

TakingITGlobal

EVALUATION REPORT

YEAR 1, 2024-25

Written by the Students Commission of Canada

Project Description

TakingITGlobal (TIG) is one of the world's leading networks of young people learning about, engaging with, and working towards tackling global challenges. To truly empower young people to become agents of positive change in their local and global communities, TIG recognizes that everyone has a role to play.

TIG creates opportunities for youth to get involved and grow regardless of where they are in the world. The TIG community brings together like-minded youth to take part in programs that span across the world. From grants and mentorship helping young social innovators get their ideas off the ground, to international art collaborations, TIG opens doors for young people to have an impact.

The TIG **Connected North** program offers K-12 classrooms located in northern, remote, Indigenous communities with access to virtual field trips, virtual campus tours and virtual guest visits across subject areas to support technology-enabled enrichment experiences through two-way video conferencing.

The program allows the Connected North network of 200 participating schools to access more than 400 content providers, ranging from galleries, museums, science centres, zoos, aquariums, cultural centres and individual experts across professions in order to book live, interactive learning experiences. Two hundred of the available content providers are from First Nations, Inuit, and Métis communities allowing for enhanced representation of Indigenous role models for Indigenous students.

Interactive video sessions connect students with experts, content partners, and educational institutions to enhance curriculum and add new enriching resources to the classroom.

Live career fairs and virtual mentoring give students the opportunity to meet professionals in various industries and occupations and explore possible career opportunities. Students have been able to meet and interview artists, authors, medical professionals, lawyers, architects, and video game designers as they learn about myriad other career opportunities and paths.

TakingITGlobal works alongside content providers to support the development of relevant session concepts, ensuring experiences are customized to meet curriculum needs and

student interests. TIG offers additional resources to students, such the Future Pathways Navigator, that supports students to transition to post-secondary life.

The program also provides opportunities for classrooms to connect between schools in Connected North through collaborative project-based learning and cultural exchanges.

In addition, the program supports the capacity building of teachers. Professional development experts and peer mentors can instruct and interact with teachers in remote locations, providing them access to expertise that might otherwise have been very difficult to acquire.

Overall, the Connected North program offers engaging and meaningful learning experiences where participants learn about diverse educational and professional pathways and connect with adult role models across Canada. Through participating in sessions, students also have the opportunities to learn about and develop skills in communication, critical thinking, adaptability, curiosity, creativity, and initiative.

Methodology

TakingITGlobal has collaborated with the Students Commission of Canada (SCC) through its Sharing the Stories (StS) program, which offers customizable evaluation for non-profits serving youth. Together, they are working to ensure that TIG continues to support young learners across Canada.

The purpose of this report is to explore youth generativity in the Connected North program. Generativity is defined as “care and concern for future generations as a legacy of the self”. (Lawford et al., 2023). Some common and important expressions of generativity include teaching or helping younger generations, creating something that will exist past one’s lifetime, or maintaining and passing along cultural traditions and values (Erikson, 1963). Researchers note that generativity occurs at the intersection of agency and communion (McAdams et al., 1998). Agency refers to advancing the self, in skills, knowledge, and abilities. Communion refers to serving or working to benefit others. Therefore, programs that foster generativity will support young people in uncovering their own interests, building their skills and capacity, as well as increase their connection to their culture and community.

The Connected North program serves students from JK to Grade 12. However, generativity has not been generally researched in elementary school aged children. A unique strength of Connected North is a focus on fostering early signs of generativity in elementary school aged children.

For this evaluation, The Connected North program used a quantitative survey with three questions about youth generativity. In February 2025, this survey was added to the program’s existing participant survey that explores students’ overall learning experience and perceptions of future academic and professional opportunities.

The survey about youth generativity was selected due to Connected North’s focus on strengthening intergenerational and cultural connections, and the program’s role in supporting young people to develop their skills, strengths, and capacities to contribute positively to their communities.

The report includes an infographic with teacher evaluation results shared by the TIG team, context shared by the TIG team, the results of various statistical analyses run on the program's custom participant survey, and youth generativity survey responses. Analysis of these responses include disaggregation by age group, presence versus absence of an Indigenous presenter, and correlations between the two surveys.

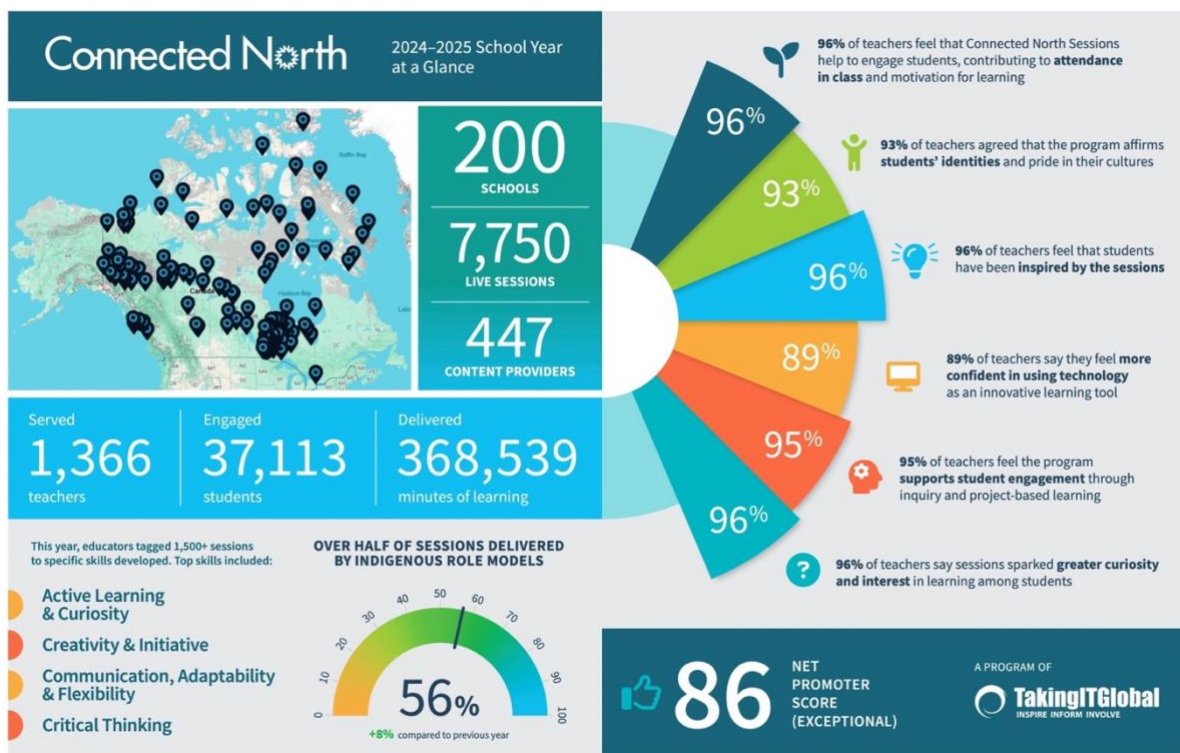
Note that where statistical comparisons were performed, the term “significant” refers to statistical significance, denoting a statistically significant difference with an alpha of less than 0.05 between the average responses of the specified groups. Asterisks between bars on graphs also denote statistical significance.

Wherever significant differences are reported, effect sizes are also reported. The effect size is an objective measure of the magnitude of the difference between two averages. Pearson's *r* was used for this report. An *r* of 0.1 generally indicates a small effect size or difference between the two groups, 0.3 a medium size and 0.5 a large size.

Because most of the reported effect sizes fall between 0.1 and 0.2, representing small to slightly moderate effect sizes, over-interpretation of the presented findings is not advised without further investigating the context surrounding these findings.

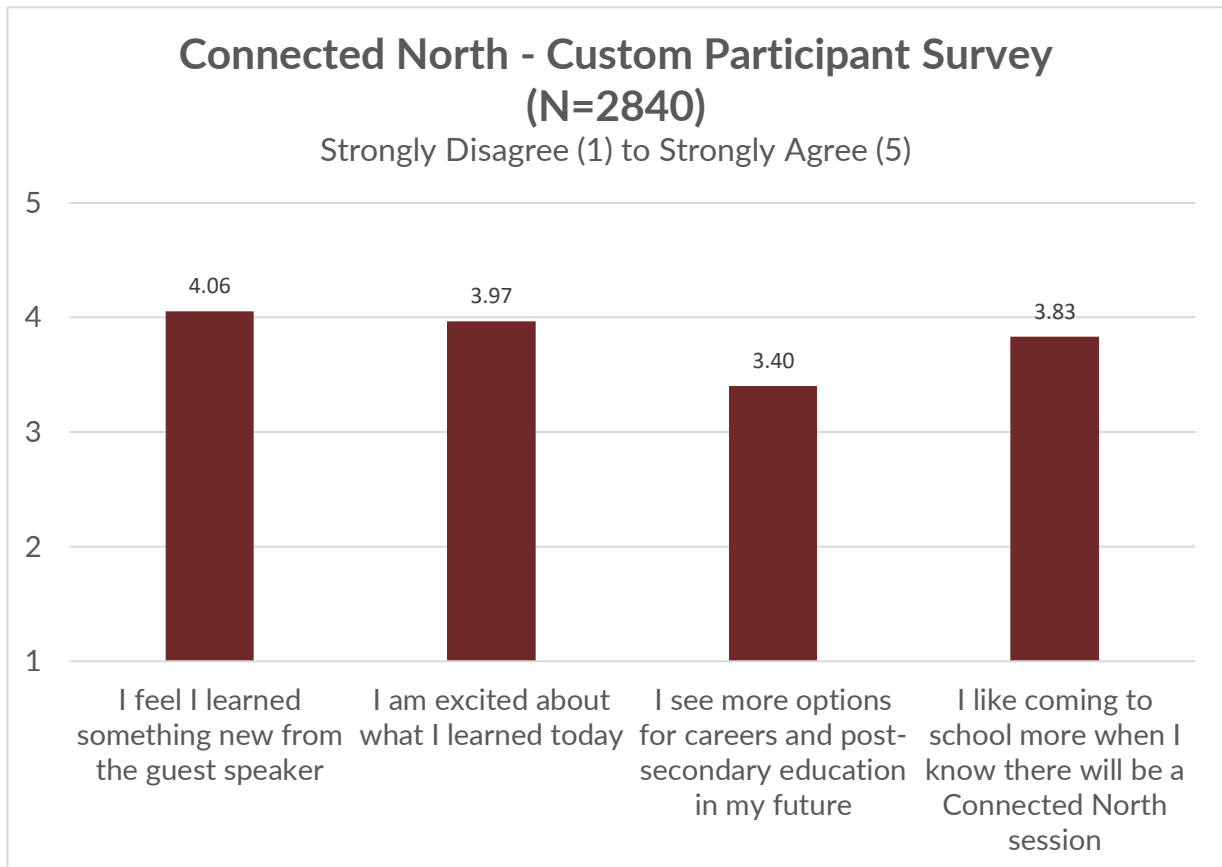
Program Highlights

The infographic, shared by the TakingITGlobal team, highlights some key accomplishments, impacts, and reach of Connected North in the 2024-25 programming year. The results highlighted in the infographic were gathered by the TIG team through its internal research and evaluations processes.



Connected North - Participant Survey

Students who participated in at least one Connected North session completed a survey examining participants' feelings about what they learned during the session, how they liked coming to school when there was a Connected North session, and their perception of having more options for future educational and professional opportunities. Students responded to questions on a 5-point scale ranging from *Strongly disagree* (1) to *Strongly agree* (5).



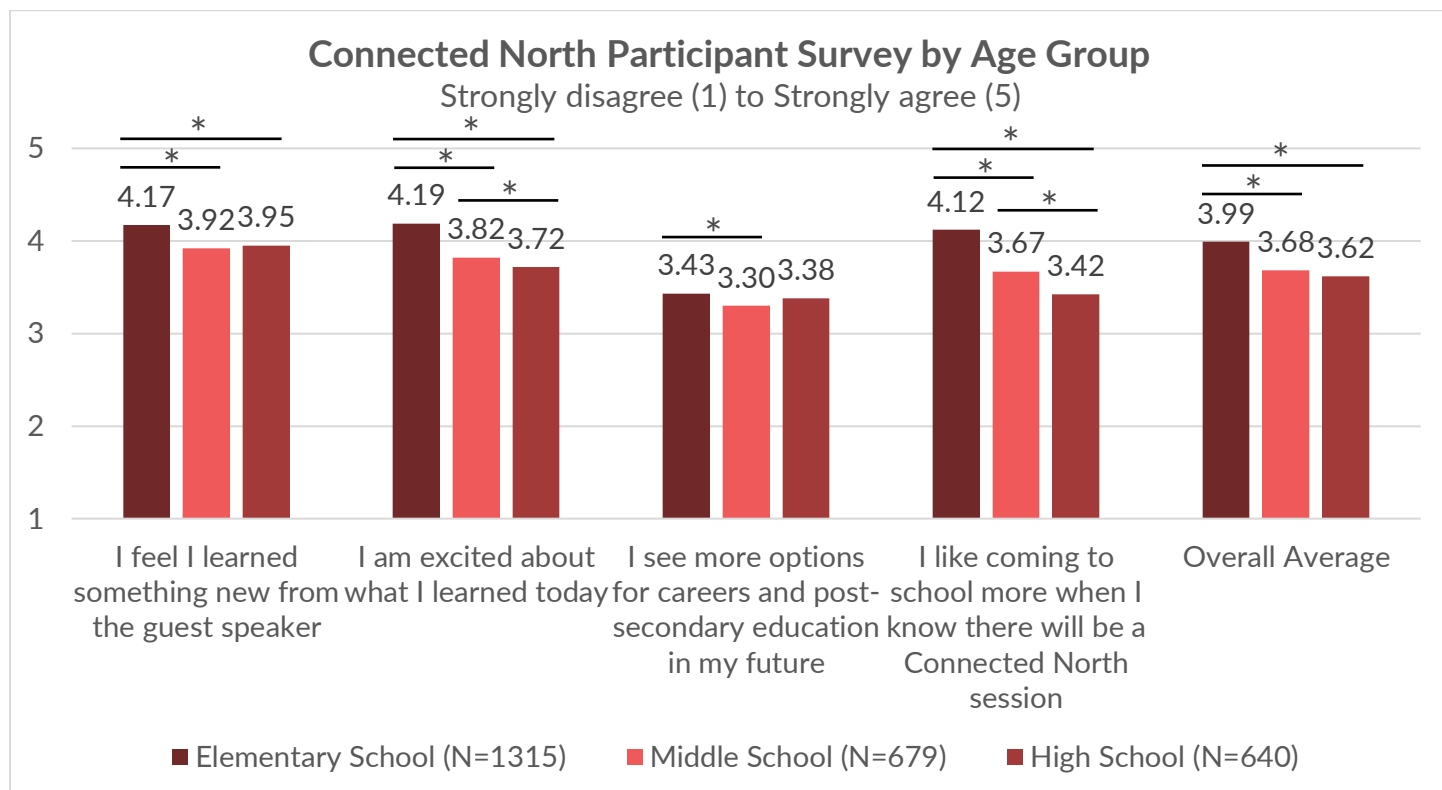
Takeaways:

- The surveyed children and youth who participated in Connected North programming generally had moderate to high scores on the survey questions.
- Surveyed children and youth had moderate scores for the question “I see more options for careers and post-secondary education in my future.” The responses to this survey could be underscored by significant barriers Connected North students face to accessing educational and professional opportunities.
- Overall, the survey results highlight how Connected North sessions are engaging and relevant to students.

Connected North Participant Survey Scores by Age Group

Surveyed children and youth who participated in Connected North programming were categorized into three distinct age groups: elementary school (kindergarten through grade 5), middle school (grades 6 through 8), and high school (grades 9 through 12). Note that in cases where children and youth belonged to a split class spanning several grades, grade 6 students were included in the elementary school group and grade 7 and 8 students were included in the high school group.

Average scores for each item from the Participant Survey, as well as the overall survey average, for children and youth in the three age groups were statistically compared to each other and are presented below. Note that the survey was designed to be universally by all age groups.



Takeaways:

- Elementary school-aged children in Connected North scored higher than both middle- and high school-aged children and youth in terms of feeling that they had learned something new from the guest speaker ($r_{\text{Elementary-Middle}} = 0.12$, $r_{\text{Elementary-High}} = 0.14$), feeling excited about what they had learned that day ($r_{\text{Elementary-Middle}} = 0.17$, $r_{\text{Elementary-High}} = 0.24$), and enjoying attending school more when Connected North sessions were happening ($r_{\text{Elementary-Middle}} = 0.20$, $r_{\text{Elementary-High}} = 0.31$). The elementary school group also scored higher than the other two groups on the survey overall (i.e., the average of all four items) ($r_{\text{Elementary-Middle}} = 0.18$, $r_{\text{Elementary-High}} = 0.22$).
- The elementary school group expressed higher alignment than the middle school group with the item, "I see more options for careers and post-secondary

education in my future”; however, the effect size of this difference was small ($r = 0.06$).

- The middle school group expressed slightly greater levels (representing a small effect size of 0.07) of feeling excited about what they had learned that day, as well as greater levels of enjoying attending school more when Connected North sessions were happening ($r = 0.13$) than the high school group.
- Responses to the question “I like coming to school more when there is a Connected North session” may also be influenced by students’ overall experience of learning and being at school at different developmental stages.

Connected North Participant Survey Scores by Presence of Indigenous Speakers

Average scores for the Participant Survey for children and youth who participated in Connected North sessions led by Indigenous speakers (N=1599) versus those who participated in sessions not led by Indigenous speakers (N=1241) were statistically compared.

No significant differences were found for the average item scores, or for the overall survey averages, between these two groups.

Further qualitative inquiry could explore what participants experience and gain from connecting with Indigenous presenters during Connected North sessions, as the quantitative survey does not probe on these nuances.

Youth Generativity

Generativity is defined as “care and concern for future generations as a legacy of the self”. (Lawford et al., 2023). Students who participated in at least one Connected North session completed the Youth Generativity survey at the end of the session either online or on paper. The survey was completed between February and June 2025, during the second half of the program year, and received a total of 1217 responses, representing an approximate 7.1% response rate.

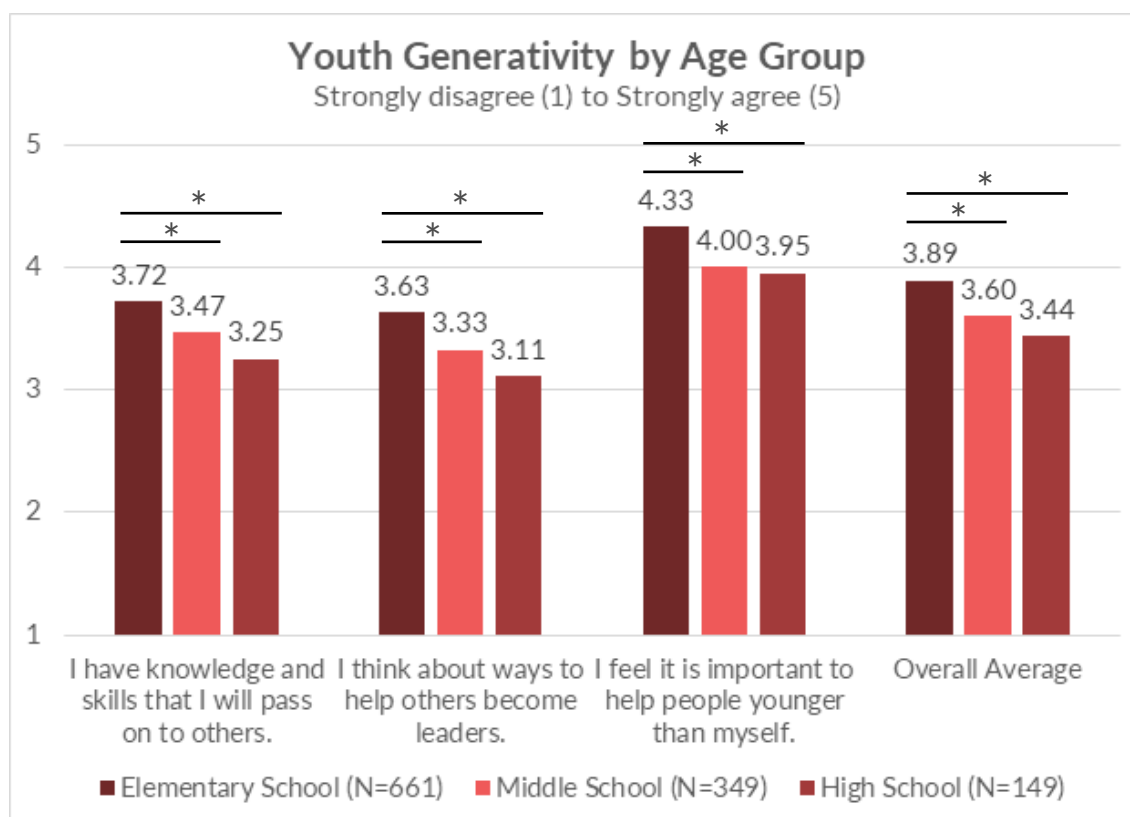
The Youth Generativity survey assesses respondents’ levels of concern for future generations across three items on a five-point scale ranging from *Strongly disagree* (1) to *Strongly agree* (5).

TakingITGlobal also collected demographics information about students regarding their school, province/territory and grade level. The tables in Appendix A illustrate the total number of responses to the Youth Generativity survey by province and territory and the number of schools who responded by province and territory.

Connected North Youth Generativity Scores by Age Group

Surveyed children and youth who participated in Connected North programming were categorized into three distinct age groups: elementary school (kindergarten through grade 5), middle school (grades 6 through 8), and high school (grades 9 through 12). Note that in cases where children and youth belonged to a split class spanning several grades, grade 6 students were included in the elementary school group and grade 7 and 8 students were included in the high school group.

Average scores for each item from the Youth Generativity survey, as well as the overall survey average, for children and youth in the three age groups were statistically compared to each other and are presented below.



Takeaways:

- For each of the three items concerning their levels of generativity, children belonging to the elementary school group scored significantly higher on average, than children and youth belonging to the middle and high school groups. That is, they reported higher levels of knowledge and skills to be passed on to others ($r_{\text{Elementary-Middle}} = 0.10$, $r_{\text{Elementary-High}} = 0.15$), thinking of ways to help others become leaders ($r_{\text{Elementary-Middle}} = 0.11$, $r_{\text{Elementary-High}} = 0.15$), and feelings of importance of helping those younger than them ($r_{\text{Elementary-Middle}} = 0.16$, $r_{\text{Elementary-High}} = 0.17$).
- Children in the elementary school group also scored significantly higher on average, on the survey overall (i.e., the average of all three items) than children and youth in the middle and high school groups ($r_{\text{Elementary-Middle}} = 0.13$, $r_{\text{Elementary-High}} = 0.18$).

Note that generativity has not generally been studied in the elementary school aged population. Connected North's emphasis on fostering generativity in elementary school aged children is especially significant.

The TakingITGlobal team shared that the developmental context of middle and high-school-aged participants, such as their access to supports and resources, relationships with adults and peers, experiences in school, and sense of self, may have affected their responses to the Youth Generativity survey.

The Connected North program incorporates several elements during sessions that support the development of generativity. In collaboration with the TakingITGlobal team, we identified the following Connected North program elements that aim to support the development of youth generativity:

- Sessions aim to support students to see themselves positively as capable, self-confident, contributing members of their community.
- Some sessions focus on exploring different forms of leadership and how youth can contribute their gifts to their community.
- Connecting students with adult role models, focusing on Indigenous role models, furthers intergenerational connections and supports.
- Sessions integrate Indigenous languages and cultural teachings, supporting cultural connections and affirming participants' identities and sense of self.
- By connecting with adult role models, students may be able to see themselves in their story, and how they can have an impact of future generations.
- Sessions with diverse role models who are pursuing their dreams and living with a sense of purpose highlight possibilities for the future and different educational and career pathways.
- Sessions that connect students with role models can highlight ways people have overcome obstacles and hardships, inspiring others to see themselves being able to pursue a path forward.

In the literature, programs that had opportunities for leadership, youth-adult collaboration and participation in decision making were generally associated with higher levels of generativity (Lawford et al., 2023). One limitation of this survey is that it may not have captured all the cultural nuances of how generativity is expressed by participants in the context of Connected North. Lawford et al. (2023) state that:

"Generativity is a multifaceted construct and measuring it at a population level is challenging because cultural context is extraordinarily important in generative expression. Further, the small amount of research on generativity in Indigenous populations showed that generativity was expressed in themes of reconnecting culture. Considering the items from our scale focus on leadership and individual impacts on the next generation, our measure was perhaps not nuanced enough to capture the most meaningful aspects of generativity in certain cultural and experiential contexts."

As such, we recommend using a qualitative inquiry and/or an alternative quantitative measure to explore generativity within the program, to be responsive to the program's design and cultural context.

Connected North Youth Generativity Scores by Presence of Indigenous Speakers

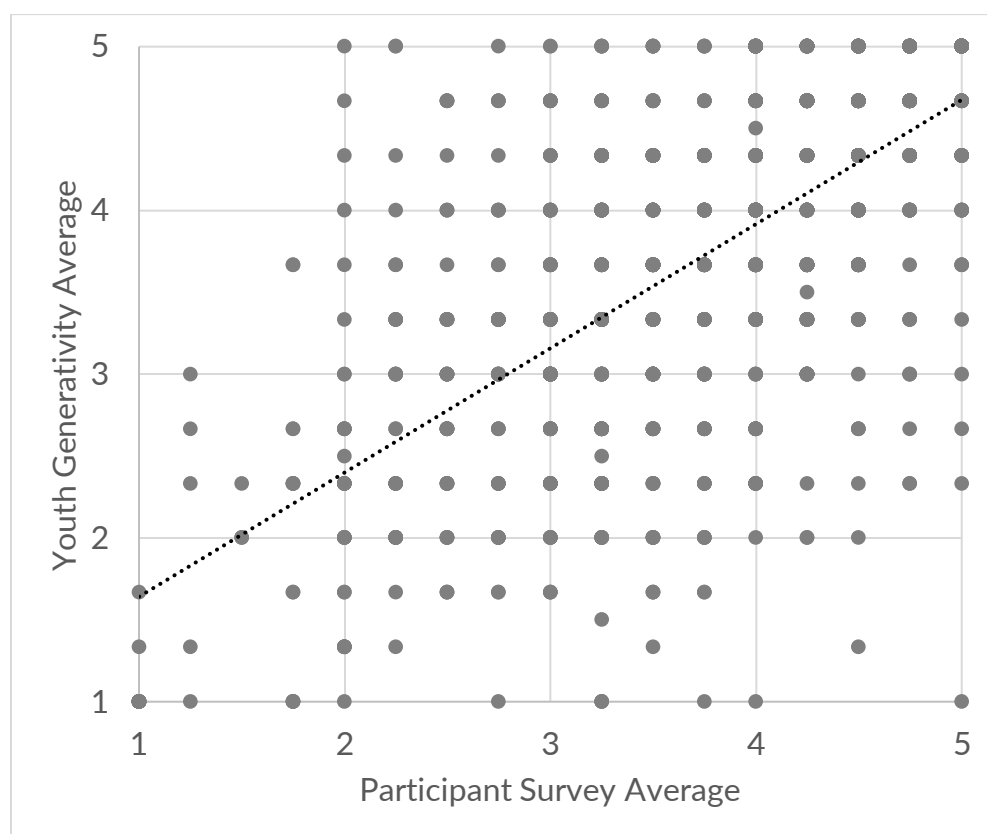
Average scores for the Youth Generativity survey for children and youth who participated in Connected North sessions led by Indigenous speakers (N=851) versus those who participated in sessions not led by Indigenous speakers (N=549) were statistically compared.

No significant differences were found for the average item scores, or for the overall survey averages, between these two groups.

Further qualitative inquiry could explore what participants experience and gain from connecting with Indigenous presenters, in relation to expressions of generativity, as the quantitative survey does not probe on these nuances.

Connected North Youth Generativity Scores by Participant Survey Scores

Correlation analyses were run on average Youth Generativity scores versus Participant Survey scores for surveyed children and youth who participated in Connected North programming (N=1217). A scatterplot of these respondents' Participant Survey average scores as a function of their Youth Generativity average scores is presented below with a trendline included.



Takeaways:

- A strong, statistically significant positive correlation was found between respondents' Participant Survey average scores and Youth Generativity average scores ($r = 0.67$).
- As children and youth's levels of engagement with the Connected North program increased, so, too, did their levels of generativity.

Discussion and Conclusion

Teachers reported that sessions supported students to develop important skills for the future, such as active curiosity, creativity, initiative, communication, adaptability, flexibility, and critical thinking. Teachers also reported that sessions helped them engage students and contributed to classroom attendance. The program helped to create an engaging, enriching, and relevant learning experience for students, that was culturally responsive and affirmed their identities. The program showed incredible reach in Indigenous communities across Canada and an exceptional net promoter score among teachers.

The results of the participant survey highlighted that participants generally learned something new from guest speakers, were excited about what they learned, and the sessions enhanced their experience of going to school. Connected North sessions helped highlight future career and post-secondary opportunities.

The Connected North program incorporates several elements that supports generativity in children and youth, such as strengthening intergenerational and cultural connections, supporting students to develop their strengths, skills, and capacities to contribute positively to their communities. In a comparison of Youth Generativity by age group in Connected North, children belonging to elementary school age groups scored significantly higher on average than children belonging to middle and high school groups.

Average scores for the program survey and Youth Generativity survey for children and youth who participated in Connected North sessions led by Indigenous speakers and non-Indigenous speakers were statistically compared. No significant differences were found for the average item scores between these two groups. Further qualitative inquiry could explore what participants experience and gain from connecting with Indigenous presenters in Connected North, as the survey does not probe on those nuances.

In a correlation analysis of the Youth Generativity scores versus Participant survey scores, a strong, statistically significant positive correlation was found between respondents' Participant survey average and Youth Generativity average. So as children and youth's level of engagement with Connected North increased, so did their levels of generativity.

The Youth Generativity survey may not have captured all the cultural nuances of how generativity is expressed by participants in the context of Connected North. Considering the program's design, as well as the students' community and cultural contexts, we recommend a qualitative inquiry into youth generativity and/or further exploration using an alternative quantitative measure.

A unique strength of the program is its focus on fostering generativity in children from a young age. The evaluation results highlight how the program connected students with engaging guest speakers and role models, nurturing intergenerational connections, highlighting multiple paths forward to their future, and the potential impact of their contributions to their communities. Through connecting students with Indigenous role models and incorporating cultural teachings, Connected North helps to affirm students' identities and sense of pride in their culture. The results of the program evaluation highlight how the program is highly relevant, culturally responsive, engaging, and is enriching students learning experience in the classroom.



References

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- McAdams, D. P., Hart, H. M., & Maruna, S. (1998). The anatomy of generativity. In D. P. McAdams & E. de St. Aubin (Eds.), *Generativity and adult development: How and why we care for the next generation* (pp. 7–43). American Psychological Association. <https://doi.org/10.1037/10288-001>

Appendix A

TakingITGlobal collected demographics information about students regarding their school, province/territory and grade level. The tables below illustrate the total number of responses to the Youth Generativity survey by province and territory and the number of schools who responded by province and territory.

Province/Territory

Province/Territory	Number of responses (Youth Generativity survey)	% of respondents
ON	911	74.9%
NT	136	11.2%
NU	39	3.2%
YT	37	3.0%
AB	33	2.7%
BC	23	1.9%
SK	4	0.3%
No response	34	2.8%
Total	1217	100%

Province/Territory	Number of schools who participated in 2024-25	Number of schools who responded (Youth Generativity survey)
ON	69	33
NU	45	7
NWT	27	11
YT	35	10
AB	9	5
SK	7	2
BC	6	3
MB	2	0