Agents of Social Change

Paulo Freire                  Peter Hoffman-Kipp

Myles Horton

“We make the road by walking”
Agents of Social Change

Myles Horton
1905 - 1990

Suzi and Peter Hoffman-Kipp
1970 - 2013

Paulo Freire
1921 - 1997
Presented by ...
Agenda

• Introduction by Beate Baltes
• Meet Paulo Freire by Carlos Alberto Torres
• Meet Myles Horton and Peter Hoffman-Kipp by Peter Lownds
• Interview with Suzi Hoffman-Kipp on “social change in the real world” by Chitra Golestani
• Social Change Impact Report Datasets by Andrew Thomas and Beate Baltes
Freire: Pedagogy of the Oppressed

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.
Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.
Freire: Pedagogy of the Oppressed

The greatest humanistic and historical task of the oppressed: to liberate themselves...
Following a 1959-60 trial in Grundy County, the State of Tennessee revoked the school’s charter. It was adjudged to have violated segregation laws, sold beer without a license, and conveyed property to Myles Horton for his home. When the sheriff padlocked the school, Horton proclaimed Highlander to be an idea rather than simply a group of buildings, adding: “You can’t padlock an idea.” In a 1979 Ford Foundation Report, Highlander was singled out as the most notable American experiment in adult education for social change.
Curiosity is very important I think, and I think too much of education, starting with childhood education, is either designed to kill curiosity or it works out that way anyway.
Horton: Highlander Peoples School

When people criticize me for not having any respect for existing structures and institutions,

I say I give institutions and structures and traditions all the respect that I think they deserve. That's usually mighty little, but there are things that I do respect. They have to earn that respect. They have to earn it by serving people. They don't earn it just by age or legality or tradition.
Nothing will change until we change - until we throw off our dependence and act for ourselves.
Peter:

Reflection is increasingly used as a means to support teacher professional development, and ultimately to support teachers' efforts to improve the persistent underachievement of minority students.
Social Change Impact Report Data Sets

• The Social Change Impact Report (SCIR) Datasets are a Walden-owned database of research results generated from three online surveys about social change.

• The surveys investigate US and International participants’ views on and experiences with:
  – positive social change and/or social action
  – involvement in activities that make improvements in the lives of individuals and communities
  – locally and around the world
Eligibility

• The SCIR Datasets are available for use by
  – Walden faculty
  – Walden students
  – Walden staff.

• At this time, requests from researchers outside of the University are not accepted.
Available SCIR Datasets

  American Survey was conducted among **2,148 adults** in the United States.

- **2011 Social Change Impact Report: Global Survey**
  Global Survey was conducted among a total of **12,208 adults** within Brazil, Canada, China, France, Germany, Great Britain, India, Japan, Mexico, Spain, and U.S.

- **2012 Social Change Impact Report: Global Survey**
  Global Survey was conducted with **8,953 adults** in Brazil, Canada, China, Germany, India, Jordan, Mexico and the U.S., and gauges their perceptions and motivations for getting involved, as well as the roles of nonprofit organizations, government and the media in social change across countries.
Methodology

• Walden University hired Harris Interactive, a popular business polling firm, to conduct the surveys in 2011 and 2012.
• Being a proprietary survey research firm, Harris is guarded in providing the specific details of their methodologies.
• Data were collected via non probability sampling.
• The brief overviews of methods provided by Harris are provided on the website.

Data Documentation

• Data were weighted to be representative of total adult population of those countries surveyed.
  – Weighting variables are included in the data files; however no algorithms are provided to illustrate how they were derived.
• SPSS Data Dictionaries were extracted for each SPSS data file and are available for review online.
  – Researchers are encouraged to review these files to explore how data were coded in each respective data file; some variables such as Age were coded differently across files, and thus would require recoding if more than one file were merged for analysis.
• Questionnaire files are also available.
At Walden University, we believe knowledge is most valuable when put to use for the greater good. As part of our efforts to lead and contribute to social change in the U.S. and around the world, we are pleased to release our 2012 Social Change Impact Report.

Now in its second year, the annual report, based on a survey conducted by Harris Interactive on behalf of Walden University, provides a diverse global perspective on why adults engage in social change and the roles individuals, nonprofit organizations, government, and the media play in facilitating it.

Key findings from the 2012 Social Change Impact Report include:

- Global economic conditions impact how adults get involved in positive social change.
- Individual adults are the driving force behind social change engagement.
- Adults are more likely to join digital social change conversations than to initiate them.

Effecing positive social change is at the heart of our mission and has been since our founding in 1970. Our hope is that the Social Change Impact Report will spur local, national, and global discussions about the advancement of social change among business and government leaders, educators, healthcare workers, nonprofit organization employees, and those who simply care about making a difference.

The survey results are now available in the second annual Social Change Impact Report. View the 2011 Report to access findings from the 2011 Social Change Impact Report.

SURVEY FINDINGS RESOURCES FOR MEDIA NEWS RELEASE IN THE NEWS

The 2012 Social Change Impact Report is the second in an annual series, which was designed to provide a barometer of who is engaged in social change, what is important to them and how they work together to advance social change issues of interest now and in the future. Including perspectives of more than 8,900 adults in Brazil, Canada, China, Germany, India, Jordan, Mexico and the U.S., the 2012 Social Change Impact Report gauges their perceptions and motivations for getting involved, as well as the roles of nonprofit organizations, government and the media in social change across countries. (February-March 2012)

2012 Social Change Impact Report (PDF)
Executive Summary (PDF)
Appendix (PDF)
Infographics
News Release

For more information on the Social Change Impact Report, including the methodology and a questionnaire providing answers to each survey question, please contact Jen Raiser at 1-443-627-7452 or jen.raiser@waldenu.edu.

To join the conversation on Twitter, use #ImpactReport.

FAST FACT

While donating money, goods or services is the top way adults have gotten involved in social change in the past six months (50%, on average), donating money is also where adults are most likely to cut back when economic conditions are bad (37%, on average).
• Social change is **not a fad**.
• The **reasons why people believe being involved** in social change is important are as varied as the countries they call home.
• **Global economic conditions impact** how people get involved in positive social change.
• **Individuals are a driving force** behind social change engagement but **rely on organizations** to facilitate their involvement.
• **Nonprofits have an important role** in social change.
• People are **more likely to join** digital social change conversations **than to start** them.
• Adults around the world **perceive bias in their national media** on social change issues.
What are the main reasons why being involved in social change is personally important to you?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Young Adults*</th>
<th>Older Adults*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to help people who are less fortunate than I am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>43%</td>
<td>70%</td>
</tr>
<tr>
<td>Canada</td>
<td>63%</td>
<td>75%</td>
</tr>
<tr>
<td>India</td>
<td>44%</td>
<td>70%</td>
</tr>
<tr>
<td>Jordan</td>
<td>43%</td>
<td>63%</td>
</tr>
<tr>
<td>Mexico</td>
<td>38%</td>
<td>69%</td>
</tr>
<tr>
<td>U.S.</td>
<td>61%</td>
<td>71%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a moral responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>52%</td>
<td>66%</td>
</tr>
<tr>
<td>India</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>Jordan</td>
<td>53%</td>
<td>77%</td>
</tr>
<tr>
<td>Mexico</td>
<td>48%</td>
<td>73%</td>
</tr>
<tr>
<td>U.S.</td>
<td>54%</td>
<td>65%</td>
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*Definitions of age groups vary by country. Young adult groups are within ages 18 and older. Age group definitions for each country are available upon request.
<table>
<thead>
<tr>
<th>Variable</th>
<th>Position</th>
<th>Label</th>
<th>Measurement Level</th>
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<td>SC_ID</td>
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<td>SC_ID</td>
<td>Scale</td>
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<tr>
<td>Q268</td>
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<td>Q268 Gender</td>
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<tr>
<td>Q280</td>
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<td>Q280 Age</td>
<td>Scale</td>
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<tr>
<td>Q318</td>
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<td>Q318 European Region</td>
<td>Scale</td>
</tr>
<tr>
<td>Q372</td>
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<td>Q372 Presence of children in household</td>
<td>Nominal</td>
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<tr>
<td>Q462</td>
<td>6</td>
<td>Q462 Income</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q650</td>
<td>7</td>
<td>Q650 HIDDEN - COUNTRY QUALIFIED FOR</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q675</td>
<td>8</td>
<td>Q675 Region China</td>
<td>Scale</td>
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<td>Q679</td>
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<td>Q679 Income China</td>
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<td>Q705</td>
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<td>Q750</td>
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<td>Q750 Region Brazil</td>
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<tr>
<td>Q760</td>
<td>12</td>
<td>Q760 Income Brazil</td>
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<tr>
<td>Q765</td>
<td>13</td>
<td>Q765 Region India</td>
<td>Nominal</td>
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<tr>
<td>Q770</td>
<td>14</td>
<td>Q770 Income India</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q8905</td>
<td>15</td>
<td>Q8905 We’d like to ask you a few questions about your views on and experiences with positive social change. Positive social change or social action refers to involvement in activities that make improvements in the lives of individuals and communities.</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q8910M1</td>
<td>16</td>
<td>Q8910M1 Because of what I learned or activities I did in primary or secondary school (e.g., elementary, middle or high school): You indicated that being involved in positive social change is somewhat or very important to you. Which of the following are the</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q8910M2</td>
<td>17</td>
<td>Q8910M2 Because of what I learned or activities I did in college or university: You indicated that being involved in positive social change is somewhat or very important to you. Which of the following are the</td>
<td>Nominal</td>
</tr>
<tr>
<td>Q8910M3</td>
<td>18</td>
<td>Q8910M3 Because of my faith or religious beliefs: You indicated that being involved in positive social change is somewhat or very important to you. Which of the following are the</td>
<td>Nominal</td>
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<tr>
<td>Question ID</td>
<td>Frequency</td>
<td>Description</td>
<td></td>
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<td>-----------</td>
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<tr>
<td>Q8915M1</td>
<td>29</td>
<td>Educated others about a cause or issue: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M2</td>
<td>30</td>
<td>Participated in volunteer work or service: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M3</td>
<td>31</td>
<td>Discussed or expressed an opinion on a positive social change issue by posting a comment on a blog or other website: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that a</td>
<td></td>
</tr>
<tr>
<td>Q8915M4</td>
<td>32</td>
<td>Wrote to or called any politician or government official: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M5</td>
<td>33</td>
<td>Signed an online or written petition: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M6</td>
<td>34</td>
<td>Donated money, goods or services: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M7</td>
<td>35</td>
<td>Fundraised for a cause: In the past six months, have you done any of the following activities to engage in positive social change? Please select all that apply.</td>
<td></td>
</tr>
<tr>
<td>Q8915M8</td>
<td>36</td>
<td>Texted messages related to a positive social change issue using a mobile device (e.g., made a donation, voted, organized a demonstration, etc.): In the past six months, have you done any of the following activities to engage in positive social change.</td>
<td></td>
</tr>
</tbody>
</table>
Planning Your Research

• **Who?**
  – Country
  – Age
  – Gender

• **What kind?**
  – Donations
  – Starting a social enterprise
  – Social/online

• **Where?**

• **Why? (correlates)**
  – Motivations
  – Goals
  – External circumstances
1. Applicant completes an Institutional Approver Request Form
   – Completed form submitted by the applicant to institutional.approver@waldenu.edu (OIRA) for review and approval.

Note: Link to form is in the description of the SCIR Datasets on the CRQ website.
2. Upon receiving approval from OIRA, the applicant submits their IRB application for the proposed research using the SCIR Dataset to irb@waldenu.edu (OREC).

Note: IRB forms are located on the CRQ website (maroon IRB button) at researchcenter.waldenu.edu.
3. Upon receiving IRB approval, the applicant contacts datasetaccess@waldenu.edu (CRQ) to request the data set.

- Applicant must include the following in their request:
  - Copy of the completed Institutional Approver Request Form
  - Copy of the email from OIRA approving the IA request.
  - Copy of the completed IRB form.
  - Copy of the IRB approval letter (email).
Request for Use Process

• When the three steps outline previously have been completed the SCIR Dataset Coordinator will work with applicant to release the data that has been requested.

• Data will be sent as email attachments.

• All SCIR Datasets correspondence goes through datasetaccess@waldenu.edu
Questions about the SCIR Datasets

- Information about the SCIR Datasets can be found on the Research Resources page of the CRQ website: researchcenter.waldenu.edu.
- Click on the purple Research Resources button on the CRQ homepage.
- Questions about the SCIR Dataset and how to request access to the data set should be directed to datasetaccess@waldenu.edu.
SCIR Datasets: Learning More on the CRQ Website