

The Australian Youth Affairs Coalition (AYAC) is the national voice and advocate for young people. We represent more than 4.5 million young people across the country. We are the national peak body, and our members include young people, youth-led organisations, and youth sector organisations that support and work with young people.

We welcome the opportunity to provide input into the Inquiry into civics education, engagement, and participation in Australia.

Executive summary

This submission provides an overview of the key issues and barriers to civics education, engagement, and participation faced by young people aged 12-25 in Australia. Feedback is provided against each term of reference and is informed by a range of research and consultation data collected by AYAC. Each term of reference is responded to individually, aside from the final two which are addressed together. Recommendations for each term are provided at the end of each section.

Young people's low levels of engagement in formal politics and declining faith in democratic institutions is discussed alongside concerns around low levels of political knowledge as reflected in National Assessment Program – Civics and Citizenship (NAP-CC) data, and broadened definitions of what constitutes civic engagement and political activity. Issues around the quality of current Civics and Citizenship curriculum are identified, with research framing much of the current delivery as rote, surface-level information *about* political structures that fails to create 'active citizens' as proposed in the current Australian Curriculum. Youth work and youth leadership programs are highlighted as effective informal mechanisms to build civic engagement and political participation in conjunction with improved formal education in schools. Young people's use of online spaces is also discussed as a tool for informal political and civic engagement, however the National Curriculum must be improved to better develop young people's digital media literacy in identifying mis- and disinformation online. Entrenched structural issues are explored to provide context and understanding of diverse young peoples' experiences of civic and political engagement, alongside suggestions to improve inclusion and belonging such as youth leadership and involvement in policy and program design. Other barriers which persistently exclude all generations of young people are identified and the benefits of increasing funding for youth-led organisations that advocate for the inclusion of young voices in politics is outlined.

AYAC can provide further information on these issues and findings both in written form and during hearings. AYAC believes that these are important areas to examine, and we are interested in the outcomes of this inquiry.

Summary of recommendations

1. Improve teaching methods in the delivery of civics and citizenship curriculum in schools with a focus on active and experiential learning.
 - a. Provide opportunities for practical application of civic knowledge such as engaging in mock and practice voting and supporting students to enrol to vote.
2. Embed youth voice in the development of a revised civics and citizenship curriculum, and in all future curriculum development.
3. Introduce civics and citizenship ‘refresher’ classes for all year 12 students across all VCE streams.
4. Improve civic and political education for pre-service teachers and provide direction on how to confidently engage in meaningful political discussions in class while retaining impartiality.
5. Increase funding for youth workers to engage with young people to realise their rights, develop political awareness and identities, increase participation in and connection to their communities, and provide opportunities to contribute to the development of youth policies, programs, and services.
6. Additional funding is required for ongoing youth leadership programs to provide young people with opportunities for civic engagement and develop political knowledge.
7. Invest additional funding in organisations that advocate for and develop young people’s skills and ability to participate in democracy such as AYAC.
8. Develop and prioritise digital media literacy in the Australian media literacy curriculum to help young people build skills that allows them to identify ‘fake news’, and misinformation and disinformation.
 - a. AYAC encourages engagement with the eSafety Commissioner’s youth advisory group to receive input and direction on these issues directly.
9. Increase pressure on social media platforms to improve transparency through labelling fake news when identified, being clear about advertising and platform practices, and the protection of younger audiences from algorithms that are known to lead to radicalisation.
10. Increase funding to youth leadership programs for culturally and linguistically diverse and First Nations young people, especially in areas with low voter turnout.
11. Engage diverse young people in the development of electoral materials for their communities to improve the accessibility and distribution of accurate political information.
12. Utilise various popular social media platforms used by culturally and linguistically diverse communities, such as WeChat – commonly used by Chinese Australians – to increase engagement and education about the Australian political system.
13. Engage young people in discussions around lowering the voting age and develop partnerships with a range of youth leaders and youth organisations to inform action on this issue.
14. Fund youth-led organisations such as *Run for It* that supports the active democratic engagement of young people and advocates for better youth policy outcomes.

Introduction

Australian young people's civic and political participation has been scrutinised within youth policy since the 1980's when civic and citizenship education was first introduced into state education curriculums (Ghazarian et al. 2020). Numerous studies have documented low levels of political knowledge and confidence in political institutions and democratic processes, and overall disengagement from traditional forms of political and civic engagement amongst young people (Fu et.al 2021, Chowdhury 2021).

Levels of voter turnout and trust in traditional democratic structures have declined amongst all age cohorts in Australia, a trend which is observable across several liberal democracies (Cameron et al. 2022, Blais et al. 2020, Hannan-Morrow & Roden 2014). Concerns of age-based discrepancies in electoral participation and faith in democracy between younger and older generations has resulted in governments concentrating their focus on the civic engagement of young people (Chowdhury 2021). AYAC maintains that young people are not any less political than older cohorts and are rather engaging in ways which may not yet be considered as legitimate, or desirable, political behaviour. Despite low levels of engagement in formal political participation, young people's engagement in informal and alternative forms of political expression and civic engagement is well-documented (Collin & McCormack 2020). Research suggests that young people are more inclined to display informal political engagement such as expressing views through lifestyle choices or connecting with friends and family to address political issues relevant to them and their communities, compared to older generations who are more likely to express their political practice through party-based loyalty and processes that constitute representative government (Collin & McCormack 2020). Young people are also usually more engaged in conventional democratic processes when addressing issues that are of interest or impact them, such as climate change (Heggart 2020). AYAC suggests that developing young people's knowledge and understanding through engaging them in real-world decision-making processes and enabling them to observe their capacity to influence change, is more valuable to impart the importance of democracy than solely focusing on theoretical knowledge about government structures.

Attempts to improve political knowledge and increase formal engagement with traditional democratic structures amongst young people has commonly involved implementing civics and citizenship education in schools. This is despite research that reveals larger-scale issues around the efficacy of civics and citizenship education along with concerns about its use as a political tool in its current form (Fozdar & Martin 2020, CCYP 2023). This also does little to remedy entrenched issues that contribute to young people's lack of formal political engagement such as the government's reluctance to meaningfully include young people in decision-making processes and in removing barriers to increase youth representation in parliament. AYAC therefore recommends a holistic approach to supporting young people's civic and political knowledge through engaging in both formal and informal civic education, providing opportunities for leadership and participation in decision-making processes, as well as recognising young people's diverse forms of civic and political participation beyond conventional engagement with civic institutions.

Current effectiveness of formalised civics education in Australia

This section will explore the benefits of learning about civics and citizenship in school-based settings; outline the efficacy of its delivery in schools using recent research, and National Assessment Program – Civics and Citizenship (NAP-CC) and AYAC data; and highlight issues around the preparedness of teachers in facilitating opportunities for meaningful and active learning.

AYAC views civics education as important in equipping young people with skills to translate their political interests into action and building political knowledge that allows informed participation in democratic processes. Research shows that democratic systems are strengthened when citizens possess political knowledge and engage in democratic practices such as having an understanding of government processes and structures, being aware of the rights and responsibilities of citizens, and being informed about political issues and debate (Ghazarian et al. 2020; Fozdar & Martin 2020).

Schools are commonly seen as ideal environments to develop young people’s civic identities and political knowledge to promote civic engagement. Through building interpersonal and networking skills, developing the ability to problem-solve and think critically, young people are positioned to become ‘active citizens’ who will participate in the community and economy and contribute to decision-making processes (ACARA 2017, Khan 2022). Since the 1980’s, a national approach to civics and citizenship education in primary and secondary curriculums has been promoted with consecutive governments introducing various configurations of civics programs and curriculums (Heggart et al. 2019). The current iteration of civics and citizenship education became a core part of the Australian national curriculum for years 3-10 under the Abbott-Turnbull government in 2015, with the aim of developing a “lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage” (ACARA 2017).

Despite efforts to build civic knowledge in formal education settings, the current delivery of civics and citizenship in the Australian Curriculum appears to be insufficient in providing young people with adequate political knowledge. Research conducted by National Assessment Program – Civics and Citizenship (NAP-CC) reveals that young people’s political literacy is low, with year 10 students consistently achieving below 50% proficiency since the introduction of the National Assessment Program in 2004 (ACARA 2020). A decline in proficiency throughout secondary school is evident when compared with year 6 students who are recorded by NAP-CC as consistently achieving at or slightly above 50% proficiency since 2004. Recorded proficiency levels were significantly lower amongst First Nations students, and students living rurally in this period as well (ACARA 2020).

Recent research with young Australian high school graduates highlights a low level of general political knowledge about the mechanisms of Australian politics, and a lack of confidence in being able to make informed choices when voting for the first time (Ghazarian et al. 2020). Civics and citizenship education was experienced by students in the study as limited to a rote-style delivery that focused on the role of key institutions such as electoral and parliamentary systems, rather than creating opportunities for them to engage in meaningful learning that develops critical thinking, awareness of social issues, and preparing them to become active citizens. This was suggested by the researchers as being linked with

the preparedness and willingness of teachers to engage students in analytical discussions related to politics. Young participants observed discomfort amongst teachers who would “tippy-toe around discussing certain issues or topics” related to politics in class (Ghazarian et al. 2020 p.203). Participants also found that by the time they reached voting age, they had limited knowledge and memory of their civics education, as it is currently not included in core curriculum for Year 11 and 12 unless a student chooses to study electives such as legal studies.

A similar lack of political knowledge and enthusiasm was also evident in data collected by AYAC in 2023 in which young people’s opinions on lowering the voting age to 16 was surveyed. Amongst the 533 respondents aged between 16-25, 27 per cent said they agreed with lowering the voting age, 59 per cent said they disagreed with lowering the voting age, and 14 per cent were unsure. Many respondents cited concerns around the ability of 16-year-olds in being able to make informed choices when voting. These concerns were centred primarily around low levels of maturity, a lack of knowledge, poor education, and a general sense of apathy, even amongst respondents who had voted in previous elections. Based on this data AYAC suggests that the current delivery of civics and citizenship is ineffective in achieving the basic level of political knowledge that is regarded as essential to participate in democratic citizenship.

Recommendations

AYAC makes the following recommendations to address these issues:

1. Improve teaching methods in the delivery of civics and citizenship curriculum in schools with a focus on active and experiential learning.
 - a. Provide opportunities for practical application of civic knowledge such as engaging in mock and practice voting and supporting students to enrol to vote.
2. Embed youth voice in the development of a revised civics and citizenship curriculum, and in all future curriculum development.
3. Introduce civics and citizenship ‘refresher’ classes for all year 12 students across all VCE streams.
4. Improve civic and political education for pre-service teachers and provide direction on how to confidently engage in meaningful political discussions in class while retaining impartiality.

Informal and non-formal approaches to promote civic education and participation

This section will discuss the benefits of youth work and youth leadership programs as informal mechanisms to promote civic engagement in the community and develop confidence and abilities in participating in democracy.

AYAC emphasises the important role that youth work plays in providing young people with opportunities to engage in decision-making processes, supporting the development of young people’s political knowledge and identities, and promoting civic engagement in their communities. Informal and non-formal education and learning is central to youth work practice, with youth workers employing a social

pedagogical approach when working with young people, alongside developing skills such as engagement and advocacy and building awareness of young people's rights (Corney et al. 2022). Social pedagogy employs a social justice lens to develop young people's critical thinking and examination of their personal contexts and wider society from both structural and individual perspectives (Corney et al. 2023). Youth studies literature suggests that social pedagogy and informal education is well-suited to build on formal Civics and Citizenship education received by young people in schools, with the additional freedom to explore political discussion and engage in political action beyond what is possible for teachers (Heggart 2020, Corney et al. 2023). This provides young people with opportunities to learn how 'to be' active citizens rather than just learning 'about' active citizenship, which is explored significantly less in the curriculum (Fozdar & Martin 2020).

Research on youth leadership programs (YLP) has also been shown to promote civic responsibility and engagement (Eva & Sendjaya 2013). AYAC maintains that programs which include positive youth-adult partnerships, skill-building activities, and opportunities to be in leadership roles, are important factors in creating quality programs that have positive lasting impacts on young people's civic engagement. Research shows that the skill-building aspect of YLP has been shown to be particularly important in promoting civic engagement with a much stronger correlation between active participation opportunities and sustained political activity than between political education and political activity (Ballard et al. 2021). This also applies to active participation in school settings with research suggesting that students who engage in school elections and other active learning experiences have more knowledge and are more likely to be politically engaged in the future (Reichert & Print 2019). Programs delivered by the youth sector in collaboration with schools, such as YMCA's Youth Parliament, have been effective in providing young people with opportunities to apply and develop political knowledge and cause real change in politics.

AYAC is one of several organisations that facilitates and delivers training for young people on advocacy and youth participation. These leadership programs and opportunities are designed to enhance young people's abilities to engage in democracy and provides opportunities for young people to participate in decision-making processes and consultations that influence outcomes on issues that impact them. This is one of many examples of programs seeking to address low levels of formal civic and political engagement frequently highlighted in policy and research. There is clear potential for greater investment in these programs that play an important role in remedying the identified 'democracy gap' between younger and older generations.

Recommendations

AYAC makes the following recommendations to address these issues:

5. Increase funding for youth workers to engage with young people to realise their rights, develop political awareness and identities, increase participation in and connection to their communities, and provide opportunities to contribute to the development of youth policies, programs, and services.

6. Additional funding is required for ongoing youth leadership programs to provide young people with opportunities for civic engagement and development of political knowledge.
7. Invest additional funding in organisations, such as AYAC, that advocate for and develop young people's skills and ability to participate in democracy.

The internet as a site for young people's informal civic engagement and political participation, and solutions to identify and prevent misinformation and disinformation

Young people's civic and political participation is frequently characterised by their utilisation of 'informal' methods of engagement that are excluded from conventional forms of civic engagement and traditional democratic institutions. Many young people use social media to raise awareness around issues important to them, sign online petitions, choose to be ethical consumers via brand boycotts or choose alternatives to fast fashion (McCormack & Collin 2024). Khan (2022 p.1288) describes this informal action as 'cultural citizenship' which is distinct from traditional notions of citizenship. Cultural citizenship is facilitated by online settings which allow young people to participate in and create change in a public forum without the barriers that limit their voice and participation in conventional adult-dominated spaces. Some research also reveals the benefits of online spaces in exposing young people to incidental information on political issues that they may not have otherwise been aware of (McCormack & Collin 2024).

Alongside the potential for the democratisation of cultural capital and political knowledge online, is the lack of regulation amongst social media platforms who refuse to moderate the spread of hate-speech, misinformation and disinformation, and messages of radicalisation and propaganda. This is concerning as research conducted by Australian Communications and Media Authority (ACMA) in 2024, revealed that 46 per cent of 18–24-year-olds nominated social media as their main source of news, up from 28 per cent in 2022. Thirty-one per cent of this cohort also cited celebrities and social media influencers as sources of their news content.

AYAC recognises the value of the internet and the opportunities it provides to engage in political action and knowledge development, however concerns around the proliferation of misinformation and disinformation, the use of increasingly sophisticated artificial intelligence as a tool to obscure people's ability to decipher what is real in visual media, and the lack of adequate media literacy education for young people is concerning. Recent research exploring news media literacy of young people reveals that they are not confident about spotting 'fake news' online and are unlikely to check the legitimacy of news sources (Notley & Dezuanni 2019). Notley & Dezuanni (2019) surveyed the news media consumption of 1000 Australian young people and children aged between eight and 16 years old. Amongst this cohort only 42 per cent of the teenage respondents were able to distinguish fake news stories from real ones, with 42 per cent 'sometimes' verifying the accuracy of the source. Only 20 per cent of teenage respondents had participated in lessons at school that helped them determine the trustworthiness of online sources. This is consistent with research which highlights the need for an overhaul of the way that media literacy is taught in the current curriculum that considers the implications of the digital age (Corser, Dezuanni & Notley 2022; Johnston 2020).

Recommendations

To address these issues AYAC calls for the following action to be taken:

8. Develop and prioritise digital media literacy in the Australian media literacy curriculum to help young people build skills that allows them to identify 'fake news', and misinformation and disinformation.
 - a. AYAC encourages government engagement with the eSafety Commissioner's youth advisory group to receive input and direction on these issues directly.
9. Increase pressure on social media platforms to improve transparency through labelling fake news when identified, being clear about advertising and platform practices, and the protection of younger audiences from algorithms that are known to lead to radicalisation.

Supporting culturally and linguistically diverse (CALD) and First Nations young people's civic engagement and improving the accessibility of political and electoral information

Culturally and linguistically diverse (CALD) communities face constant surveillance and pressure to perform a commitment to Australian society through various kinds of cultural, economic and civic labour (Khan 2022). Khan (2022 p.1287) suggests that the "ideal of civic participation upholds existing institutional structures" which is problematic for young people from migrant and refugee backgrounds and First Nations young people who already face marginalisation and exclusion from these structures. This can be seen in reports on young migrant young people in mainstream media that rely on racist stereotypes and negative depictions, alongside representations of young people in the media as politically apathetic and disengaged (Mikola & Mansouri 2015). Social exclusion and labels such as 'refugee' and 'migrant' have been shown to further marginalise diverse young people, limiting the ability to be heard beyond their communities (Harris et al. 2022). Research clearly indicates that diverse young people are more likely to possess a sense of responsibility and civic involvement in their immediate communities and family networks than with formal community structures (Mansouri & Kirpitchenko 2016). Research suggests that civic inclusion and participation are closely linked with a sense of belonging (Khan 2022). Attaining a sense of belonging is related to how intersections of social identities (age, gender, race, class, ethnicity, ability, location, etc.) interrelate with systems and emotions such as safety and ease (Gatwiri & James 2024). Research indicates that young people from CALD and First Nations backgrounds continue to face frequent racism and discrimination, impacting experiences of belonging and citizenship (Khan 2022). AYAC believes that this context is important to consider when encouraging civic and political engagement for culturally and linguistically diverse and First Nations young people.

Multicultural youth leadership programs have been shown in research to be a positive way to engage young people from diverse backgrounds (Khan 2022). Being involved in cultural and community organisations and networks and programs is a way for young people to develop political knowledge via active participation, to participate in decision-making processes, and to advocate on issues that are important to them. Multicultural Youth Advocacy Network's (MYAN) Youth Ambassador Network (YAN)

provides an opportunity for young people from refugee and migrant backgrounds to participate in a range of state/territory and federal forums to advocate for their communities and influence the national agenda. AYAC highlights the value of increasing funding for multicultural organisations that support young people’s civic and political participation to ensure diverse voices are heard and included in policy and decision-making processes, as well as developing advocacy skills and political knowledge.

Recommendations

To address these issue AYAC calls for the following action to be taken:

10. Increase funding to youth leadership programs for culturally and linguistically diverse and First Nations young people, especially in areas with low voter turnout.
11. Engage diverse young people in the development of electoral materials for their communities to improve the accessibility and distribution of accurate political information.
12. Utilise various popular social media platforms used by culturally and linguistically diverse communities, such as WeChat – commonly used by Chinese Australians – to increase engagement and education about the Australian political system.

Overcoming barriers to young people’s electoral participation and the delivery of electoral programs for young people

Although young people are passionate about key political issues, and engage civically and politically in diverse ways, many young people feel ignored and unrepresented in politics. Research shows a ‘lifecycle effect’ in Australian voter turnouts, revealing that the life stage of youth, irrespective of membership to a particular generation, has different experiences and interactions with formal political structures compared to those who are older (Chowdury 2021). For example, young people who abstain from voting are shown to resume electoral participation past their 20’s (Chowdury 2021). Two factors that are highlighted as contributing to this trend are young people’s perceptions of politics as foreign and exclusionary to them and their needs, and adult’s perceptions of young people’s political participation as amateur and irrelevant due to deficits in their biological and social development. This research by Chowdury (2021 p.174) suggests that “non-participation is a by-product of negligence of the political leaders to address the issues that concern young people”. This is consistent with the aforementioned data collected by AYAC which reveals that some young people are eager to vote and are in support of lowering the voting age to 16, however many are not and express indifference and disengagement with formal politics, even past the age of enfranchisement.

Organisations such as *Run For It* advocate for increased youth leadership and voice in politics, as well as lowering the voting age to 16. To build trust and improve the relationship between young people and government, space must be intentionally created for young people to express their views on matters that impact them as outlined in the United Nations Convention on the Rights of the Child (Corney et al 2022). Education plays a crucial role in providing young people with experiential and theoretical political knowledge so that they feel confident and prepared to engage in formal political processes such as

voting. AYAC supports lowering the voting age to 16 in principle, however more information and support from young people is required, alongside improvements in civics education.

Recommendations

To address these issues AYAC calls for the following action to be taken:

13. Engage young people in discussions around lowering the voting age and develop partnerships with a range of youth leaders and youth organisations to inform action on this issue.
14. Fund youth-led organisations, such as *Run for It*, that support the active democratic engagement of young people and advocate for better youth policy outcomes.

Conclusion

This submission outlines young people's civic and political engagement as being impacted by structural barriers, such as ineffective civics and citizenship education that fails to encourage young people to be active and engaged citizens, in conjunction with a continued trend of young people's exclusion from formal political structures. Investment in youth work and youth leadership programs are highlighted as providing young people with opportunities to develop knowledge and engagement that is not successfully delivered in the current National Curriculum. AYAC maintains that young people are not any less political than older populations and the legitimacy of young people's 'unconventional' and 'informal' political and civic engagement should be reconsidered as harmonious with a healthy democracy.

AYAC is willing to support the Committee's work and can provide further information or respond to queries on the issues discussed in this submission and appear in any required hearings.

Contact

Kirsty Kain

National Policy and Advocacy Lead

Australian Youth Affairs Coalition

kirsty@ayac.org.au

References:

- Australian Curriculum (2017) *Civics and Citizenship (Version .4)*, Australian Curriculum website, accessed 17 May 2024. <<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/civics-and-citizenship/>>.
- Australian Curriculum, Assessment, and Reporting Authority (2020) *NAP 2019 Civics and Citizenship National Report: National Assessment Program (NAP)*, ACARA website, accessed 20 May 2024. <https://nap.edu.au/nap-sample-assessments/results-and-reports>
- Australian Communications and Media Authority (2024) *ACMA research reveals Australian news consumption trends*, ACMA website, accessed 21 May 2024. <https://www.acma.gov.au/articles/2024-02/acma-research-reveals-australian-news-consumption-trends>
- Ballard J, Borden L & Perkins DF (2021) 'Program quality components related to youth civic engagement', *Children and Youth Services Review*, 126:106022, doi:10.1016/j.childyouth.2021.106022.
- Blais A, Dassonneville R and Kostelka F (2020) 'Political Equality and Turnout', in Rohrschneider R & Thomassen J (eds), *The Oxford Handbook of Political Representation in Liberal Democracies*, Oxford University Press, doi:10.1093/9780198825081.001.0001.
- Cameron S, McAllister I, Jackman S & Sheppard J (2022) *THE 2022 AUSTRALIAN FEDERAL ELECTION: Results from the Australian Election Study*, The Australian Election Study website, accessed 21 May 2024. <https://australianelectionstudy.org/publications/>
- Chowdhury IS (2021) 'Are young Australians turning away from democracy?', *Australian Journal of Political Science*, 56(2):171–188, doi:10.1080/10361146.2021.1899131.
- Collin P and McCormack J (2020) 'Young People and Democracy: A Review', Whitlam Institute within Western Sydney University, Sydney.
- Commissioner for Children and Young People (2023) *Barriers to civic participation for children and young people*, Commissioner for Children and Young People, CCYP website, accessed 18 May 2024. <https://www.ccyp.com.au/our-work/citizenship/resources/>
- Corney T, Cooper T, Shier H and Williamson H (2022) 'Youth participation: Adulthood, human rights and professional youth work', *Children & Society*, 36(4):677–690, doi:10.1111/chso.12526.

- Corney, T, Marion, J, Baird, R, Welsh, S and Gorman, J (2023) 'Youth Work as Social Pedagogy: Toward an Understanding of Non-Formal and Informal Education and Learning in Youth Work', *Child & Youth Services*, 1–27, doi:10.1080/0145935X.2023.2218081
- Eva N and Sendjaya S (2013) 'Creating future leaders: an examination of youth leadership development in Australia', *Education + Training*, 55(6):584–598, doi:10.1108/ET-08-2012-0082.
- Fozdar F and Martin CA (2020) 'Constructing the postnational citizen?: Civics and citizenship education in the Australian National Curriculum', *Journal of Curriculum Studies*, 52(3):372–394, doi:10.1080/00220272.2020.1727018.
- Fu J, Wyn J, and Churchill B (2021) 'Young Australians' Confidence in Political Institutions and Their Civic Engagement', Youth Research Collective, University of Melbourne, Melbourne.
- Gatwiri K and James S (2024) 'What do we know about the experiences of belonging for Black Africans in Australia? A systematic scoping review', *Australian Journal of Social Issues*, doi: 10.1002/ajs4.312.
- Ghazarian Z, Laughland-Booy J, De Lazzari C and Skrbis Z (2020) 'How Are Young Australians Learning About Politics at School?: The Student Perspective', *Journal of Applied Youth Studies*, 3(3):193–208, doi:10.1007/s43151-020-00011-7.
- Hannan-Morrow S and Roden M (2014) '*Gender, Age and Generational Effects on Turnout in Australian Federal Elections*', Australian Electoral Commission website, accessed 20 May 2024. https://www.aec.gov.au/About_AEC/research/index.htm
- Harris A, Lam K, Hartup M, Collin P, Third A and Quek S (2022) 'Social Cohesion and Participation in a Digital Age for Diverse Young Australians', Centre for Resilient and Inclusive Societies, Melbourne, 1-34.
- Heggart K, Arvanitakis J and Matthews I (2019) 'Civics and citizenship education: What have we learned and what does it mean for the future of Australian democracy?', *Education, Citizenship and Social Justice*, 14(2):101–117, doi:10.1177/1746197918763459.
- Heggart K (2020), *Activist Citizenship Education: A Framework for Creating Justice Citizens*, Springer Singapore, Singapore.
- Johnston N (2020) 'Living in the World of Fake News: High School Students' Evaluation of Information from Social Media Sites', *Journal of the Australian Library and Information Association*, 69(4):430–450, doi:10.1080/24750158.2020.1821146
- Mansouri F & Kirpitchenko L (2016) 'Practices of active citizenship among migrant youth: beyond conventionalities', *Social Identities*, 22(3):307–323, doi: 10.1080/13504630.2015. 1119680.

- McCormack J & Collin P (2024) 'Young people and politics', in Perche D, Barry N, Fenna A, Ghazarian Z, and Haigh Y (eds) *Australian Politics and Policy*, 2nd edn, Sydney University Press, Sydney.
- Mikola M and Mansouri F (2015) 'Race lines and spaces of political action among migrant youth', *Journal of Youth Studies*, 18(4):500–514, doi:10.1080/13676261.2014.992313
- Notley T and Dezuanni M (2019) 'Advancing children's news media literacy: learning from the practices and experiences of young Australians', *Media, Culture & Society*, 41(5):689–707, doi:10.1177/0163443718813470
- Reichert F and Print M (2019) 'Participatory practices and political knowledge: how motivational inequality moderates the effects of formal participation on knowledge', *Social Psychology of Education*, 22(5):1085–1108, doi:10.1007/s11218-019-09514-5.
- Sun W and Yu H (2020) 'WeChatting the Australian Election: Mandarin-Speaking Migrants and the Teaching of New Citizenship Practices', *Social Media + Society*, 6(1), doi:10.1177/2056305120903441
- Walsh L, Zyngier D, Fernandes V & Zhang H (2019) 'Engaged but Ambivalent: A Study of Young Indigenous Australians and Democratic Citizenship', *The Australian Journal of Indigenous Education*, 48(2):193–205, doi:10.1017/jie.2017.41