

## A Model of Civic Education in Canada

Sri Hidayati<sup>1</sup>, Suharno<sup>2</sup>

<sup>1</sup>Pancasila and Citizenship Education, Yogyakarta State University, Yogyakarta, Indonesia

<sup>2</sup>Lecturers, Faculty of Social Sciences, Law and Political Sciences, Yogyakarta State University, Yogyakarta



**ABSTRACT:** This article discusses the teaching model of civics education and the structure and content of the civics education curriculum in Canada. Aims to provide an understanding of the teaching model of civic education in Canada as well as the structure and learning model in Canada both in school and out of school for the younger generation as well as the teaching the concept of citizenship for immigrants is done through a comprehensive and inclusive approach. a comprehensive and inclusive approach. For local residents, civic education civic education is designed to form citizens who are aware of their rights, responsibilities as citizens, appreciate diversity and participate in society. in society. While civic education instruction for immigrants is supported by government content of the civic education curriculum in Canada. The research method used is a literature study with a qualitative approach that describes descriptively, secondary data sources in the form of relevant literature in the form of books and various journal articles used to support research. Results research showed that the teaching of civic education learning model civic education -funded organizations, service providers, community centres, and housing agencies, it aims to help immigrants understand their rights, culture, responsibilities, and responsibilities in Canada. housing agencies aims to help immigrants understand their rights, culture, and responsibilities in Canada. The content of the civics education curriculum in Canada is governed by section 93 of the Canadian Constitution Act 1867, exclusive legislative responsibility for education is given to the provinces and territories. Although there are differences in teaching and curriculum content, they share the goal of providing students with the opportunity to learn about citizenship from a variety of perspectives. from a variety of perspectives.

**KEYWORDS:** Civic Education, Civic Teaching Model, Education Curriculum in Canada

### I. INTRODUCTION

Education is one of the most significant things in the life of a nation of education, education as a media strategy in referring to the quality of human resources. Education is the most important part for the continued development and progress of a country (Toni Nasution, et al, 2022). education civics or citizenship education is broadly interpreted to include preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparation process. that preparation process. Another term for citizenship is social sciences, studies, social, world studies, society, study of society, life, skills, and moral education and moral education. This area also has links to subjects and curriculum options, including history, geography, economics, law, politics, environmental studies, and the like. including history, geography, economics, law, politics, environmental studies, value education, religious studies, languages and science (David Kerr, 1999). In essence, Civics will educate citizens and is related to the goal of educating citizens and building civic responsibility (David Kerr, 1999). and build citizen responsibility (Chris Apandie and Silvia Rahmelia, 2020). Rahmelia, 2020). The implementation of civic education has two approaches namely minimum and maximum in the civic education continuum line according to (David Kerr, 2002). According to (David Kerr. 2002), the minimal approach tends to have a narrow view of citizenship, limiting certain interests and being formal. While the maximum approach has a broader view of citizenship, inclusive and proactive. More teaching methods are used including discussion, independent projects, student interaction and participatory experiences.

The reform of civic education has generated great enthusiasm among educators, political circles and the general public. among educators, political circles and the general public. In response to social trends social trends relating to the decline in public knowledge and participation undermining democratic citizenship and threatening the possibility of creating a good government democratic that meaningful democratic government, the advocates education have responded to the rise of democracy by arguing that revitalization of the civics curriculum is essential (Cosmo Howard and Steve Patten, 2006). According to Juhwan kim Education

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in Canada faces several terms often used to define good citizenship, diversity, multiculturalism, pluralism and multicultural mosaic are broadly themes that are propagated. While the notion of citizenship is changing due to historical history and politics in and around Canada, these terms serve as important meanings that shape a particular cohesive that shape a certain kind of social cohesion underlying a specific vision of identity in Canada. identity in Canada. in this context there are no divergent views about the signifiers primarily the underlying assumptions and logics embedded in the Alberta provincial curriculum. Alberta's provincial curriculum provides opportunities for all students to delve into and gain valuable insights into the linguistic duality and cultural diversity that shapes Canadian identity (Alberta education, 2017, p. 11). Citizenship education in Canada is designed to help all citizens, including immigrant and local communities, understand their rights and responsibilities as citizens. local communities to understand their rights and responsibilities as citizens. Of course, there are differences in the teaching used for immigrant and local communities such as immigrant and local communities such as the different teaching objectives, curricula and approaches used approach.

Various jurisdictions have their own definition of citizenship and courses or models. Although the basics of the constitution and its elements such as the system of government, the organization of the state, political rights and active citizenship, are structured in the same way, there are state organization, political rights and active citizenship, are structured in the same way, there are differences in what will be prioritized and included, in some jurisdictions, civic education includes elements of morals and traditional or national values. national values. Values such as tolerance justice diversity and patriotism can be incorporated into civic education programs. Depending on the culture politics and history of the country, the topics of traditional or national morals and values vary in how important they are to the civics curriculum. how important they are in the civics curriculum. Some countries emphasize the rights and duties of citizenship in a democratic society, while others emphasize the formation of national identity and state loyalty. Provinces have full legislative power over education under section 93 of the Canadian Constitution Act, 1867, which states that (1) "There is no federal department of education and no integrated national education system." (2) In the 13 provinces and territories of jurisdiction, "the department or ministry of education shall be responsible for the organization, delivery, and assessment of education at the primary and secondary levels." (3) Each province and territory has a federal department of education. (3) Each province and territory has established laws, policies, programs, curricula and practices for primary and secondary education systems that best reflect the history, culture and learning needs of its population. (4) Each province and territory has its own Education Act that typically regulates the kindergarten to grade 12 education system (1 Constitution Act, 1867).

Under this law, the provincial minister of education has the authority to issue education standards, curriculum guidelines and to establish codes of conduct governing school behavior, which may include provisions on civic education. There are also important differences between the jurisdictions (Law Library, 2020). This article therefore focuses on the civics teaching model in Canada and the teaching structure and curriculum content of civics education studies. and the teaching structure and curriculum content of civic education studies in Canada.

## II. METHODS

The research method used in this research is literature research, where the theoretical issues discussed in this paper will be studied. The approach This approach involves collecting, reviewing, and interpreting various literature sources that are relevant to the research topic. The theoretical studies taken as references in this paper this paper are from books related to the research topic, relevant scientific research journals and sources from relevant scientific research journals as well as sources from internet websites to present a case. that occurred. The research method used in this study is literature research, where the problems discussed in this writing will be studied theoretically. This approach involves collecting, reviewing, and interpreting various sources of literature that are relevant to the research topic. The theoretical study taken as a reference in this writing is from books related to the research topic, relevant scientific research journals and sources from internet websites to present a case that occurs. The scientific approach is used in this study, namely with a certain method or step with a certain sequence so that logical or correct knowledge is achieved. The scientific method is an absolute requirement for the emergence of knowledge that can be accepted by reason with scientific thinking,

The scientific approach will eventually produce similar conclusions for almost everyone, because this approach is not colored by personal beliefs, feelings and biases. The method of conclusion is objective, not subjective. In addition, the scientific approach seeks to obtain scientific truth, namely true knowledge whose truth is open to be tested by anyone who wants to test it (Cholid Narbuko & Abu Achmadi, 2021: 6-7).

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### III. RESULTS AND DISCUSSION

#### A. Teaching and Teaching Models in Canada

The primary and secondary education system in Canada is governed by laws, policies (including Quebec's), code of conduct regulations ("coes") relating to the public sector and other relevant laws or policies. School codes of conduct and state curricula essentially govern the regulation of citizenship and literacy education. In most Canadian provinces elementary and secondary schools offer civics courses. Citizenship education in Canada is regulated by provinces and territories. However, there are some similarities and differences between these civic education systems. According to Kathy BickMore (2014). civic education is most evident in social sciences and history, arts language (media literacy) health (in British Columbia Ontario and Quebec). In certain provinces, such as Ontario, British Columbia (BC), and Quebec, separate courses of separate civics and citizenship courses have been introduced into secondary education. Civics courses in Ontario and Quebec are compulsory, while the civics course in British Columbia is optional (Library of Congress Law, 2020).

Ontario introduced the subject of civics in September 2000 as a "compulsory half-credit course to be taken in grade 10 (high school). When the course was introduced, its broad purpose was described as something that allowed young people to develop their understanding by taking separate history and geography courses (each worth 2 credits). The province has stated that 'The Grade 10 Civics course complements students' understanding of the role of the individual in society by teaching them the basic principles of democracy and responsible citizenship. In 2013, there was a realignment of the "elementary and secondary curriculum through a shared vision and unified goals, which were included in the revised Grade 9 to 12 Canadian and world studies curriculum.

The curriculum also includes information about the Grade 10 Civics and Citizenship course. The Grade 10 Civics and Citizenship course focuses on citizenship, a branch of politics that explores the rights and responsibilities of citizens, the public decision-making process, and the ways in which citizens can act for the common good in communities at the local, state, and/or global levels (Library of Congress Law, 2020).

##### a. Schools

A report noted that "the federal government supports civic literacy programs indirectly through various departments, including the Canadian literacy programs indirectly through various departments, including Canadian Heritage. Teachers' organizations, unions and foundations fund non-profit and for-profit organizations to conduct in-school and out-of-school education for young people. and non-profit organizations to conduct in-school and out-of-school education for young people. youth." (Samara Center for Democracy, 2019) The report also highlights several examples:

1. model model is to boards and train individual teachers.
2. The Library of Parliament, which offers a Teachers' Institute to enable working teachers to learn from experts and develop strategies for teaching democracy, governance, and citizenship.
3. Forum for Canadian Youth, which brings civix, a charity that works in schools to improve civic literacy among Canadian youth. civic literacy among Canadian partner with school

youth. Their high school students to Ottawa to learn about the workings of democracy (Samara Democracy Center, Ottawa). Ottawa to learn about how democracy works (Samara Democracy Center, 2019). Elections Canada has recently developed a new civics education resource education resources for high school students that are linked to provincial and territorial provincial and territorial curricula and teaching models and is intended to "contribute to democracy education across Canada." (Elections Canada, 2019) They are designed to promote student-centered learning student-centered learning with rich content, such as maps and videos, combined with interactive and hands-on learning." (Elections Canada, 2019) Some topics lessons include the right to vote over time, interpreting turnout data, the impact of voting, looking at active citizenship through case studies, and electoral election simulation tools. (Elections Canada, 2019).

In the province of Ontario the ministry of education in 1999 mandated a new half-year high school civics course. the new half-year high school civics course. Since the change introduced changes in the 2003 graduating class there are two groups of students because of the new changes and the reduction of the high school time from five years to four years, the senior group had not yet fulfilled the 40-hour 40 hours, and the junior group had to fulfill the regulation (Alisa Henderson, et.al, 2012).

This includes a half-year civics course in grade 10 where students learn about the Canadian constitution and charter of rights, and, "to ensure that students develop an awareness of civic responsibility" a 40-hour "community engagement requirement" that is referred to as "mandatory volunteering" in the media. To fulfill the civic engagement requirement, students must volunteer 40 hours of their time during their four-year high school career in order to be eligible for a high school diploma. The purpose of the program is clear. The civic engagement requirement is designed to encourage students to develop

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an awareness and understanding of civic responsibility and the role they can play in supporting and strengthening their communities.

There are three types of actions that can contribute to implicit citizenship education embedded in daily school activities, namely. patterns of discipline, modeling and education for conflict resolution, management of community service activities required by the school and the role of school leadership (Kathy Bickmore, 2014).

### b. Immigrants

Teaching citizenship concepts to immigrants is mainly done through government-funded organizations, service providers, community centers, and settlement institutions (Citizenship Test Preparation Class, 2020). (Citizenship Test Preparation Class, 2020). According to Kathy Bickmore (2014) Canada has always been a multinational and multicultural country starting with the diverse Aboriginal peoples predating northern North America by centuries, after the north for centuries, following French and English colonization. Before immigration many governments emerged. Multiculturalism, which has been established by the Canadian government since the 1980s, means the governance and assimilation of culturally, ethnically and religiously culturally, ethnically and religiously diverse communities.

With mass immigration in both countries, immigrants are taught to feel ashamed of their culture, family, and language of origin (Banks 2009). The Language Teaching for Newcomers (LINC) and Adult English as a Second Language (ESL) programs, funded by Immigration, Refugees and Citizenship Canada (IRCC), provide free language courses but also facilitate the settlement and acculturation process (Toronto Catholic District School Board, 2010). It includes instructions for citizenship test prep classes

based on content from Discover Canada: Rights and Responsibilities Citizenship, a study guide funded and developed by Citizenship and Immigration Canada. The course is not mandatory and immigrants can prepare for the test (Catholic District School Board for the exam (Toronto Catholic District School Board, 2010). Government Canada provides official textbooks that are commonly used in schools. is an important citizenship education strategy to promote respect and rights of multicultural communities in Canada and incorporates these elements by defining Canadian identity. these elements in a way that defines Canadian identity itself, (Kathy Bickmore, 2014). Bickmore, 2014).

In general, citizenship education in Canada emphasizes not only understanding the government system and legal regulations, but also the formation of attitudes of tolerance, respect for diversity, and active involvement in a multicultural community.

## B. Structure and Content of the Civic Education Studies Curriculum

In Canada, there has been a long-standing concern since at least the 1960s about the low level of knowledge and understanding civic knowledge and understanding among young people (Ian Davies & John Issitt, 2005). By the late 1990s and early 2000s, individual provincial ministries of education implemented civics education programs and conducted provincial ministries of education implemented civic education programs and undertook civic education curriculum reforms. A growing trend among among education policymakers in the 2000s was to extend civics beyond the traditional civics classroom with programs that promoting character, volunteerism, and healthy living and community values. Although almost all courses are compulsory or may function as compulsory courses, the units and themes are compulsory courses, the units and themes differ, ranging from a focus on the series of citizenship (Ontario) to the contemporary political era (Quebec) to the varied role of Canada (Prince Edward Island) (Henry Milner & JP Lewis, 2011).

There seems to be a gradual shift in encouraging students to become "active" citizens. "active" citizens. There is a transition "from a focus on engagement primarily as personal and social responsibility and learning about political structures and processes as they political structures and processes as they are towards a characterization that encourages the expression of more active and critical engagement through public issues, community. service, and other more informal and participatory expressions of engagement." (Mark Evans et al, 2019) Therefore, many institutions, such as the education system, view youth youth engagement and ensuring their partnerships as a modern concept and are reluctant to invest resources and and are reluctant to invest resources into it (Zeldin et al. 2005). In more recent civic education curricula, "more social justice and transformative notions of social justice and transformative notions of civic education are found in a limited form" (Zeldin et al. 2005). are found in a limited form." (Mark Ev There is more focus on some of the emerging themes such as diversity cultural diversity and pluralism, issues of social justice and equality, indigenous education, democratic engagement in conflict, global interdependence (Catherine Foster, 2012). education, democratic engagement in conflict, global interdependence (Catherine Broom et al. 2017). It aims for students to understand the injustices experienced by various groups in the past and present experienced by different groups in the past and present in Canada and to actively work to address these injustices. For example, some curricula recognize injustices suffered by Aboriginal peoples as a result of colonial and postcolonial policies. colonial and

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postcolonial policies and racism (Library of Congress Law, 2020). While according to Kathy Bickmore (2014) the curriculum in Canada has been influenced by the curriculum policies of the United States and other countries. Citizenship goals are also prominent in extracurricular character policies and community service, as well as mechanizing student participation in school governance. one of the main tensions in the provincial curriculum is the conception of global education. one of the main tensions in the provincial curriculum is the conception of global education as related to competitiveness in the global economy and the to competitiveness in the global economy and concepts that focus more on global social justice and environmental sustainability. The new curriculum requires civics classes and extramural service. Civics courses focus on history, politics and the legislative process while volunteer requirements focus on civic engagement and responsibility.

### a. The Role of Curriculum and Code of Ethics

The school curriculum directs the teacher's pedagogical methods and specifies the knowledge, skills and effective goals required for classroom work. These guidelines are available to educators and the public in printed form and on the government websites. Curriculum guidelines and codes of conduct have played central role in educators' definition of civic literacy (Toronto Catholic District School Board, 2010). Toronto Catholic District School Board, 2010). Official curriculum innovations and guidelines increasingly encourage student inquiry, the development of critical thinking skills and historical thinking skills and being aware of multiple perspectives. However, implementation to achieve these overarching goals is still a work in progress. Challenges include teachers' knowledge of the subject which is often limited especially in in relation to critical perspectives that are relevant to controversial questions of justice questions in students' diverse and globalized lives (Kathy Bickmore, 2014).

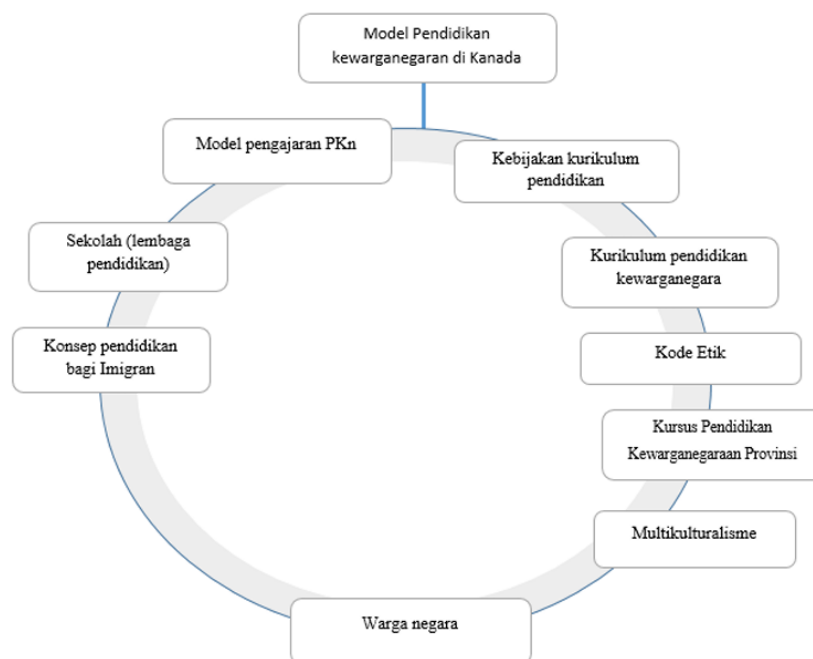
The code of conduct, which is part of most civics and citizenship education programs, aims to provide civics and citizenship education programs, aims to provide a safe and respectful a safe and respectful learning environment. Each code of conduct is generally outlined in supporting documents and is often reinforced through legal channels as legislation (Library of Congress Law, 2020). The purpose of civic education civic education goals are also prominent in policies that shape social interactions at schools, especially safe schools and discipline rules, character education, extracurricular extracurricular and community service initiatives, and mechanisms for student participation in school government (Kathy Bick, 2020).

### b. Provincial Civic Education Course

Civics and literacy education can be found in elementary and secondary schools in most Canadian provinces "the civic education continuum is becoming more visible in the broader school subjects of civics education continuum is becoming more visible in broader school subjects and in cross-curricular policy documents across multiple jurisdictions" (Mark Evans et al., 2019). education (Mark Evans et al, 2019). Civic literacy-related courses that are mandatory for high school graduation in each province or territory include the following: (1) Alberta: Grade 10-12 social studies. (2). British Columbia: Social Studies Social Studies Grades 10, 11 or 12. (3) Manitoba: Grade 9 Canada in the Contemporary World, Grade 10 Geographical Issues of the 21st Century, Grade 11 Canadian History. (4) New Brunswick: Modern History Grade 11. (5) Newfoundland and Labrador: Grade 10 Canadian History, Grade 10 Canadian Geography, Grade 10 Social Science, Grade 11 NL Studies, Labrador Inuit Society and Labrador Inuit Society and Culture Grade 11, or Mi'kmaq Studies Grade 11, World Geography or Grade 11 World History. (6) Northwest Region: Grade 10 Social Studies, Grade 10 Northern Studies Northern Studies Grade 10, Social Studies Grade 11. (7). Nova Scotia: African Studies Canadian Studies Grade 11, Canadian History Grade 11, Gaelic Studies Grade 11, Études acadiennes Grade 11, or Mi'kmaq Studies Grade 10, Global Geography Grade 12, Global History, or Global Politics (8). Nunavut: Grade 10 Inuuqatigiitsiarniq (Seeking Harmony), Grade 10 and 11 Aulajaaqtut (Social Science). (9). Ontario: Geography Grade 9 Canadian Geography, Grade 10 Canadian History, half a course of Grade 10 Civics. (10). Island Prince Edward Island: Two Social Studies courses from grades 10 to 12 are required, one of which must include Canadian content (11). of which must include Canadian content (11). Quebec: Intermediate History and Secondary IV History and Civics Education (Grade 10). (12). Saskatchewan: Grade Social Studies 10, History, or Indigenous Studies, Grade 11 Social Studies, History, or Indigenous Studies Yukon, Grade 10 Social Studies, Grade 11 Social Studies, Grade 11 Canadian Civics 11, or Yukon First Nation Science Grade 12 (Samara Democracy Center, 2019).

Canadian civics education in various school systems in the province includes some differences in the discussion of multiculturalism (referred to slightly differently in Quebec as "interculturalism". Therefore, the curriculum guidelines for curriculum guidelines for Canadian civic education have generally incorporated some aspects of of ethno-cultural diversity and pluralism, including some attention to questions of rights and injustice over the past 25 years or so. at the same time the important questions facing Canadian citizenship have often been addressed in a superficial and limited manner, more akin to idealized assumptions and claims than as assumptions and claims rather than as ongoing conflicts and challenges that require complex political solutions.





**Figure 1. Framework for thinking**

Based on the picture above, the framework used by the researcher to describe education in Canada is in accordance with the chart in Figure 1. researchers to describe education in Canada according to the chart in the picture above. the picture above. Citizenship education in Canada has several aspects that are related to the teaching model and civics curriculum. Civics teaching model and Civics teaching model and Civics curriculum in Canada are adjusted to the curriculum policy in each province and territory. and territories. The Civics teaching model and Civics curriculum developed also must be adapted to the curriculum policy of the educational needs of Canadian society. Model To equip students with knowledge, skills, values, actively participate, be socially responsible in society. as well as provide insights and skills on multiculturalism.

#### IV. CONCLUSIONS

The primary and secondary education system in Canada is governed by legislation under section 93 of the Canadian Constitution of 1867, exclusive legislative responsibility for the field of education is given to the provinces, policies (including Quebec's), code of conduct regulations ("coes"). other related laws or policies. The regulation of citizenship and literacy education is essentially governed by state curriculum documents and school codes of conduct. Each province and territory has the authority to determine education standards, including the curriculum, subject matter and teaching and teaching models to be used in schools. The model for provide students with the knowledge, abilities, values and skills to understand multiculturalism and participate and be socially responsible in society. society. The teaching model is designed to promote student student-centered learning with rich content, such as maps and videos, combined with interactive and hands-on learning, such as discussion-based learning, project creation and linking to current issues.

The differences in policies in each province and territory to accommodate local needs consider and include the cultural (multicultural), historical, and social contexts that are unique to each region. Although different but also have similarities in terms of basic values and goals of citizenship education which generally include understanding the rights and obligations of good citizens, the Canadian system of government, and the importance of participation in democracy. And the essential basic citizenship education continues to strive to develop knowledgeable and active citizens across Canada. Citizenship education in Canada is also designed to facilitate or assist newcomers (immigrants) tounderstand their rights and responsibilities as citizens to provideinsight into the government system, law and cultural diversity in Canada.

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