After defining what community engagement is, youth were asked if they had taken part in any community engagement activities in the past year. More than half of youth (57%) reported civic engagement activities that involved volunteering, helping others in need (e.g., seniors, vulnerable persons), sports and leisure activities, helping to organize community events and festivals, fundraising, participating in cultural events, protests, community groups and forums.

Just over half of youth (52%) perceived there to be ample opportunities to get involved in their community while around one in four youth (27%) were not sure of any available opportunities. In terms of where youth get information about the activities that are taking place in their community, online and social

media were key sources mentioned by 73 percent of youth as well as through word of mouth (30%), friends and family members (20%), at school or the workplace (16%), via newsletters, bulletins, posters and pamphlets (10%), community and social groups (7%). Factors most likely to get youth involved in their community included achieving a personal goal (44%), noticing a problem in the community (43%), seeing a posting online or at school (39%), an inspirational figure (28%), or a media story (20%).

METHODOLOGY

Survey Development & Administration

Pilot Survey

A pilot survey was developed and administered to 35 youth attending a community event led by Y4Y Quebec at the Montreal Museum of Fine Arts in April 2019. During the pilot survey administration, each survey question was read aloud to ensure clarity and understanding and responded to youths' questions regarding the survey instrument. Upon completion of the survey, a feedback session was held with youth to discuss the intent of the survey and to collect suggestions for improving the instrument. For instance, one suggestion was to add "YouTube" to the list of social media channels that youth use the most often (*see Media Consumption on page 2 of the attached survey*). Another important suggestion was to revise the demographic question about the respondent's gender to the following: "How do you self-identify in terms of gender?" This allowed for a better representation of respondents' gender (male, female, non-binary) as opposed to sex at birth distinctions.

Final Survey Instrument

After three drafts with revisions that incorporated youth feedback from the pilot study, the final survey instrument was launched in May 2019 and the final response was collected in early February 2020. A total of 520 responses were collected: 159 on-line (via Survey Monkey) and 361 in-person responses. The majority of in-person responses were collected in November 2019 (127) and the majority of on-line responses were collected in December 2019 (77).

A copy of the final survey instrument is attached to this report.

Table 1. Survey Responses Collected by Method and Month of Administration

Survey Month & Year	Respondents	In-Person	On-line	% Sample
May 2019 (Pilot)	35	35	--	6.7%
June 2019	69	36	33	13.3%
July 2019	41	32	9	7.9%
August 2019	3	0	3	0.6%
September 2019	73	71	2	14.0%
October 2019	33	32	1	6.3%
November 2019	127	127	0	24.4%
December 2019	18	0	18	3.5%
January 2020	100	23	77	19.2%
February 2020	18	2	16	3.5%
Unknown date	3	3	--	0.6%
Total	520	361	159	100.0%

Survey Reach

This study was part of a broader Y4Y project that conducted a series of 30 community events with English-speaking youth across several Quebec regions (see Table 2 below). Outreach activities were held in secondary schools, CEGEPS and universities as well as in partnership with various community groups and organizations throughout the province. A total of 361 paper-based surveys were administered at these community events in 12 different Quebec regions. The remaining 159 surveys were collected on-line via Survey Monkey. Y4Y staff promoted the survey through its youth network, community partners, website and social media channels, and through its newsletter.

Table 2. Survey Responses Collected by Quebec Region

Region	Respondents	% Sample
Capitale-Nationale	17	3.3%
Estrie	44	8.6%
Montréal	213	41.4%
Outaouais	67	13.0%
Abitibi-Témiscamingue	4	0.8%
Côte-Nord	17	3.3%
Nord-du-Québec	3	0.6%
Gaspésie—Îles-de-la-Madeleine	27	5.3%
Chaudière-Appalaches	4	0.8%
Laval	80	15.6%
Lanaudière	1	0.2%
Laurentides	1	0.2%
Montérégie	20	3.9%
Centre-du-Québec	7	1.4%
Outside of Québec	9	1.8%
Not reported	6	--
Total	520	100.0%

Survey Demographics

Of the 520 survey responses collected in total, 290 (57%) were collected from females, 199 (39%) from males, and 21 responses (4%) were from those who identified as non-binary. A large proportion of youth were under the age of 18 (233 respondents or 45% of total sample). Passive consent was obtained from these youth via their registration and participation in various community events across the province. The surveys were completely voluntary and youth were not required to respond to any or all questions. The mode in terms of survey responses by age was 16 years of age (n=137 or 27% of the total sample). Y4Y's target population consists of youth ages 16 to 30. A small sample of respondents were over the age of 30 (n=41 or 8% of the total sample).

Table 3.1. Survey Response by Gender

Gender	Respondents	% Sample
Male	199	39.0%
Female	290	56.9%
Non-binary	21	4.1%
Not reported	10	--
Total	520	100.0%

Table 3.2. Survey Responses by Age Group

Age Group	Respondents	% Sample
Under 18	233	45.4%
18 to 20	84	16.4%
21 to 24	91	17.7%
25 to 29	64	12.5%
30 and over	41	8.0%
Not reported	7	--
Total	520	100.0%

Table 3.3. Survey Responses by Visible Minority Status

Visible Minority Status	Respondents	% Sample
Vizible Minority	123	27.8%
Non-Visible Minority	320	72.2%
Not asked / Not reported	77	--
Total	520	100.0%

Table 3.4. Survey Responses by Immigrant Status

Immigrant Status	Respondents	% Sample
Immigrant	85	16.6%
Canadian-born	426	83.4%
Not reported	9	--
Total	520	100.0%

Table 3.5. Survey Responses by Language

Knowledge of Official Languages	Respondents	% Sample
English Only	176	34.6%
French Only	27	5.3%
Both English and French	224	44.0%
Neither English or French	46	9.0%
Multiple / Other	36	7.1%
Not reported	11	--
Total	520	100.0%

KEY STUDY FINDINGS

Media Channels Used Most Often by Youth

The first analysis pertains to media and social media use/consumption among Quebec's English-speaking youth. The survey question was posed as follows: From the list below, please select the media channels that you use frequently AND indicate how much time you spend per day on these media channels."

As can be seen in Table 4 below, Instagram topped the list of media channels with 90% of youth currently using Instagram, followed by YouTube (86%), Facebook (73%) and Snapchat (72%). About one-third of Instagram users (32%) access the social media platform for 30 minutes to one hour per day and 39%) are on Instagram for an hour or more each day (regular users). LinkedIn was the least access media tool with only one in four youth using it and 8% using it regularly (i.e., for an hour or more each day).

A gender-based analysis of youth media use was conducted and is presented in Appendix A. Similar patterns of media use were found for males, females and non-binary individuals with few exceptions. For instance, males and non-binary individuals used YouTube the most often whereas females were most likely to use Instagram. Persons who identify as non-binary were also more 2x more likely to report accessing non-traditional or other media platforms.

Table 4. Media Channels Used by Hours/Minutes per Day

Media Channels	% Users	Under 30 min/day	30 min to 1hr./day	1-2 hrs./day	3+ hrs./day	NA (does not use)
Instagram	90%	18%	32%	23%	16%	10%
YouTube	86%	22%	20%	20%	23%	14%
Facebook	73%	30%	21%	15%	6%	27%
Snapchat	72%	27%	17%	14%	15%	28%
Conventional media (broadcast and cable TV, radio, etc.)	60%	24%	18%	12%	6%	40%
Print media (newspapers, magazines, newsletters, books, pamphlets, etc.)	54%	30%	13%	7%	3%	46%
News apps	41%	20%	15%	4%	2%	59%
Podcasts, streaming services	39%	18%	10%	8%	3%	61%
Twitter	34%	24%	5%	4%	2%	66%
Chat forums	32%	20%	6%	5%	1%	68%
LinkedIn	27%	22%	3%	1%	1%	73%
Other media	25%	12%	4%	4%	4%	75%

Other media channels mentioned by youth survey respondents included: Tik Tok (n=21 respondents), Flickr (20), Netflix and/or other streaming services (18), WhatsApp (2), Tumbler (2), TV (2), video games (3), Pinterest, Messenger, Online Forums, Blogs, etc.

Regional differences were also observed with regard to media use. For instance, while Facebook was used quite often by most youth across the province (73% use overall), only 27 percent of youth from Laval reported using the social media platform. As another example, Twitter was used by 44 percent of youth in the Capitale-Nationale region (i.e., Quebec City and surrounding area), only 16 percent of youth living in the Outaouais region (i.e., Ottawa-Gatineau) reported using Twitter. Over half of youth in Côte-Nord use LinkedIn compared to only 27 percent overall. An interactive tool was developed using Tableau software and presents information on Youth Media Use by Quebec Region. The tool is available here: https://public.tableau.com/profile/anh4978#!/vizhome/MediaUsebyRegion/Dashboard1.
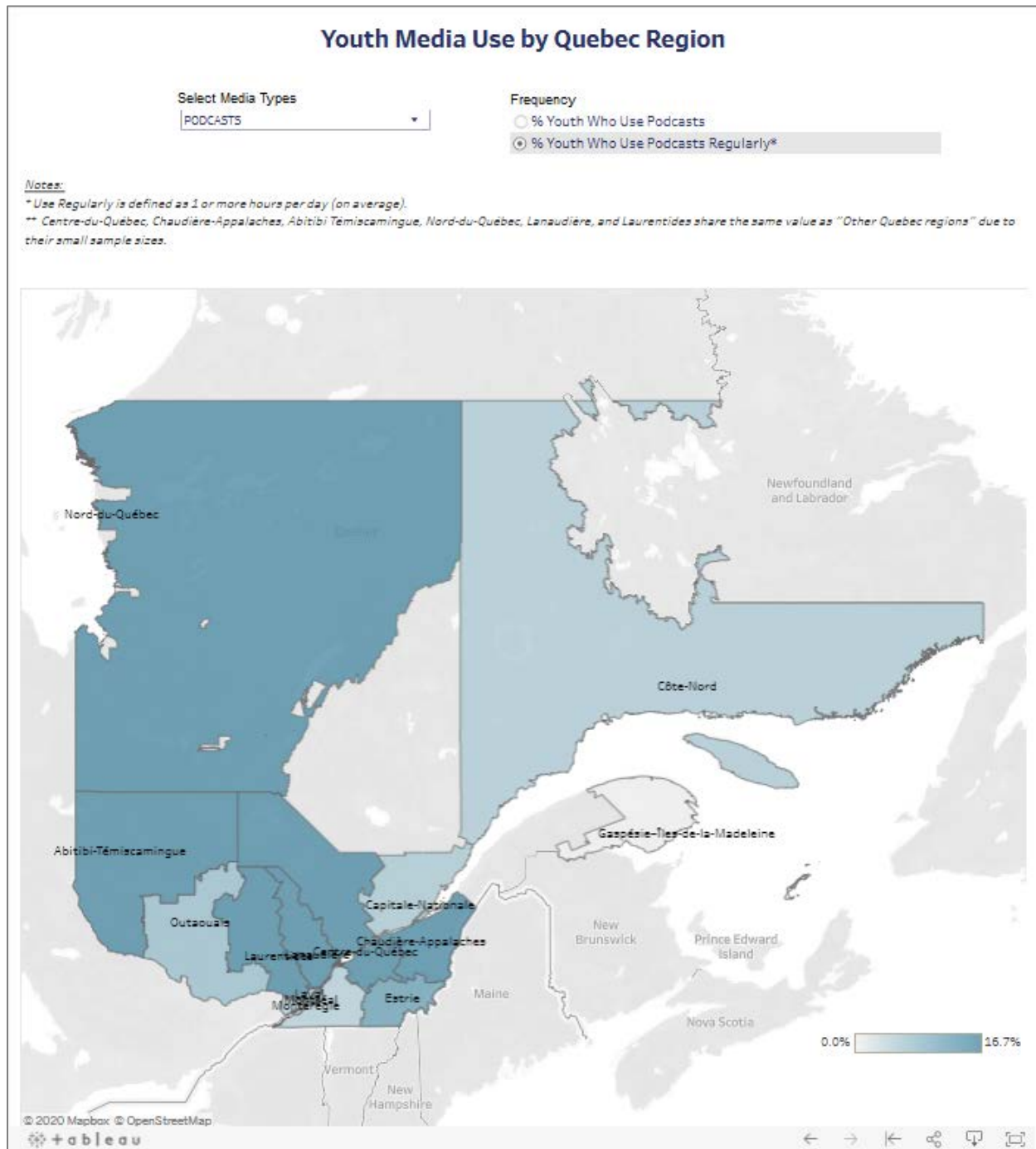
Main Reasons for Using Media Channels

The next survey question asked youth why they use particular media and social media channels. As seen in Table 5 below, the vast majority of youth use social media to connect with friends (87%) and for entertainment purposes (81%). About half of youth use them for general knowledge acquisition (49%) or to stay informed about global (46%) or local news (43%). Fewer than one in five youth using social media for activism or self-promotion/networking. Females were the most likely to use social media to connect with friends (91%) – see gender-based analysis in Appendix A. Males were less likely to use social media for activism (14%) than were females (19%) or non-binary individuals (58%). It should be noted that data for non-binary individuals is subject to fluctuations due to a small sample size (n=21 respondents who identified as non-binary) and should be interpreted with caution. Females and non-binary individuals, on the other hand, were much more likely to use social media for self-promotion/networking (23% and 26% respectively) than were males (12%).

Table 5. Reasons Why Youth Use Social Media Channels

Main Reasons for Using Social Media	Respondents	% Sample
Connecting with friends	434	87.0%
Entertainment	403	80.8%
General knowledge	246	49.4%
Staying informed about global news	231	46.3%
Staying informed about local news	215	43.1%
Activism	93	18.6%
Self-promotion / networking	92	18.5%
Other reason	26	5.2%
Valid n=499		

Other reasons for using social media channels mentioned by youth include for work/finding employment (n=4 respondents), networking and interacting with other people (3), to have fun/avoid boredom (3), for memes (2), marketing, learning, music, sports, art and writing.

Defining Community Engagement

Survey respondents were asked to define community engagement in their own words. A total of 388 youth (75%) responded to this open-ended question by providing a definition (out of 520 surveyed). The following prompt was provided to help youth focus their answers and to avoid confusion as community engagement is a rather broad term that can be defined differently depending on the context:

> *Community Engagement is the process by which citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future. Community Engagement can involve informing citizens about your initiative, inviting their input, collaborating with them to generate solutions, and partnering with the community from the beginning to tackle community issues. Community Engagement increases community cohesion and allows for the community to have ownership over the outcomes that will ultimately impact them.*

Several themes emerged from the analysis (using NVIVO qualitative data analysis software) and included:

1. Connecting or engaging with people / organizations in the community (n=183 or 47%)

2. Building, improving or helping members of your community (n=152 or 39%)

3. Working together in a group to address a common goal (n=140 or 36%)

4. Participating in community activities, events and initiatives (n=84 or 22%)

5. Having a voice and platform to get involved, promote awareness and help others (n=52 or 13%)

6. Recognizing and tackling existing or emerging community issues (n=50 or 13%)

7. Fostering social cohesion and a sense of belonging (n=23 or 6%)

8. Doing volunteer work / Volunteering in community organizations (n=20 or 5%)

These themes were not mutually exclusive. In other words, youth definitions of community engagement may have and often did include more than one theme.

A sample of youth definitions according to each of the eight themes identified above are presented below:

THEME 1: Connecting or engaging with people / organizations in the community

- "A community coming together and agreeing to a … cohesive movement to better itself."

- "A dynamic relational process that facilitates communication, interaction, involvement, and exchange between an organization and a community for … social and organizational outcomes."

- "About bringing people together, especially people who are open to be more informed and involved with their community."

- "An interaction and exchange of passions and knowledge between people and organizations part of a community."

- "Citizens are engaged to work and learn together as a community to create and realize bold visions for the future."

- "Community engagement can be defined as interacting with the community around you (organizations, residents, etc.) and becoming involved in issues that benefit the group as a whole."

- "I believe that community engagement is people coming together, and sharing what their differences are. Like religion and values."

- "When the majority of your community (town) comes together and supports a cause or activity that will benefit its people and businesses/ organizations."

THEME 2: Building, improving or helping members of your community

- "Participating in a leadership role (major or minor) to help build community."

- "Everyone getting together to socialize and build relationship to better the community."

- "Getting involved for the greater good of society and promoting a positive future for all members."

- "Where the citizens actively try to improve the community, and provide for the well-being of any others, i.e., making sure that everybody is looked after."

- "Community engagement is where people come together as a community for a better future."

- "Becoming involved in community organizations and activities for the betterment of the community."

- "Being aware of what is going on in your community and making time to give back or participate in the issues that matter most to you."

- "Being involved in your community, trying to make a difference. Participating in movements that aim to make your community closely. [Making it] better for all that live there."

- "Community engagement allows information to be passed between the citizens and the community leaders. It gives citizens an opportunity to take part in creating and maintaining the community."

- "Community engagement is a means for citizens to actively partake in bettering their community."

- "Community engagement is more or less where members of a community come together to enhance their environment for the present and the future."

THEME 3: Working together in a group to address a common goal

- "Coming together as a group to form a community in order to achieve a common goal."

- "A group of people with a common goal or need that come together to improve particular aspects of people's lives."

- "Community engagement is the activity involving a community coming together to talk and discuss about issues in the community."

- "Active interest and participation in a community's practices and goals with an aim toward learning, collaboration, and comraderie."

- "Being involved in a group to make the community better in some way shape or form (e.g. clean up, social activities)."

- "Bringing people together for common goals and move forward for a better result and outcome."

- "Community engagement is a process that encompasses members of a community and leaders who work together for sustainable goals."

- "Engage in activities that help people and want to change something about the world we live in."

- "I would define community engagement as an individual or individuals working together to make a positive impact…[and] initiate change in their given community, … when … change is recognized or needed."

- "A community gathering – culture week – feasts."

- "Being engaged in local events and political events."

- "Socializing and [participating in] team sports."

- "The involvement of the community members of all ages in community events and gatherings."

- "Speaking to community members, being involved in community initiatives / events."

- "Participating and volunteering in events organized by community members or organizations."

- "Define it by group actions, for example, "jardins communautaire", walk for earth, activities in local community centers, helping the homeless."

- "I define community engagement as attending events on issues that effect me and my community. Having a discussion with other members in the community on how we can bring about change. Sharing important information concerning social issues online so others can learn about the importance of the issue."

- "Community engagement is getting involved in community events. It could be going to play baseball with your friends, going on the community cleanup, helping out a neighbor."

- "Active participation of community members in activities, conversations and local initiatives."

- "Actively participating in you community in activities you are passionate about to support your own livelihood as well as that of those around you!"

- "Being able to feel connected with other members in your community through events, activities, or collaborations."

- "Being involved in participating in community events & activities as well as giving back to the community from time to time."

- "Community engagement can be defined as a mode of interaction of a group or community through various social activities and events."

- "Initiative taken through municipal, county and regional level organizations to revitalize, sustain and create projects which are beneficial to the economic, cultural and social issues of a certain population."

THEME 5: Having a voice and platform to get involved, promote awareness and help others

- "Making things accessible enough to attract attendance, for example events shouldn't be posted last minute because generally engaged youth have packed schedules. Also events should seek to recognize what other events are occurring simultaneously around the target audience and ensure not to host anything at the same time."

- "Community engagement is a platform for social interaction in order to share knowledge in multiple and interdisciplinary domains."

- "Community engagement is any act that involves engaging directly with the public to improve knowledge of a subject or to raise awareness about issues that directly affect a particular community."

- "Making sure everyone is aware of local and global issues."

- "It is a time and place to brainstorm and make ideas for the community."

- "Groups of people trying to reach members of their community to help, support, and have their opinions and problems heard."

- "Participation in an environment that brings together members of a/many local organization(s) with social justice aims."

THEME 6: Recognizing and tackling existing or emerging community issues

- "Fighting injustices."

- "When there is an issue and the community joins together to fight the issue."

- "Members within a community working together to improve the community. This process involves mobilizing and unifying the community in order to generate grassroots solutions."

- "Making the community a better more equitable place for everyone, solving the problems in the community such as poverty, housing, etc. to create a better community."

- "When the community comes together to fix certain problems, celebrate certain events or simply to just enjoy the place they are living in."

- "Identifying the needs of our community and getting people involved with whom share the same passion. Making a change for example: environment."

- "Getting involved within the community and others like yours to understand, bring to light and explore issues, do things to better your community and others around it."

- "Cooperative participation from all members of a community in which all members have say on future outcome/generating solutions/tackling community issues."

- "Being aware of the important social and community issues, and trying to find solutions as a group. It is informing yourself of what you can do to improve social performance."

- "Community engagement occurs when all residents of an area recognize common issues in a community, and use their resources in an attempt to better their community."

THEME 7: Fostering social cohesion and a sense of belonging

- "Involving yourself in things bigger than yourself."

- "Working with, and for others, in order to create a group collective."

- "A group of people that are working together and create activities to grow a sense of belonging and attachment to the area in which they live."

- "Community engagement increases community cohesion and allows for the community to have ownership over the outcomes that will ultimately impact them."

- "Community engagement is any role you play in helping and supporting the people around you. It's a sense of belonging and being part of something."

- "Community engagement is getting people involved in the activities and initiatives within their communities to foster a sense of togetherness and social cohesion."

- "Community engagement is the recognition that we belong to a collective and are responsible for doing our part to ensure that the collective/community thrives. One way of doing this is to offer our talents, time, resources to a community to which we feel connected."

- "Feeling a sense of belonging with others in your sphere. Meeting and welcoming new people. Supporting + being supported by people around me."

- "Having friends nearby and sharing a sense of solidarity with those friends."

- "Help bring people together, break isolation, so that they have a sense of belonging."

- "Working together to improve your community; the people and area around you. Giving time and resources to better the situation of your community and to improve the feeling of belonging. Building a better community for the future."

THEME 8: Doing volunteer work / Volunteering in community organizations

- "Volunteering and participating in helping you community with people of your community."

- "It is volunteering in your community and participating in what your community has to offer."

- "A way to help the community without asking any money back for your services."

- "Being involved in your community like volunteering your time and effort for an event your community put together."

- "Community engagement is basically making your voice heard, and everyone listens. Your opinions and knowledge are taken in."

- "Contributing one's time to the betterment of one's own community through volunteer work. Giving back to the community through engaging with the collective."

- "Involved with the community and giving your time without expecting anything in return."

- "My opinion of what community engagement means in being involved in your own community such as volunteer work or just taking part in the evolving of your community."

Youth Participation in Community Engagement Activities

After defining what community engagement is, youth were asked if they had taken part in any community engagement activities in the past year. A total of 471 youth answered this question and 266 of them (56.5% of youth respondents) indicated 'Yes' – they had participated in community engagement activities. Nearly half of these youth (48.5%) who reported community engagement were involved for 1 to 2 hours per week (on average) in activities. Less than one in five youth contributed 3 to 4 hours per week whereas 8.6% of youth were involved for 20 hours or more (on average).

Table 6. Youth Participation in Community Engagement Activities

Participated in Community Engagement Activities in Past Year	Respondents	% Sample
Yes	266	56.5%
1 to 2 hrs/wk	129	48.5%
3 to 4 hrs/wk	50	18.8%
5 to 9 hrs/wk	30	11.3%
10 to 19 hrs/wk	8	3.0%
20 or more hrs/wk	23	8.6%
Did not report hours/wk	26	9.8%
No	205	43.5%
Valid n=471		

Youth who responded "Yes" to the community engagement question were asked what types of activities they participated in. 245 out of 266 youth respondents (92%) provided more detailed information. Again, several themes (not mutually exclusive) emerged from this analysis (using NVIVO) and included:

1. Volunteering (n=132 or 54%)

2. Helping others in need (e.g., seniors, vulnerable persons) (n=61 or 25%)

3. Engaging in sports and leisure activities (n=57 or 23%)

4. Organizing / holding community events and festivals (n=41 or 17%)

5. Fundraising (n=18 or 7%)

6. Participating in theatre productions / festivals / cultural events (n=19 or 8%)

7. Participating in protests / strikes / parades / activism (n=22 or 9%)

8. Participating in a community group / forum / program (n=38 or 16%)

The following is a sample of the types of community engagement activities that youth participated in over the course of the past year according to the themes identified above.

Due to the sensitive information provided by youth for this survey question, sample responses are limited to those that do not indicate a specific individual, organization and/or community.

THEME 1: Volunteering

- "Art organizations, volunteering for community events and organizations working with people with disabilities."

- "Collaborate to help youth. Work with many associations to be sure that they have someone to help them when we leave."

- "Community garbage clean up, community discussions, volunteering in various activities or events."

- "I was part of a Youth exchange during which we did volunteer work. I have also volunteered at the senior center [organization name omitted]. "

- "I've volunteered to help to elderly learn technology."

- "Volunteer at children's school; fundraising and parent committee at daughter's choir."

- "Volunteer at senior home and church group."

- "Volunteer for academic conferences, cleaning parks during summer."

- "Volunteering at neighbourhood community centre; providing information referrals and helping to plan community events."

- "Volunteering for a non-profit organization, running protest (Bill 21+ Climate), volunteering for churches, humanitarian protects."

- "Writing to my MNA and City Councillors. Volunteering at community organisations."

THEME 2: Helping others in need (e.g., seniors, vulnerable persons)

- "Delivering meals in the street."

- "Benefit dinners, fundraising, surveying children in activities, feeding [homeless] people."

- "Teaching elder[ly] how to use computers."

- "As a community member, I spend my time engaging communities around me working towards bettering them and helping to offer services and opportunities to residents in those communities (teens & seniors)."

- "I have done a lot of mental health work in my community."

- "Intergenerational activities and social outings to reduce isolation in English-speaking seniors."

THEME 3: Engaging in sports and leisure activities

- "[Participated in] Hockey/Soccer tournaments."

- "Hockey, Square dancing, Teaching Teenagers."

- "Translator in an English summer camp for kids and to coach young children (basketball)."

- "Hockey tournaments, carnivals, Canada day [activities], community clean up."

- "Volunteering in sports organizations, using public facilities for community activities, community events held by the city."

- "Coach a hockey team as a volunteer."

- "I … played hockey [name of league omitted]. Power skating for the community, to improve their skills. Helped … to teach the kids."

- "I volunteered at [location name omitted] classic hoops tournament I also volunteer at my school to help my communities teachers."

- "Getting students involved in a physical healthy lifestyle and creating connections through the sport of dragon boat."

THEME 4: Organizing / holding community events and festivals

- "Developing partnerships, volunteering, attending + running conferences."

- "Organizing community events & attending other community events."

- "Environmental workshops and seminars, environmental related volunteer opportunities, civic engagement initiatives, leadership training."

THEME 5: Fundraising

- "Fundraising events for cancer research, social events for specific target audiences."

- "I have been involved in development projects to improve the socio-economic situation of our regions, have volunteer on the recreation committee and have participated in local activities."

THEME 6: Participating in theatre productions / festivals / cultural events

- "Community festivals, charity softball tournaments, consultations, family days, etc."

- "Various councils (activism, political, social, etc.), volunteering, theatre productions."

- "Creating film nights for film lovers. Becoming President of the [name of association omitted]. Creating a communal garden and community between tenants in my apartments."

- "Fashion show, Canada day, Aboriginal day, Community Easter hunt."

THEME 7: Participating in protests / strikes / parades / activism

- "Environmental activism to clean up a local neighbourhood [location omitted], establishing good neighbour practices between … students and their neighbours."

- "Environmental activism, environmental education, volunteering at summer camp."

- "Working with animal charities."

- "Plant trees, protest against climate change."

- "Political campaigning and student democracy participation."

- "Student politics, strikes, event planning, advocacy work."

- "Various activities for the LGBT+ community such as petitioning to get a gender-neutral washroom."

- "Various environmental efforts, engaging developmentally disabled community, LGBTQIA+ activism, reconciliation efforts, addiction recovery."

- "English clubs, community meals at local churches, leadership retreat, summer class, book club."

- "I have worked in a project to reduce stress in my school, I helped out younger students of my school to succeed and to do better at school and I run an Instagram account with my friends to raise awareness on environmental issues."

- "Student government at school, clubs, volunteering, helping out with the federal elections, going to fundraisers, supporting organizations and causes I am passionate about, etc."

- "I was apart of the leadership program in my school, so I helped in many different activities of teaching the younger generation how to be a leader and how to make the world a better place, as well as giving them a platform to present on via Ted X Talks Stage."

- "Various councils (activism, political and social, etc.), volunteering, theatre productions."

- "Community garden and dance classes."

- "Taking ownership in our condo committee as a member to ensure the well-being of the owners, renters, living area as well as the outdoor space to ensure safety, security and environmentally conscious behaviours."

Rewards of Community Engagement

The next survey question with regard to youth engagement in their communities asked: "What do you find are the most rewarding aspects of community engagement?" All respondents were provided this question, regardless of whether or not they actually participated in community engagement activities in the past year. For those youth who did not participate, the question was slightly reworded as follows: "What do you think are the most rewarding aspects of community engagement?"

A total of 303 youth responded to this open-ended question on the rewarding aspects of community engagement. Five themes were identified from this analysis (using NVIVO) and included:

Several themes emerged from the qualitative analysis and included:

1. Having a good feeling (i.e., sense of belonging or purpose, pride, engagement, feelings of joy and helpfulness, appreciation from others) (n=106 or 35%)

2. Meeting and connecting with people, building friendships (n=101 or 33%)

3. Helping people and contributing to society / community (n=99 or 33%)

4. Seeing changes in the community and making a difference (n=58 or 19%)

5. Getting tangible benefits (e.g., knowledge, job opportunities, leadership skills) (n=32 or 11%)

A sample of the benefits received from community engagement as perceived by youth are reported below according to these five themes:

THEME 1: Having a good feeling (i.e., sense of belonging or purpose…)

- "Having pride in yourself and feeling accomplished."

- "Self-actualization, value searching or values implementing."

- "A sense of [belonging] and attachment to my surrounding environment/broader culture."

- "The sense of belonging and community that is fostered."

- "Eye opening experiences + sense of community/belonging."

- "Knowing you are doing some good to your community and helping it out."

- "Feeling connection to the community and knowing you are contributing."

- "Feeling good for the help you provided, feeling like you accomplished something important in your day, seeing people [with] smiles on their faces after you helped/supported them."

- "Being active and involved in activities; Being able to "do good", contribute, give (back) to the community/ other people."

- "Gain an immense sense of purpose when you dedicate the appropriate time in your community."

- "When people come up to you to tell you how much you have helped them or made them feel a certain emotion (joy)."

THEME 2: Meeting and connecting with people, building friendships

- "Meeting other people; Community connection."

- "Meeting new people and making a difference in communities."

- "Feel energized, inspired. Love meeting new people."

- "Volunteer, meet new people, gain new skills, etc."

- "Developing and network and gaining experience."

- "I find social interaction implicit in community engagement as being its most rewarding aspect."

- "A strong sense of community, making new friends, with similar interests."

- "Meeting new people, seeing different things and warning and feeling part of something bigger."

- "The joy of giving back [and] connecting with people from all walks of life. Service – Connection – Belonging."

- "Seeing the community as a whole develop and benefit from it, developing new connections an meeting like minded youth."

- "Seeing the difference it makes in the community, and working with and meeting new people. Stepping out of your comfort zone."

THEME 3: Helping people and contributing to society / community

- "A sense of fulfillment, seeing the fruits of your labour ripen, being able to play an active and essential role in the functioning of the community and having a significant impact on others lives and day to day events."

- "Knowing that I helped my community when it needed support and [seeing] the happy faces of the people."

- "To help more people, to give [to] them, to be attentive [to] their situation. To learn, know more about myself…"

- "If I feel I am providing a real service to people, that's rewarding."

- "The feeling of being able to change the world we live in with small steps."

- "Youth engagement and senior engagement Knowing that you utilized your own social capital to aid those who would not otherwise have certain opportunities."

THEME 4: Seeing changes in the community and making a difference

- "Feeling like you are a part of change."

- "Feeling as though you are making a difference, feeling included in the broader community."

- "Seeing the partnerships develop to better serve the populations [in the] community… Seeing peoples lives being improved."

- "Making a visible change, seeing the smile on people's faces; knowing that I've done good from someone else."

- "Making positive change and being part of a strong community and meeting good people."

- "Knowing I make a positive change in some people's lives."

THEME 5: Getting tangible benefits (e.g., knowledge, health, job opportunities, leadership skills)

- "I learn leadership [and] communication [skills]."

- "I will help the futur[e] and … goals like college applications."

- "Learning new things, [getting] out of your comfort zone."

- "Finding new information about your society to find job, etc."

- "Caring about the same thing w/ cool people. Watching something else change or grow. Seeing where other people's knowledge fill in your gaps of knowledge."

- "Learning; being able to learn about local structures and practices that differ from my own, meeting people who impact life lessons to me. 'Doing good' [and] being able to make the surrounding space better for oneself and others."

- "Been involved improves my mental health and my confidence. I love being surrounded by other people who care about similar issues."

Information Sources

Youth were queried about where they get most of their information about activities that are taking place in their community. A total of 311 youth responded to this open-ended question; several sources were mentioned to include the following:

1. Online and via social media (especially Facebook) (n=226 or 73%)

2. By word of mouth (n=92 or 30%)

3. Through friends and family members (n=63 or 20%)

4. At school or the workplace (n=50 or 16%)

5. Newsletters, bulletins, posters and pamphlets (n=32 or 10%)

6. Via community and social groups (n=23 or 7%)

The majority of youth mentioned multiples sources of information gathering. A representative sample of responses provided by youth are presented below:

- "At CEGEP, local newspaper."

- "Local youth center."

- "Facebook or CBC radio, social network (word of mouth)."

- "Friends and family, school and sometimes social media."

- "CJAD, Facebook posts by sponsored posts + friends, CTV & Global Montreal Local News, School.

- "Through the community organizations, social media, word of mouth, and posters/flyers."

- "Community radio, newspaper, social media, word of mouth."

- "E-mail lists sent to my employee account at the students' society."

- "School postings; Facebook; friends; newsletters."

- "Facebook, twitter, email, list servers, bulletins, forums, [sp] events."

- "People I talked to, signs around town."

- "Friends, teachers, connections: Posters."

- "Church and newsletters."

- "Hockey rink."

- "News bulletins, billboards, social media."

- "Le Devoir -Facebook - Word of mouth -La Presse."

- "Media or talking to other members of my community."

- "From newsletters dispersed in the mail and outdoor ads and informational posters."

- "Local newspapers, local social media pages & groups, advertisements around town, info from friends & family."

- "From other community mentors, and social media posts."

- "By the FM [radio], local school, from local stores."

- "The YMCA and school."

- "University classes."

- "Through e-mail chains form various organisations, federal, local, provincial…"

- "School and sometimes my mother found me a places where I can go offer my help."

- "School/parents (my mother organizes a lot of volunteering at work and I tag along)."

- "Online (social media networks (Buzzfeed, e-mail chains, etc.), posters, magazines."

- "Newsletters, Instagram, posters, billboards, word of mouth."

- "Community council, community centre, food dept."

- "Email, Facebook and connections (friends)."

- "Generally from other members who are engaging in community activities or through platforms such as Facebook, etc."

- "Network of people I know. Local news. Internet. Word of mouth."

Opportunities for Youth to Get Involved in the Community

Youth were asked whether or not they felt there were ample opportunities for them to get involved in their communities (see Table 7). Just over half of youth (52%) responded affirmatively and more than one in four youth (27%) were not sure or did not know if there were opportunities for youth engagement in their communities. According to the gender-based analysis (see Appendix A), males and non-binary individuals were more likely to perceive opportunities for community engagement (58% for males and 62% for non-binary individuals compared to 48% for females).

Table 7. Perceived Opportunities for Community Engagement by Youth

Do you feel there are currently enough opportunities for you to get involved in your community?	Respondents	% Sample
Yes	175	51.9%
No	72	21.4%
Not sure / I don't know	90	26.7%
Valid n=337		

Among those respondents who were not sure or did not know if youth engagement opportunities existed in their communities, there were mixed reactions. For instance, one respondent wrote: "Yes & No (need more funding for projects)" while another added "Yes and Not Sure/I don't know. Hard to answer. There are tons of opportunities to get involved with…my neighbors, [b]ut there is not much for the trans/queer community." One individual felt there were plenty of volunteer opportunities, but not many opportunities for employment: "Yes. Volunteer opportunities. No. Job opportunities." And another English-speaking respondent explained: "Yes, outside QC, but no[t] in QC because I have an accent when I speak French, so I am excluded from a lot of opportunities because I sound like a 'foreigner'."

Motivational Factors Getting Youth Involved

Table 8 presents information on the factors that motivate youth to participate in civic engagement. As seen in the table, a personal goal is the most motivating factor for getting youth involved and was selected by 44 percent of youth. Noticing a problem at school (43%) and/or a posting online, at school or in the community (39%) were also strong motivating factors. Inspirational figures (28%) and media stories (20%) were also selected by smaller numbers of youth as motivational factors. The gender-based analysis presented in Appendix A shows relatively consistent motivations across gender; the only exception is in regard to males, who were less likely than other gender identities to be motivated by a posting at school.

Table 8. Factors Most Likely to Get Youth Involved in Their Community

Most likely to get youth involved in their local community	Respondents	% Sample
A personal goal	177	44.1%
Noticing a problem in the community	172	42.9%
A posting (online/at school…)	155	38.7%
An inspirational figure	114	28.4%
A media story	78	19.5%
None of the above	33	8.2%
Other	16	4.0%
Valid n=401		

Other reasons for youth to get involved in their community included: "A mix of both personal goal and a problem in community," "Being part of a plan with a clear goal," and "Knowing someone (friends/ family) involved in the community." One respondent added: "If I felt like I had the skills that were needed and there was an easy opportunity to contribute," and another stated that they would get involved if they felt they could make a difference in their community: "Knowing that it would make a difference."

STUDY RECOMMENDATIONS

Recommendation #1: *Clearly define the broad concept of "community engagement" and promote awareness of opportunities for youth to engage in their communities. An on-line directory or community bulletin board could help with these efforts by inventorying upcoming events and opportunities for youth civic engagement within the English-speaking community of Quebec.*

When asked to define the concept of "community engagement", only five percent of youth defined it in terms of "volunteering" behaviors; however, when asked to describe the types of community engagement activities they had participated in over the past year, the majority of youth (54%) made reference to volunteering. This discrepancy may be due to a lack of understanding of what community engagement is and how it applies to youth in their specific contexts. Indeed, many youth may have participated in community engagement activities without realizing it. This was evident during the pilot study where 26 out of 35 youth respondents (74%) reported participating in community engagement activities in the past year when in fact all 35 respondents had just participated in a youth workshop and community engagement activity led by Y4Y at the Montreal Museum of Fine Arts. In reality, all 35 youth respondents in the pilot survey were community engagement participants, but only 3 out of 4 recognized it.

Recommendation #2: *Organizations serving the English-speaking youth community in Quebec should develop strong social media platforms in effort to engage with youth from across the province, especially in remote regions. An on-line data visualization tool has been created to identify what media channels youth access regularly in various Quebec regions and is currently available [here](.).*

This study found that certain social media channels were used ubiquitously by youth to connect with other youth and find out information about what is going on in their community (e.g., Instagram, YouTube, Facebook, etc.). However, certain media channels were accessed more regularly than others depending on the Quebec region where youth resided. For instance, while 100 percent of youth surveyed from the Capitale-Nationale region used Facebook (with 25 percent using it regularly for an hour or more a day), only 27 percent of youth in Laval reported using Facebook (and only 3 percent use it regularly). This information is important for community-based organizations trying to connect with youth in Laval, which would have limited success if relying of Facebook posts. They would be better advised to post messaging on Instagram, YouTube or Snapchat – social media platforms accessed by the majority of youth from Laval.

Recommendation #3: *Following the above two recommendations, organizations serving English-speaking youth in Quebec should promote better awareness of opportunities for youth civic engagement in their communities. This should include activities that involve the French-speaking youth community.*

While a slight majority of youth surveyed were aware of opportunities to get involved in their community, about one fourth of youth respondents felt there were not ample opportunities for civic engagement and another fourth of youth were not sure if these opportunities existed or not. Youth awareness of community engagement opportunities also varied by Quebec regions. For instance, while 56 percent of youth from Montreal felt there were ample opportunities for engagement, only 39 percent of youth from the Estrie region agreed. Setting up community group pages on social media that are run for and by youth may be one way of ensuring that a large and diverse number of youth are reached and are getting up-to-date information on how to become active members in their communities.

APPENDIX A. GENDER-BASED ANALYSIS (GBA) OF KEY FINDINGS

Table 9.1

Media Channels (MALES)	% Users	Under 30 min/day	30 min to 1hr./day	1-2 hrs./day	3+ hrs./day	Does not use	Total Respondents
YouTube	89%	14%	23%	23%	29%	19	173
Instagram	86%	18%	36%	21%	12%	25	182
Snapchat	68%	30%	14%	12%	12%	56	177
Facebook	65%	30%	20%	9%	5%	66	186
Conventional media (broadcast and cable TV, radio, etc.)	63%	29%	17%	12%	5%	67	179
Print media (newspapers, magazines, newsletters, books, pamphlets, etc.)	50%	30%	12%	3%	4%	91	181
Chat forums	43%	26%	7%	9%	2%	102	180
News apps	43%	18%	19%	5%	2%	101	177
Podcasts, streaming services	39%	19%	8%	9%	3%	110	180
Twitter	32%	23%	4%	3%	2%	121	178
Other media	22%	11%	4%	4%	3%	94	121
LinkedIn	23%	18%	3%	1%	1%	137	177

Table 9.2

Media Channels (FEMALES)	% Users	Under 30 min/day	30 min to 1hr./day	1-2 hrs./day	3+ hrs./day	Does not use	Total Respondents
Instagram	94%	18%	31%	26%	18%	17	271
YouTube	85%	28%	19%	19%	19%	36	243
Facebook	80%	32%	22%	20%	6%	55	271
Snapchat	76%	25%	19%	15%	17%	64	262
Conventional media (broadcast and cable TV, radio, etc.)	59%	20%	20%	12%	7%	108	265
Print media (newspapers, magazines, newsletters, books, pamphlets, etc.)	56%	31%	14%	10%	2%	115	263
News apps	40%	22%	13%	4%	2%	158	262
Podcasts, streaming services	39%	17%	11%	7%	3%	162	264
Twitter	36%	25%	6%	3%	2%	168	261
LinkedIn	31%	25%	4%	1%	0%	177	257
Other media	24%	12%	5%	5%	3%	148	195
Chat forums	24%	16%	7%	2%	0%	197	259

Table 9.3

Media Channels (NON-BINARY)	% Users	Under 30 min/day	30 min to 1hr./day	1-2 hrs./day	3+ hrs./day	Does not use	Total Respondents
YouTube	67%	17%	11%	17%	22%	6	18
Instagram	65%	20%	15%	15%	15%	7	20
Facebook	62%	14%	10%	14%	24%	8	21
Snapchat	57%	19%	14%	10%	14%	9	21
Conventional media (broadcast and cable TV, radio, etc.)	57%	24%	10%	14%	10%	9	21
Print media (newspapers, magazines, newsletters, books, pamphlets, etc.)	52%	29%	5%	10%	10%	10	21
Other media	50%	25%	0%	0%	25%	8	16
Podcasts, streaming services	48%	24%	10%	5%	10%	11	21
Chat forums	35%	30%	0%	5%	0%	13	20
News apps	33%	19%	10%	0%	5%	14	21
Twitter	33%	14%	10%	10%	0%	14	21
LinkedIn	20%	20%	0%	0%	0%	16	20

Media Channels Used by Quebec Youth

Media Channel	Non-Binary	Females	Males	Total
Other media	50%	24%	22%	25%
LinkedIn	20%	31%	23%	27%
Chat forums	35%	24%	43%	32%
Twitter	33%	36%	32%	34%
Podcasts, streaming services	48%	39%	39%	39%
News apps	33%	40%	43%	41%
Print media	52%	56%	50%	54%
Conventional media	57%	59%	63%	60%
Snapchat	57%	76%	68%	72%
Facebook	62%	80%	65%	73%
YouTube	67%	85%	89%	86%
Instagram	65%	94%	86%	90%
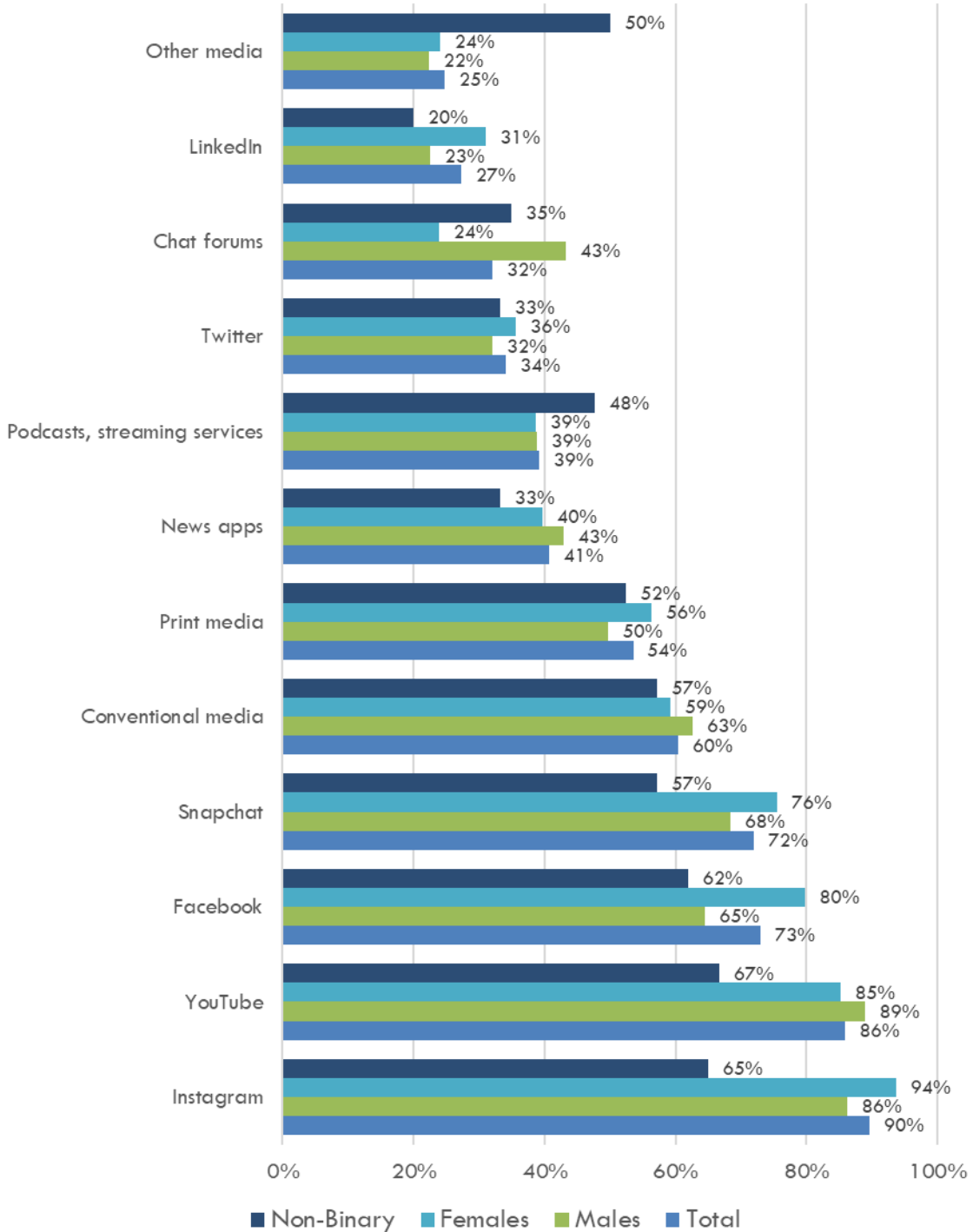
Table 11.1

Main Reasons for Using Social Media (Male)	Respondents	% Sample
Connecting with friends	159	82.0%
Entertainment	148	76.3%
General knowledge	102	52.6%
Staying informed about global news	86	44.3%
Staying informed about local news	81	41.8%
Activism	28	14.4%
Self-promotion / networking	24	12.4%
Other reason	6	3.1%
Valid n=194		

Table 11.2

Main Reasons for Using Social Media (Female)	Respondents	% Sample
Connecting with friends	255	91.1%
Entertainment	240	85.7%
General knowledge	129	46.2%
Staying informed about global news	135	48.2%
Staying informed about local news	125	44.6%
Activism	54	19.3%
Self-promotion / networking	63	22.6%
Other reason	16	5.7%
Valid n=280		

Table 11.3

Main Reasons for Using Social Media (Non-Binary)	Respondents	% Sample
Connecting with friends	16	84.2%
Entertainment	13	68.4%
General knowledge	13	68.4%
Staying informed about global news	8	42.1%
Staying informed about local news	7	36.8%
Activism	11	57.9%
Self-promotion / networking	5	26.3%
Other reason	4	21.1%
Valid n=19		

Main Reasons Why Youth Use Social Media

Legend:
- Connecting with friends
- Entertainment
- General knowledge
- Staying informed about global news
- Staying informed about local news
- Activism
- Self-promotion / networking
- Other reason

Total:
- Connecting with friends: 87%
- Entertainment: 81%
- General knowledge: 49%
- Staying informed about global news: 46%
- Staying informed about local news: 43%
- Activism: 19%
- Self-promotion / networking: 19%
- Other reason: 5%

Males:
- Connecting with friends: 82%
- Entertainment: 76%
- General knowledge: 53%
- Staying informed about global news: 44%
- Staying informed about local news: 42%
- Activism: 14%
- Self-promotion / networking: 12%
- Other reason: 3%

Females:
- Connecting with friends: 91%
- Entertainment: 86%
- General knowledge: 46%
- Staying informed about global news: 48%
- Staying informed about local news: 45%
- Activism: 19%
- Self-promotion / networking: 23%
- Other reason: 6%

Non-Binary:
- Connecting with friends: 84%
- Entertainment: 68%
- General knowledge: 68%
- Staying informed about global news: 42%
- Staying informed about local news: 37%
- Activism: 58%
- Self-promotion / networking: 26%
- Other reason: 21%

Table 12.1

Participated in Community Engagement Activities in Past Year (MALES)	Respondents	% Sample
Yes	86	47.8%
1 to 2 hrs/wk	37	43.0%
3 to 4 hrs/wk	19	22.1%
5 to 9 hrs/wk	11	12.8%
10 to 19 hrs/wk	3	3.5%
20 or more hrs/wk	7	8.1%
Did not report hours/wk	9	10.5%
No	94	52.2%
Valid n=180		

Table 12.2

Participated in Community Engagement Activities in Past Year (FEMALES)	Respondents	% Sample
Yes	169	63.3%
1 to 2 hrs/wk	89	52.7%
3 to 4 hrs/wk	27	16.0%
5 to 9 hrs/wk	18	10.7%
10 to 19 hrs/wk	5	3.0%
20 or more hrs/wk	13	7.7%
Did not report hours/wk	17	10.1%
No	98	36.7%
Valid n=267		

Table 12.3

Participated in Community Engagement Activities in Past Year (NON-BINARY)	Respondents	% Sample
Yes	9	47.4%
1 to 2 hrs/wk	2	22.2%
3 to 4 hrs/wk	3	33.3%
5 to 9 hrs/wk	1	11.1%
10 to 19 hrs/wk	0	0.0%
20 or more hrs/wk	3	33.3%
Did not report hours/wk	0	0.0%
No	10	52.6%
Valid n=19		

Youth Participation in Community Engagement Activities in the Past Year

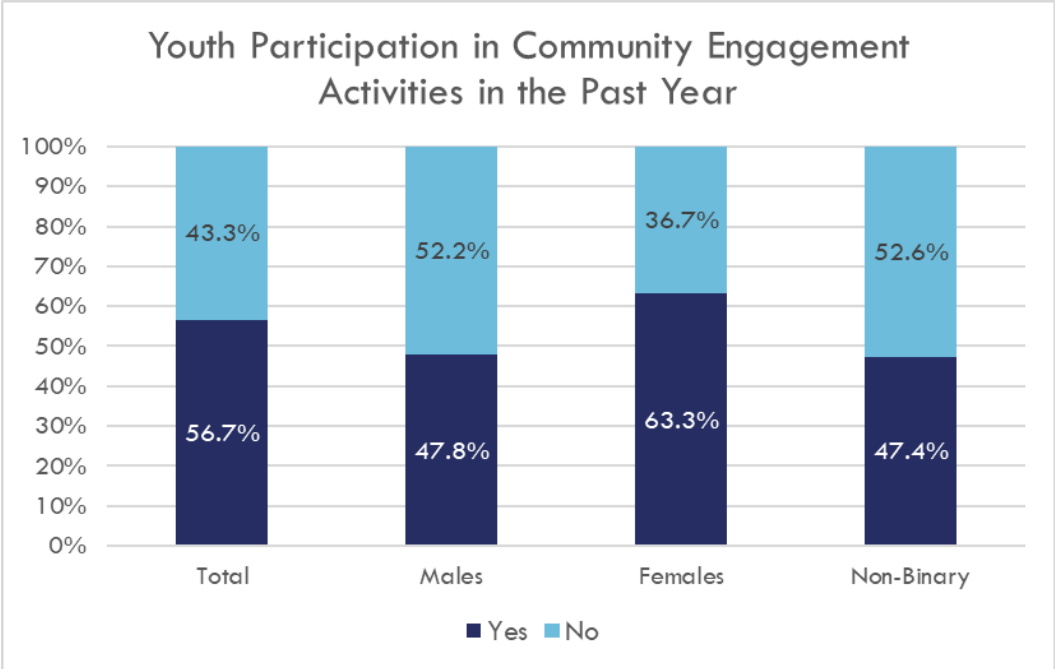|	Yes	No
Total	56.7%	43.3%
Males	47.8%	52.2%
Females	63.3%	36.7%
Non-Binary	47.4%	52.6%

Table 13.1

Do you feel there are currently enough opportunities for you to get involved in your community? (MALES)	Respondents	% Sample
Yes	68	58.1%
No	17	14.5%
Not sure / I don't know	32	27.4%
Valid n=117		

Table 13.2

Do you feel there are currently enough opportunities for you to get involved in your community? (FEMALES)	Respondents	% Sample
Yes	97	47.5%
No	53	26.0%
Not sure / I don't know	54	26.5%
Valid n=204		

Table 13.3

Do you feel there are currently enough opportunities for you to get involved in your community? (NON-BINARY)	Respondents	% Sample
Yes	8	61.5%
No	2	15.4%
Not sure / I don't know	3	23.1%
Valid n=13		

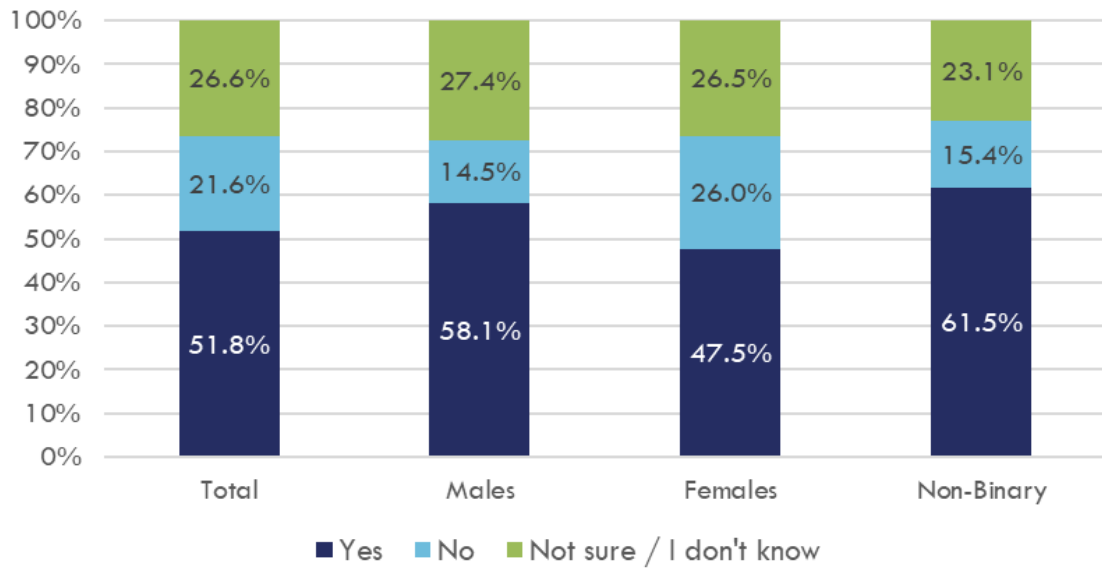Youth Perceptions of Available Opportunities for Getting Involved in the Community

Table 14.1

Most likely to get youth involved in their local community (MALES)	Respondents	% Sample
A personal goal	66	45.5%
Noticing a problem in the community	59	40.7%
A posting (online/at school…)	43	29.7%
An inspirational figure	45	31.0%
A media story	27	18.6%
None of the above	14	9.7%
Other	5	3.4%
Valid n=145		

Table 14.2

Most likely to get youth involved in their local community (FEMALES)	Respondents	% Sample
A personal goal	104	44.1%
Noticing a problem in the community	106	44.9%
A posting (online/at school…)	104	44.1%
An inspirational figure	63	26.7%
A media story	48	20.3%
None of the above	16	6.8%
Other	7	3.0%
Valid n=236		

Table 14.3

Most likely to get youth involved in their local community (NON-BINARY)	Respondents	% Sample
A personal goal	7	43.8%
Noticing a problem in the community	6	37.5%
A posting (online/at school…)	7	43.8%
An inspirational figure	6	37.5%
A media story	2	12.5%
None of the above	2	12.5%
Other	4	25.0%
Valid n=16		

Motivational Factors for Youth to Get Involved in their Communities

Y4Y Québec
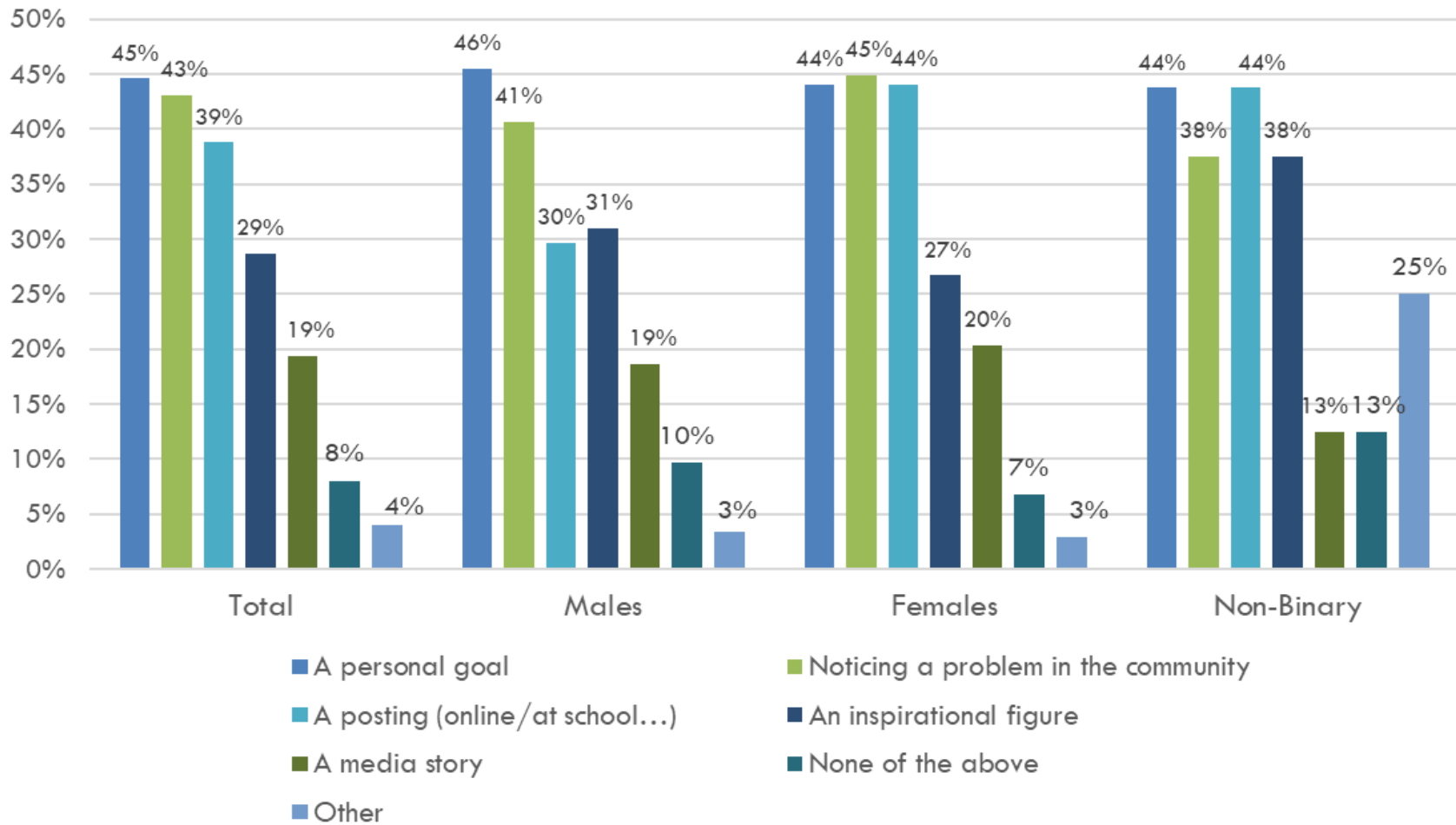
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Black Community Resource Center
CBC News
NDG YMCA
NDG Community Council
Townshippers' Association
Coasters' Association
Committee for Anglophone Social Action (CASA)
East Island Network for English Language Services (REISA)
Quebec Community Groups Network (QCGN)
Lennoxville Youth Center
Phelps Helps
Office of the Commissioner of Official Languages (OCOL)
African Canadian Development and Prevention Network (ACDPN)
North Shore Community Association (NSCA)
Community Economic Development (CEDEC)
Community Health and Social Services Network (CHSSN)
Coasters Association
Neighbours Association
Centre des Organismes Communautaires (COCO)
DESTA Black Youth Network
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4-H
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Playwright's Workshop
Sun Youth
Vision Gaspé-Percé Now (VGPN)
Ricochet/Action jeunesse de l'Ouest-de-l'Île (AJOI)
NDG Art Hive
Maître chez vous
Apathy is Boring
Headstrong
Centre St-Pierre
WE Matter Campaign

Cégep de la Gaspésie
Dawson Boys and Girls Club
Dawson Student Union
Bishops Student Union
Laurentian College Student Union
Concordia University
Laval Senior Academy
Golden Valley High School
Centennial Regional High School
JFK High School
Pontiac High School

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BEST PRACTICES IN COMMUNITY ENGAGEMENT FOR THE ENGLISH-SPEAKING YOUTH POPULATION IN QUEBEC

March 31, 2020

This report was prepared by Paul Holley, Research Consultant on behalf of Y4Y Quebec

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