

# Free the Children Evaluation

## Executive Summary

In January, 2011, Free The Children commissioned Kathleen Korgen, Ph.D. of William Paterson University and Jeffry Korgen, M.A., M.S.W. of Korgen Associates to develop and implement an evaluative study of Free The Children. The study, conducted between January and April of 2011, was carried out in order to measure the effectiveness of Free The Children programming across several measures, among the key populations of: students, parents, teachers, and school board administrators. In total, we surveyed 168 students (26% response<sup>1</sup>), 176 parents (28% response), 505 teachers (43% response), and 26 school board administrators (62% response). The researchers also conducted semi-structured interviews with a sub-sample of teachers (24) and Board of Education administrators (3).

Major findings of the study include:

- The majority (72.5% of teacher respondents) of teachers who work with Free The Children are highly experienced, having taught for nine or more years.
- Just under 80% of teacher respondents work in public schools, with 11.1% working in Catholic schools and 9.5% working in another type of school (Montessori, private, etc.).
- Almost half of the teachers report that their involvement with Free The Children is in an extracurricular capacity.
- Almost 80% of students surveyed state that they participate in Free The Children through their school.
- Teachers have taken a wide variety of actions due to their work with Free The Children, including:
  - Introducing new teaching tools or methods into the classroom (31%)
  - Raising Awareness for a local or global cause (87.8%)
  - Volunteering with a local organization (45.2%)
  - Fundraising or donating to another global cause or organization (65.8%)
- Very high percentages of teacher respondents agree or strongly agree that, as a result of participation in Free The Children programs and activities:

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<sup>1</sup> We surveyed students who brought permission forms signed by a parent to Free The Children Youth Summits in Vancouver, Toronto, and San Francisco, March 5-March 6, 2011. This percentage reflects the fact that about a quarter of Youth Summit participants brought these forms with them and 28% of parents who were mailed the permission forms with separate parent surveys, participated in the parent survey.

- Their students are more aware of global and local issues (96%).
  - Their students have more and/or stronger leadership skills (95%).
  - Their students are more confident (69%).
  - Their students have taken more action to create change (86%).
  - They (teachers) are better able to engage students in caring about the world around them (88%).
  - More youth are involved in social justice learning (78%) and action (75%).
  - They (teachers) feel more connected to their students (84%).
- Over one-third of teachers surveyed agree or strongly agree that, as a result of participation in Free the Children programs, students who may be considered “at-risk” have become more engaged within the school (35%).
- Almost all of the Board of Education administrators surveyed agree or strongly agree that Free The Children teacher resources are effective (95.3%) and appropriate (95%) educational tools that support the development of critical thinking.
- Very high percentages of Board of Education administrator respondents agree or strongly agree that, as a result of participation in Free The Children programs and activities:
    - Students are more engaged in social justice learning (88%).
    - Students are more engaged in social justice action (87%).
    - Students take more action to create change (93%).
    - School environments are more positive (89%).
    - More student leaders have emerged (96%).
    - Students who do not self-identify as leaders are more engaged (89%).
    - Students are better prepared for the real world (69%).
    - They (school board administrators) are more inclined to believe that students can make a difference (81%).
- A strong majority of parent respondents agree or strongly agree that, as a result of participation in Free The Children programs, their child:
    - Is more compassionate toward people he/she knows (79%) and does not know (65%).
    - Is more aware of local and global issues (93%).
    - Has more and/or stronger leadership skills (86%).
    - Feels more connected to others who are passionate about creating change (87%).
    - Is more confident (73%).
    - Spends more time talking about social justice issues (75%).
    - Has taken more action to create change (81%).
    - Is more excited about school (71%).

- Almost half (48%) of parents agree or strongly agree that their child spends more time reading the newspaper or online news sites due to participation in Free the Children programs.
- Strong majorities of student respondents agree or strongly agree that as a result of their participation in Free The Children programs, they:
  - Are more compassionate toward people they know (76%) and don't know (82%).
  - Are more aware of global and local issues (89%).
  - Have more/stronger leadership skills to help create change (89%).
  - Feel more connected to others who are passionate about creating social change (87%).
  - Spend more time thinking about social justice issues (75%).
  - Create more change than they otherwise would have (84%).
  - Are more confident (77%).
  - Are more inclined to believe that youth can make a difference in the world (94%).
- Over half of the student respondents indicate that they:
  - Spend more time reading the newspaper and/or online news sites (55%).
  - Are more excited about school (51%) because of their participation in Free The Children programs.

## Free The Children Evaluation

Kathleen Korgen, Ph.D. of William Paterson University and Jeffrey Korgen, M.A. M.S.W. of Korgen Associates conducted an evaluative study of Free the Children's Programs and Teacher Resources between January-April, 2011. This final report includes:

- An overview of the literature on youth civic engagement and civic education;
- A discussion relating Free the Children's programs to the best practices discussed in that literature; and
- The results of surveys and interviews of key Free The Children constituents.

### **Youth Civic Engagement**

Over the past decade and a half, attention devoted to youth civic engagement has increased dramatically. Many social scientists have focused on indications of a steep decline in social capital and civic engagement (Galston 2004, Putnam, 1996, 2000, Delli Carpini 2000), while others argue that types of civic engagement activities among youth have changed, but not declined (e.g. Andolina et al. 2002 and see Sherrod, Flanagan, and Youniss 2002 for a synopsis of the debate). What unites virtually all these researchers is the belief that youth civic engagement is good for both the participants and society.

Civic engagement activities work to increase political participation, promote democracy, and strengthen civil society (Beck and Jennings 1982; Smith 1999; Hanks 1981; Youniss, McLellan, and Yates 1997). Moreover, youth civic engagement has been directly connected to contributions to society later in life (Oesterle et al.2004; McFarland and Thomas 2006; Flanagan and Levine 2010; Zaff and Michelsen

2001). Therefore, investing in youth civic engagement opportunities is seen as creating long-term benefits for a society.

Researchers have found that youth who seek to make a positive impact on society through civic engagement increase in social development and gain tools that they can use throughout their personal and professional lives (Lerner 2004; Levine and Youniss 2006; Zaff and Michelsen 2001). Good civic engagement programs for youth enable participants to develop social and cultural capital and leadership skills. These young people become more cognizant of and prepared for employment and educational opportunities (Rogers et al. 2007, Watkins et al. 2007, Flanagan and Levine 2010). Through such programs, students learn to work effectively with others, think strategically, and, in the process, accomplish tasks usually seen as beyond the capabilities of youth (Kirshner 2007, Larson and Hansen 2005). Youth involved in such programs also become more socially aware and more confident that they can have an impact on their own lives, as well as those of others (City of Toronto 2006). Finally, young people who participate in civic engagement programs have the opportunity to engage with and develop positive relationships with adults, who act as mentors/faculty sponsors for the groups (Halpern 2005, Kirshner 2007).

### **Inequality in Youth Civic Engagement**

While the benefits of youth civic engagement are many, opportunities for civic engagement are not distributed equitably. Just as highly educated members of the electorate are more likely to vote (Kahne and Middaugh 2008), youth with highly educated parents are much more likely to be exposed to and encouraged to participate in civic engagement activities (Verba et. al, 1995, 2003). Students from upper-middle and upper class backgrounds tend to have a much wider range of opportunities to actively

participate in and potentially influence their society (e.g. through camps, clubs, and personal connections to people in power) than do students from the lower classes.

Schools can provide a vital opportunity for closing the civic engagement gap (Gimpel and Lay 2006; Metz and Youniss 2005). The need for a citizenry with strong civic knowledge is well known, and increasing numbers of schools now include civic engagement activities in their curriculum. Citizens with an understanding of how government works are more likely to comprehend public policies, participate in the political process, accept democratic principles, trust institutions, and tolerate minority groups (Delli Carpini & Keeter 1996, Galston 2001). However, despite the fact that civic engagement is now acknowledged as an important component of civic education (CIRCLE & Carnegie Corporation of New York 2003, Galston 2004; Kahne & Westheimer 2003; Kahne and Middaugh 2008), low income students are much less likely to participate in school-based civic engagement activities than their wealthier peers. In particular, high achieving students from the middle and upper classes are more likely to have civic engagement opportunities in their classroom (Kahn and Middaugh 2008).

In 2008, the percentage of US middle and high schools offering community service activities for their students was 68 and 86 percent, respectively. However, schools in low-income neighborhoods were one-fourth as likely to provide service learning experiences for their students (Corporation of National and Community Service 2008). These findings support other studies that found youth from lower economic classes to be much less likely to report involvement in school-based civic engagement activities (Spring, Dietz and Grimm 2007; Hart 2003; Condon 2007).

## **Civic Engagement and Catholic Schools**

For Catholic and other faith/values-based schools, civic engagement often has a religious or other ethical base. In the Catholic tradition, civic engagement flows from the dignity of the human person and is a responsibility of the faith. Craig Kielburger was honored at the Catholic Jubilee Justice gathering in 1999 for founding Free The Children and representing the contribution of Catholic children and youth to Catholic civic engagement. The Catholic discourse on civic engagement mirrors the secular discourse but with an emphasis on reflection on Scripture and Catholic social teaching: the application of principles of social justice and the lessons of Scripture to the issues encountered in civic engagement activities (Korgen 2007).

## **Effective Youth Civic Engagement and Civic Education Programs**

In addition to the civic engagement gap, the literature also points to the need for common high quality standards among civic engagement programs (Billig, Root, and Jesse 2005). For example, the National Youth Leadership Council has determined that the most effective service learning-projects, incorporate the following “Eight Promising Practices” (Billig 2008):

- Curriculum integration
- Ongoing cognitively challenging reflection activities
- Youth voice
- Respect for diversity
- Meaningful service
- Progress-monitoring and process-monitoring

- Duration (at least one semester or 70 hours)
- Reciprocal partnerships (with community service learning partners)

These “Eight Promising Practices” echo much of the research on effective school-based civic education practices, which include providing opportunities for students to:

- Discuss current events
- Study issues about which the student cares
- Discuss social and political topics in an open classroom climate
- Study government, history and related social sciences
- Interact with civic role models
- Participate in after-school activities
- Learn about community problems and effective responses
- Work on a service learning project
- Engage in simulation
- Connect with others doing similar work

(Kahne and Middaugh 2008; Kahne and Westheimer 2003).

This research shows that a civic education curriculum profits from a civic engagement component. It also indicates that a strong civic engagement program requires carefully designed opportunities for

students to 1) learn how their society works, 2) formulate strategies to make it better/more just, and 3) work with others to make a tangible impact on the world.

### **Free The Children and Youth Civic Engagement and Education**

Free The Children involves youth in civic engagement and education through two programs addressed in this study: “Youth in Action” and “We Schools in Action.” Both programs offer curricular materials and extracurricular activities to “educate, engage, and empower young people as agents of change.” In doing so, they help to address the inequality in youth civic engagement opportunities among youth of different social classes by providing them through schools. Inside and outside of schools, Free The Children provides materials which assist young people in reflecting on events around them, both local and global; offers mentoring and technical assistance to groups of young people through its Youth Programming Coordinators; and maintains a team of motivational speakers to energize youth interested in working for social justice. The motivational dimension of Free the Children culminates in We Day, which features a diverse mix of singers and actors popular with young people, Nobel Peace Prize winners, and other global change leaders. All of these staff and speakers/singers clearly and vocally support the work of Free The Children and encourage the We Day participants to make a difference in the world.

#### *Youth in Action*

The Youth in Action program consists of a core group of children or youth within a school, neighborhood, or place of worship who want to take action for positive change and engage their broader school and/or community in that effort. Youth in Action groups work to learn about global

issues and promote social justice and volunteerism in their own communities and throughout the world. Free The Children provides support to the groups through its Youth Programming Coordinators, who provide mentoring and technical assistance to the groups. The Youth in Action group members increase their awareness of global and local issues and develop leadership skills through many of the same activities used in the We Schools model, but within a Youth in Action group facilitated by a Youth Programming Coordinator. The Youth in Action Program includes the three main components included in all Free The Children programming :

- 1) Educate—raise awareness of the issues and foster understanding;
- 2) Engage—take tangible action to address an issue young people are passionate about;
- and
- 3) Empower—help young people lead efforts to create social change.

In addition to some one-time only campaigns, Youth in Action programs typically include such campaigns as:

- Halloween for Hunger: On Halloween, members trick-or-treat for non-perishable food items for hungry individuals in their local community.
- Vow of Silence: Members stay silent for twenty-four hours to give voice to “children silenced by poverty, war, and oppression.”
- Local Spotlight: Free The Children selects a different local issue theme each year (recent foci include: homelessness and on-reserve education for Aboriginal people).
- Adopt a Village program: This campaign can include building a school, helping villagers develop alternative sources of income through microenterprises, providing children and

their families with basic health care and nutrition, and supporting clean water and sanitation projects.

The final dimension of the Youth in Action program is sharing both plans and accomplishments with Free the Children staff, who offer mentoring and assistance and share best practices with other groups. The Youth in Action groups, therefore, work alongside the We Schools in Action groups in becoming a large international collection of groups of youth-helping-youth to create social change domestically and globally.

### *We Schools in Action*

The We Schools in Action program invites an entire school to commit to civic education and civic engagement. A school's participation begins with attendance at We Day, in person or via webcast to the school. We Day provides a day of inspiring speakers from public life and the entertainment world explaining and exemplifying the difference young people can make on issues of local and global poverty. In addition, the arena format provides young participants and their advisors with an experience of solidarity with thousands of other youth who want to make a difference. The combination of inspiring speakers and peer support is intended to launch local We Schools in Action with great energy and fanfare.

Following We Day, the We Schools in Action program helps educate students about social issues and develop leadership skills to make a difference on these issues through a curriculum with developmentally appropriate activities for grade, middle, and high schools. This curriculum includes lesson plans designed to develop awareness about a wide array of social issues and topics including:

- Poverty--both its causes and how it is experienced locally and globally (with emphases on children's health, nutrition, environment, and education).
- The U.N. Millennium Development Goals--including analysis of the causes of global poverty and the relevance of proposed solutions.
- The experience of children and youth experiencing poverty and war around the world and the stories of children trying to help them (told in their own respective voices).
- The challenge of creating a budget for a family living at the poverty level in North America.
- The disproportional impacts of poverty on women and girls.
- How decisions about global poverty are made at the United Nations.

The We School in Action program also includes skill building exercises, such as:

- Role-playing negotiations at global policy summits to develop policy-analysis and negotiation skills.
- Conducting a garbage audit to develop auditing and social analysis skills.
- Creating educational videos, board games, poster campaigns, picture books, model villages, etc. to develop communications skills and the capacity for empathy.
- Utilizing Free The Children's extensive campaign kits for the various local and global projects to build project management, fundraising, and communications skills.

As the We Schools in Action program unfolds, each school selects at least one local issue and one global issue on which to work. A suggested process for choosing the issues is included in the curriculum, along with a description of the option to select the Free the Children Adopt a Village program. This option may include, as described above, building a school, generating alternative sources of income through

microenterprises, providing children and their families with basic health care and nutrition, and/or supporting clean water and sanitation projects.

The final dimension of the program is sharing both plans and accomplishments with Free the Children staff, who offer mentoring and technical assistance and share best practices with other groups. The We Schools, therefore, move from an initial commitment, to attendance at We Day, to developing awareness and skills, to taking action, to, finally, sharing their experiences with others.

### **Free The Children and Effective Youth Civic Engagement**

This study begins to answer the question, “Is Free the Children *effective* in its efforts to promote youth civic education and civic engagement?” A review of program materials indicates that its model is generally consistent with best practices in youth civic engagement and education described above. For example, both Youth in Action and We Schools in Action seek to help children and youth develop social and cultural capital as well as leadership skills that will help them to make a difference in the “real world.” The programs are designed so that as the young people make progress on their projects, they discover hidden skills and overcome the belief of many young people that they cannot make a difference in the world. This is a dimension of the organization’s very name that could be promoted even further: the children and youth in the We Schools and Youth in Action programs are freeing themselves from a false consciousness of being ineffectual in public life simply because of their age and inexperience (and, for some, low-socioeconomic status). As noted above, the ripple effects of increasing such skills and confidence flow out to many other areas of life (Lerner 2004; Levine and Youniss 2006; Zaff and Michelsen 2001, Flanagan and Levine 2010, City of Toronto 2006). Furthermore, all eight of the National Youth Leadership Council’s “promising practices” of service-learning programs are a well-articulated part of the Free the Children model: curriculum integration, ongoing cognitively-challenging

reflection activities, youth voice, respect for diversity, meaningful service, progress-monitoring and process-monitoring, sufficient duration, and reciprocal partnerships.

The ten qualities of effective school-based civic education programs (Kahne and Middaugh 2008, Kahne and Westheimer 2003) are also strongly represented in the We Schools and Youth in Action programs. To review, these include: discussions of current events; studying issues students care about; making sure these conversations take place in an open climate; studying government, history, and related social sciences; interacting with role models (like Craig and Mark Kielburger); participating in after-school activities; learning about community problems and ways to respond; working on service-learning projects; engaging in simulation activities; and connecting with others doing similar work. When these best practices are held up against the models of We Schools and Youth in Action, we find Free The Children's programs exemplify the key points highlighted in the discourse on excellence in civic education and civic engagement. Whether those who use Free The Children programs believe they fulfill their goals is the main question of our study.

### ***Participants and Procedure***

In order to evaluate the extent to which Free The Children has carried out its mission to “inspire, educate, empower, and engage students in a way that will lead them to become active global citizens” we conducted surveys and interviews of key Free The Children constituents. We surveyed:

- Student participants at Free The Children Youth in Action Summits in early March of 2011.
- Parents and guardians of student participants at Free The Children Youth in Action Summits (indicating that the parent/guardian with the most knowledge of their child's participation in Free The Children activities should complete the survey).

- Teachers who participate with their students in Free The Children’s Youth programs.
- Board of Education (BOE) administrators in districts that partner with Free The Children.

We interviewed a subsample of teachers and Board of Education administrators.

In doing so, we made clear to all study participants that their participation was entirely voluntary and that they were free to end their participation in the research at any time. We also informed them that we would protect their identity and not report the results of the study in a way that would identify individual participants.<sup>2</sup>

Our sample of students and parents was based on those students who attended Youth in Action Summits in San Francisco, Vancouver and Toronto, on March 5th (Toronto and San Francisco) and 6th (Vancouver) of 2011. A total of 636 surveys (Toronto 463, Vancouver 100, San Francisco 72), were sent to parents, with a consent form that they were asked to sign, indicating their permission for their child’s participation in the student survey.

Students who brought signed parental consent forms with them to the Summit took the student survey within the first hours of arriving at the Summit. Summit staff disseminated and collected the surveys following a script created by the researchers, in order to ensure that they did not influence the students’ responses. Other summit members videotaped this process and mailed it to us (the researchers), so that we could be sure the script was followed at each summit.

Of the 3,500 schools who participate in the Youth in Action program, we focused on those in the San Francisco, Vancouver, and Toronto areas to select our sample of teachers and Board of Education administrators. This ensured demographic and geographic diversity of participants and corresponded to

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<sup>2</sup> All names used are pseudonyms.

where the Summits took place. Using the SurveyMonkey program, we surveyed all the teachers and Board of Education administrators in those areas who partner with Free The Children during the last week of February and the first week of March, 2011.

Out of 1182<sup>3</sup> teachers emailed, 544 teachers began the survey (381/878 from ON, 136/255 from BC, and 27/60 from CA) and 505 completed it. Among the 42 Board of Education administrators emailed, 29 began the survey (16 from ON, 12 from BC, and 1 from CA) and 26 completed the survey. There were no major differences in response rates per region for either the teachers or the Board of Education administrators.

In the teacher and Board of Education surveys, we asked respondents if they were willing to participate in a 30-minute interview. As Teacher Tables 1 and 2 and BOE Tables 1 and 2 indicate, the proportion of respondents willing to be interviewed was relatively consistent across the three regions, though a higher percentage of BOE administrators than teachers surveyed expressed a willingness to be interviewed. We selected those who would be interviewed among the willing respondents by randomly choosing a starting point and then selecting every nth person after that point, until we reach the desired number of interviewees (for teachers: 10 from ON, 8 from BC, and 6 from CA and for BOE administrators: 2 from ON and 1 from BC).

Teacher Table 1: Teacher Survey Respondents

ON	70% (381)
BC	25% (136)
CA	5% (27)

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<sup>3</sup> We attempted to email 1187, but 5 were rejected due to incorrect email addresses.

Teacher Table 2: Teachers Willing to Be Interviewed

ON	36.2% (138)
BC	33.8% (46)
CA	40.7% (11)

BOE Table 1: BOE Adm. Survey Respondents

ON	55.2% (16)
BC	41.4% (12)
CA	3.4% (1)

BOE Table 2: BOE Adm. Willing to Be Interviewed

ON	50% (8)
BC	75% (8)
CA	100% (1)

### Description of Teacher Sample

As Teacher Table 3 indicates, most of the teachers who work with Free The Children are experienced, with almost three-fourths having taught for nine or more years. While the greatest percentage (37.1%), teach at the high school level, an almost equal percentage (32.5%), teach middle school students, and 14.5% teach elementary students (see Teacher Table 4 ) As shown in Teacher Table 5, the vast majority

of Free The Children Teachers teach at public schools. Most (72.2%) teacher respondents have worked with Free The Children for 1-4 years, while 14.1% have done so for less than one year and 13.7% have done so for five or more years .

Teacher Table 3: Years Spent Teaching

1-2 years	1.6% (8)
3-5 years	7.9% (39)
6-8 years	18% (89)
9+ years	72.5%358

Teacher Table 4: Grade Level Teaching

Elementary (K-5)	14.5% (72)
Middle School (6-8)	32.5% (162)
High School (9-12)	37.1% (185)
Other	15.9% (79)

Teacher Table 5a: Type of School (Overall)

Catholic school	11.1% (56)
Public school	79.4% (400)
Other	9.5% (48)

Teacher Table 5b: Type of School (California)

Catholic school	0%
Public school	68.0% (17)
Other	32% (8)

Teacher Table 5c: Type of School (British Columbia)

Catholic school	0%
Public school	99.2% (127)
Other	0.8% (1)

Teacher Table 5d: Type of School (Ontario)

Catholic school	15.8% (55)
Public school	73.0% (254)
Other	11.2% (39)

Almost half of teacher respondents indicate that their involvement with Free The Children is through mentoring students involved in Free The Children programs in an extracurricular capacity while 47.4% said that they incorporate Free The Children materials and activities into their classrooms as well as using them when mentoring students in an extracurricular capacity (only 6.9% indicated they used Free The Children materials only in the classroom).

#### Description of Board of Education Administrator Sample

Like the teacher respondents, the majority of the Board of Education administrator respondents have been employed for over nine years, as seen in BOE Table 3. Also, like the teachers, the majority (65.3%) have worked with Free The Children for between one and four years, while 3.8% have partnered with Free The Children for less than one year and 30.8% have partnered with Free the Children for five or more years.

BOE Table 3: Employed as School Board Administrator.

1-2 years	8% (2)
3-5 years	24% (6)
6-8 years	8% (2)
9+ years	60% (15)

### Description of Parent Sample

A total of 636 surveys (Toronto 463, Vancouver 100, San Francisco 72), were mailed to parents of students participating in Free The Children Youth Summits in early March of 2011. As Parent Table 1 indicates, 176 parents filled out a survey. Parent Table 2 shows that the parents are generally well-educated, with 63.1% having completed a college or post-graduate degree.

Parent Table 1: Parent Respondents by Geographic Region

California	17.7%(31)
British Columbia	10.3%(18)
Nova Scotia	0.6%(1)
Ontario	71.4%(125)
<b>Total</b>	<b>100% (176)</b>

Parent Table 2: Parents' Level of Education

Less than high school	11.4% (20)
High school graduate	8.6% (15)
Some college/undergraduate university	16% (28)
College/undergraduate university degree	29.1% (51)
Post-college/university	34% (60)

### Description of Student Sample

One hundred sixty-eight students took the survey. As student Table 1 indicates, the strong majority (76.9%) were from Ontario, with the remainder split primarily between British Columbia and California. This was expected, given the attendance at each of the Youth Summits. As seen in Student Tables 2 and 3, about two-thirds of student respondents attend a public and about one-third go to a Catholic school. The vast majority of the respondents are connected to a Free The Children program through their school (80.2%).

Student Table 1: Province/State

British Columbia	10.6% (17)
California	11.9%(19)
Nova Scotia	0.6% (1)
Ontario	76.9% (123)
<b>Total</b>	<b>100% (160*)</b>

\*Eight students did not answer this question.

Student Table 2: Type of School

Catholic	30.7%(50)
Public	64.4%(105)
Other	4.9%(8)

Student Table 3: How Participate Free The Children Programs

Through my school	63.6% (103)
On my own	14.2% (23)
Through an organization not connected to my school	3.7% (6)
Through my school and on my own	14.8% (24)
Through my school and through an organization not connected to my school	0.6%(1)
On my own and through an organization not connected to my school	1.9% (3)
All three ways	1.2%(2)

As Student Table 4 indicates, the students ranged from 5<sup>th</sup> to 12<sup>th</sup> grade and the highest number of students was in the 8<sup>th</sup> grade. The racial ethnic makeup of the student respondents, as shown in Student Table 5, was somewhat diverse. The largest percentage of students identified as white (51.3%) while the smallest percentage identified as Hispanic (1.3%). None of the students identified as Native American.

Student Table 4: Year in School

5	4.8% (8)
6	10.4% (17)
7	12.8% (21)
8	30.5% (50)
9	7.9% (13)
10	11.6% (19)
11	11%(18)
12	11%(18)

Student Table 5: Race/Ethnicity

Black	6.9% (11)
East Asian	7.5% (12)
Hispanic	1.3% (2)
Middle Eastern	3.1% (5)
Native American	0
Pacific Islander	0.6% (1)
South Asian	13.8% (22)
White	51.3% (82)
Multiracial	10.6% (17)
Other	5%(8)

### *Instruments*

We provide the teacher, administrator, parent, and student surveys, with response frequencies, in the appendix. We also asked the following questions to the respective teacher and Board of Education administrator subsample whom we interviewed:

Teacher questions:

- 1) What drew you to work with Free The Children?
- 2) What are the key things you think you have gained from working with Free The Children?
- 3) What are the key things you think your students have gained from working with Free The Children?
- 4) Can you think of any ways Free The Children might improve its teaching resources/programs?

- 5) Do you see yourself continuing to work with Free The Children? Why or why not?

Board of Education administrator questions:

- 1) What drew you to work with Free The Children?
- 2) What are the key things you think you have gained from working with Free The Children?
- 3) What are the key things you think students in your district have gained from working with Free The Children?
- 4) How do Free the Children programming/curricular resources help your school district fulfill its mission?
- 5) Can you think of any ways Free The Children might improve its teaching resources/programs?
- 6) Do you see yourself/your district continuing to work with Free The Children? Why or why not?

## **RESULTS<sup>4</sup>**

### ***Teachers***

Our findings revealed that teachers tend to be drawn to working with Free The Children through a combination of some or all of the following: a long-standing interest in social justice issues and action, encouragement from teachers/fellow teachers, exposure to Free The Children from the media (several

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<sup>4</sup> There were no major differences among responses by region. Therefore, in our results section, we look at results from respondents from all the three regions combined.

mentioned having seen Marc Kielburger and/or Craig Kielburger on The Oprah Winfrey Show or other media sources, such as the Grade Seven textbook that mentions Craig in a chapter on being a global citizen), a favorable impression of Craig and Marc Kielburger as role models for their students, Free The Children's emphasis on empowering children to help other children, and a great respect for Free The Children's holistic approach to dealing with social issues ("not a band-aid approach").

The extent to which teachers use Free The Children's Resources varied tremendously. As seen in Teacher Table 6, the highest percentage (22%), use them about once every 1-2 months. Twelve percent use these resources more than once a month and 14% do not use them at all.

Teacher Table 6: Use of Teacher Resources

Not at all	14% (70)
About once a year	11% (55)
About once every 5-6 months	13.8% (69)
About once every 3-4 months	16% (80)
About once every 1-2 months	22% (110)
More than once a month	12% (60)
Other	11.2% (56)

As Teacher Table 7 reveals, teachers have taken a wide variety of actions due to their work with Free The Children programs. Almost all of have mentored students in taking action within their school (87%), fundraised or donated to Adopt a Village (83.4%), and raised awareness for a local or global cause (87.8%).

Teacher Table 7: Actions Taken

Introduced new teaching tools or methods into the classroom	31% (155)
Organized (or enabled a student to organize) having a speaker come to my class or school	56.6% (283)
Participated in a training session on social justice/global citizenship	45.2% (226)
Mentored my students in taking action within the school	87% (435)
Fundraised or donated to Adopt a Village	83.4% (417)
Fundraised or donated to another global cause or organization	65.8% (329)
Raised awareness for a local or global cause	87.8% (439)
Volunteered with a local organization	45.2% (226)
Other	7.4% (37)

*Level of Involvement*

Teacher Table 8 indicates the extent to which the teachers believe their schools are involved with Free The Children. Our interviews indicate that while their busy schedules prevent many teachers from doing all they would like to do with Free the Children, involvement with the organization often spreads through schools once one teacher starts to work with them. For example, Maureen, a middle school teacher, described how Free The Children’s work in her school has *gone school-wide. Now the whole school is aware of it. I now have three other teachers working with me...People are starting to see that they can do things and it doesn’t have to be a complete commitment [each campaign is different and can appeal to different kids].*

Similarly, Laura, a K-8 teacher, says that Free The Children is creating a *generation* of kids who care. She says that, while she has just started working with Free The Children this year, its message has spread throughout her school and that,

*All of a sudden it's cool to care.*

Laura has worked with Free The Children through her school's student council this year but plans to create a separate Free The Children group next year.

Teacher Table 8: School level of involvement with Free The Children

Marginally involved	9.1% (46)
Somewhat involved	25.5% (129)
Involved	37% (187)
Very involved	23% (116)
Greatly involved	5.3% (27)

*Effective and Appropriate Teacher Resources*

The overwhelming majority of teachers (80.2%) agree or strongly agree that Free The Children's teacher resources are effective educational tools for their children (only 2.3% (10) disagree and only 0.3% (1) strongly disagrees) and 85.3% of teachers agree or strongly agree that Free The Children's teacher

resources are appropriate educational tools for their students (Only 2.9% disagree or strongly disagree).<sup>5</sup>

Teacher Table 9: FTC teacher resources are effective educational tools for students

Strongly disagree	0.3% (1)
Disagree	2.3% (9)
Neither agree nor disagree	17.2% (67)
Agree	71.7% (279)
Strongly agree	8.5% (33)

Teacher Table 10: FTC teacher resources are appropriate educational tools for students

Strongly disagree	0.3% (1)
Disagree	2.6% (10)

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<sup>5</sup> The 10 teachers who disagreed that Free The Children’s teacher resources are appropriate educational tools also tended to disagree that FTC teacher resources are effective (8 disagreed, 2 neither agreed nor disagreed), that FTC teacher resources support the development of students’ critical thinking (7 disagreed, 3 neither agreed nor disagreed), that FTC programs are effective educational tools for students (5 disagreed, 2 neither agreed nor disagreed, and 1 skipped the question), that FTC programs are appropriate educational tools (5 disagreed, 2 neither agreed nor disagreed, and 1 skipped the question), and that FTC programs support the development of students’ critical thinking (5 disagreed, 2 neither agreed nor disagreed, and 1 skipped the question). Their other responses tended to be positive. These 10 respondents were distributed somewhat proportionately among the regions (5 ON, 3 BC, 2 CA).

Neither agree nor disagree	11.9% (46)
Agree	74.2% (287)
Strongly agree	11.1% (43)

*Educational Impact*

Teachers from every region were strongly positive in their evaluation of the impact of Free The Children’s programs on their students. This came through in the interviews as well as the surveys. For example, Beverly, who works in a high poverty area, said

*I like seeing what it [involvement with Free The Children programs] does for children. [It] makes them more giving, less me conscious, more outgoing, more global.*

Beverly’s assessment of the impact on her own students was shared by the vast majority of respondents.

Likewise, when asked what she thought her students gained from participating in Free The Children programming, Maureen’s answer was representative. She said,

*First of all, an awareness of themselves, that they have strengths, gifts that they have never opened up before.*

Through their work with Free The Children, students realize, often for the first time, their ability to effect social change and make a positive impact on the world.

Many other teachers also noted that students gain organizational and leadership skills through participation in Free The Children activities that they can use throughout their lives. For example, Joe, who works with a group of advanced/gifted students, says that, while gaining technical skills about how

to organize actions and be effective, his students’ “eyes have been opened” and they have “broadened their ability to look beyond themselves.”

As Teacher Tables 11-14 indicates, strong majorities of teacher respondents agree or strongly agree that their students

- Are more aware of local and global issues
- Have more/stronger leadership skills
- Are more confident
- Have taken more action to create change than they otherwise would

Strong majorities, as seen in Teacher Tables 15-17, also agree or strongly agree that they are better able to engage their students in caring about the world around them and that more of their students are involved in social justice learning and action because of their school’s involvement with Free The Children programs. Moreover, as Teacher Table 19 indicates, most (83.5%) of the teacher respondents feel more connected to their students because of their participation in Free The Children programs.

Teacher Table 11: Students More Aware of Global and Local Issues

Strongly disagree	0.2% (1)
Disagree	0.8% (4)
Neither agree nor disagree	3.0% (15)
Agree	59.2% (296)
Strongly agree	36.8% (184)

Teacher Table12: Students Have More and/or Stronger Leadership Skills

Strongly disagree	0.2% (1)
Disagree	1.6% (8)
Neither agree nor disagree	13.5% (67)
Agree	58.0% (289)
Strongly agree	26.7% (133)

Teacher Table 13: Students Are More Confident

Strongly disagree	0.4% (2)
Disagree	3.4% (17)
Neither agree nor disagree	26.9% (136)
Agree	54.7% (276)
Strongly agree	14.7% (74)

Teacher Table 14: Students Have Taken More Action to Create Change

Strongly disagree	0.2% (1)
Disagree	2.% (10)
Neither agree nor disagree	11.8% (59)
Agree	52.8% (265)
Strongly agree	33.3% (167)

Teacher Table 15: Better Able to Engage Students in Caring about the World Around Them

Strongly disagree	0.2% (1)
Disagree	1.6% (8)
Neither agree nor disagree	10.5% (53)
Agree	61.1% (308)
Strongly agree	26.6% (134)

Teacher Table 17: More Youth are Involved in Social Justice Learning

Strongly disagree	0.4% (2)
Disagree	5.3% (27)
Neither agree nor disagree	16.4% (83)
Agree	53.1% (268)
Strongly agree	24.8% (125)

Teacher Table 18: More Youth Are Involved in Social Justice Action<sup>6</sup>

Strongly disagree	0.2% (2)
Disagree	5.4% (27)
Neither agree nor disagree	19.7% (99)
Agree	50.2% (252)
Strongly agree	24.3% (122)

Teacher Table 19: Feel More Connected to Students

Strongly disagree	.4% (2)
Disagree	3.6% (18)
Neither agree nor disagree	12.5% (63)
Agree	51.4% (259)
Strongly agree	32.1% (162)

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<sup>6</sup> Some interviewed respondents indicated that they may have not agreed to this question because their schools have always been involved in such issues but that Free The Children had helped support such efforts.

*At Risk Students*

Approximately one-third (35%) of teacher respondents agreed or strongly agreed that “students who may be considered ‘at risk’ have become more engaged within the school because of the school’s participation in Free The Children’s programs.” A higher number, 45.3%, neither agreed nor disagreed and 18% disagreed (an additional 1.6% strongly disagreed).

Teacher Table 20: At Risk Students More Engaged

Strongly disagree	1.6% (8)
Disagree	18% (91)
Neither agree nor disagree	45.3% (229)
Agree	29.7% (150)
Strongly agree	5.3% (27)

*Continuing Their Work with Free The Children*

Almost all of the teachers we interviewed and surveyed indicated that they are glad that they have worked with Free The Children and that both they and their students have gained much from the partnership. As Laura, a K-8 teacher put it, “I love it for me and I love it for the kids. I really value what

they are doing.” When asked if they plan on continuing to work with Free The Children, *all*<sup>7</sup> of those we interviewed said yes and most volunteered that they were encouraging other teachers to work with Free The Children, as well. The following response of Jill an elementary school teacher, to this question captures the tenor and content of the overwhelming majority of respondents.

*Oh, absolutely, absolutely. Yes!*

The interviewees consistently expressed their admiration for the goals and mission of the organization. For example, Alice, a middle school teacher, said,

*Absolutely. [I will continue to work with Free the Children] because I really do believe in what they’re doing. And they’re not an organization that [makes you raise money for them]. They encourage you to work with whatever charity you are passionate about. [You] don’t have to work with them to cause change in the world. They support any efforts to make this world a better place. So, yes, definitely, I would continue to work with them.*

Alice’s affirmative response was typical. Teacher respondents noted that they are impressed by the integrity of the Free The Children organization, its dedication to the overall effort to make the world a better place, and its actively cooperating, rather than competing, with other organizations focused on similar efforts. While most respondents did not put it in these exact words, admiration for how Free The Children practices its message of “me to we” was a consistent refrain throughout the interviews.

*We Day*

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<sup>7</sup> One teacher we interviewed had recently become a principal and he had not yet been able to recruit another teacher to take over his Free The Children organization at the school, but that he was eager to find a way to continue his school’s connection with Free The Children.

We Day is seen internally and externally as a critical element in Free the Children’s success, and the survey responses affirmed this perception. Almost all of the Free The Children Teachers (95.4%) have attended at least one We Day in person (this very high percentage was consistent across regions). Teacher interviewees described We Day as “Amazing,” “Exciting,” “Huge,” “A catalyst,” “Powerful,” “Inspiring,” and as a hugely important kickoff to the year’s efforts.

**Board of Education Administrators**

The Board of Education administrator respondents were also very positive and enthusiastic about Free The Children programs and teaching resources. As BOE Tables 1-6 reveal, almost all agree or strongly agree that Free The Children’s teacher resources and programs are effective and appropriate educational tools and support the development of student’s critical thinking skills.

BOE Table 1: Teacher Resources Effective

Strongly disagree	0
Disagree	0
Neither agree or disagree	4.8% (1)
Agree	66.7% (14)
Strongly agree	28.6% (6)

BOE Table 2: Teacher Resources Appropriate

Strongly disagree	0
Disagree	0
Neither agree or disagree	5% (1)

Agree	65% (13)
Strongly agree	30% (6)

BOE Table 3: Teacher Resources Support Development of Critical Thinking

Strongly disagree	0
Disagree	0
Neither agree or disagree	4.8% (1)
Agree	66.7% (14)
Strongly agree	28.6% (6)

BOE Table 4: Programs are Effective Educational Tools

Strongly disagree	0
Disagree	0
Neither agree or disagree	4% (1)
Agree	64% (16)
Strongly agree	32% (8)

BOE Table 5: Programs are Appropriate Educational Tools

Strongly disagree	0
Disagree	0
Neither agree or disagree	0
Agree	68% (17)
Strongly agree	32% (8)

BOE Table 6: Programs Support Critical Thinking Skills

Strongly disagree	0
Disagree	0
Neither agree or disagree	3.8% (1)
Agree	69.2% (18)
Strongly agree	26.9% (7)

The vast majority of Board of Education respondents, as indicated in BOE Tables 7-9, also believe that students in their school district are more engaged in social justice learning and action, and take more action to create change than they otherwise would have because of their participation in Free The Children Programs. As BOE Tables 10-12 show, BOE respondents also tend to agree or strongly agree that the school environments are becoming more positive and that more student leaders have emerged (even among those students who do not self-identify as leaders) because of their schools' participation with Free The Children. Finally, as seen in BOE Table 13, the majority of Board of Education administrators surveyed agreed or strongly agreed that their students are better prepared for real world experiences because of their schools' participation in Free The Children programs.

BOE Table 7: Students More engaged in Social Justice Learning

Strongly disagree	3.8% (1)
Disagree	0
Neither agree or disagree	7.7% (2)
Agree	53.8% (14)
Strongly agree	34.6% (9)

Board of Education interviewees each stressed how well Free The Children resources fit into the overall mission, vision, and curriculum for the school district. These elements varied among the school districts surveyed. As noted in the literature review above, “social justice learning” means something different in a Catholic school than it does in a public school or a secular private school. For example, Sylvia, a BOE administrator points to the connections between Catholic social teaching and Free the

Children activities as the chief reason for the success of Free The Children in her Roman Catholic school district. *It connects to Catholic teaching, she said. These are living works of justice and a part of following Christ.* For Sylvia, Free the Children fits well into the social science and religion curriculum through the resources tailor-made for a Catholic audience in collaboration with a Catholic school board. *Free the Children tried so hard to get it right, she added.*

The strong connection between Catholic social teaching and civic engagement suggests future directions for evaluation research on Free The Children. For example, is Free The Children more effective in a faith/values-based school? What degree of religious teaching would create such an enhanced effect? Would secular, but values-based schools see a similar enhanced effect? What elements in a district’s mission, vision, and curriculum make for a good “fit” with Free The Children?

BOE Table 8: Students More Engaged in Social Justice Action

Strongly disagree	3.8% (1)
Disagree	3.5% (1)
Neither agree or disagree	3.8% (1)
Agree	42.3%% (14)
Strongly agree	46.2%% (9)

BOE Table 9: Students Take More Action to Create Change

Strongly disagree	3.8% (1)
Disagree	3.8% (1)

Neither agree or disagree	0
Agree	38.5% (10)
Strongly agree	53.8% (14)

BOE Table 10: School Environments More Positive

Strongly disagree	3.8% (1)
Disagree	0
Neither agree or disagree	7.7% (2)
Agree	65.4% (17)
Strongly agree	23.1% (6)

BOE Table 11: More Student Leaders

Strongly disagree	3.8% (1)
Disagree	0
Neither agree or disagree	0
Agree	42.3% (11)
Strongly agree	53.8% (14)

BOE Table 12: Students Who Do Not Self-Identify as Leaders More Engaged

Strongly disagree	0
Disagree	0
Neither agree or disagree	11.5% (3)
Agree	57.7% (15)
Strongly agree	30.8% (8)

BOE Table 13: Students Better Prepared for Real World

Strongly disagree	0
Disagree	7.7 (2)
Neither agree or disagree	23.1% (6)
Agree	53.8% (14)
Strongly agree	15.4% (4)

In addition to mission and vision, school board administrators are also concerned with the very practical issue of student leadership development, particularly among “at risk” students. A slightly higher percentage of BOE administrators than teachers (48% of administrators vs. 35% of teachers) agree or strongly agree that their “at risk” students are more engaged because of the district’s participation with Free The Children.

BOE Table 14: “At Risk” Students More Engaged in School

Strongly disagree	0
Disagree	8% (2)
Neither agree or disagree	44 (11)
Agree	44% (11)
Strongly agree	4% (1)

As seen in BOE Table 15, the vast majority report that how they view their students has been impacted by their work with Free The Children. Slightly over 30% agree and a fully 50% more *strongly* agree that they are more inclined to believe that youth can make a difference in the world because of their students’ participation in Free The Children programs. Joseph, a BOE administrator interviewed, captured the sentiments of many when he stated, *In the district [Free The Children] is creating awareness about how you create significant changes...Kids that feel sorry for poor kids now can look at a situation and say they can really create change—even at a minimal level.* Joseph went on to say that the empowerment he has observed extends beyond the students to the teachers: teachers’ view of *their own* ability to change the world grows as a result of participation in Free The Children activities.

BOE Table 15: More Inclined to Believe Students Can Make a Difference

Strongly disagree	7.7% (2)
Disagree	0
Neither agree or disagree	11.5% (3)
Agree	30.8% (8)
Strongly agree	50% (13)

***Ways in which Free The Children can improve its programs/teacher resources***

Feedback from interviewees indicate that, while the vast majority of respondents feel very positively towards Free The Children, the majority (15/24) respondents would like to see further development of teacher friendly resources (e.g. , more lessons for K-5 and K-8 schools, an easier to navigate website, clearer directions on some of the actions suggested by Free The Children) and better communication between Free The Children Staff and Free The Children partners in schools. Likewise, while many interviewees gave positive feedback about communication with area coordinators, other Free The Children staff, and Marc and Craig Kielburger, one-third of the teachers interviewed expressed

a need for better and more consistent communication with the organization and noted high turnover rates among area coordinators assigned to their schools. (Area coordinators are recent college graduates who make a two-year commitment to Free The Children. In addition to the limited time commitment of area coordinators, some leave these positions relatively rapidly because they move up in the organization as part of their own professional development).

*Parents*

As the following Parent Tables indicate, the parent respondents' responses were almost all extremely positive. A strong majority agree or strongly agree that their children are more compassionate towards people they know (78.9%) and do not know (65.1%) because of their participation in Free The Children programs. Almost all the parent respondents believe that their child is more aware of global and local issues (92.6%), and has developed more and/or stronger leadership skills to help create positive change (86.3%) because of his/her participation in Free the Children (see Parent Tables 6-9).

Parent Table 6: My Child is More Compassionate Toward People He/She Knows

Strongly disagree	1.7%(3)
Disagree	2.8% (5)
Neither agree nor disagree	16.5 % (29)
Agree	52.8% (93)
Strongly agree	26.1% (46)

Parent Table 7: My Child is More Compassionate Toward People He/She Does Not Know

Strongly disagree	2.9% (5)
Disagree	8.7% (15)
Neither agree nor disagree	23.2% (40)

Agree	46.5% (80)
Strongly agree	18.6% (32)

Parent Table 8: My Child Is More Aware of Global and Local Issues

Strongly disagree	1.7% ( 3)
Disagree	0.6% (1)
Neither agree nor disagree	5.1% (9)
Agree	50% (88)
Strongly agree	42.6% (75)

Parent Table 9: My Child Has More and/or Stronger Leadership Skills

Strongly disagree	1.1% (2)
Disagree	1.1% (2)
Neither agree nor disagree	11.4% (20)
Agree	55.1% (97)
Strongly agree	31.2% (55)

A majority of parent respondents either agreed or strongly agreed that their child feels more connected to others who are passionate about creating change (87.4%), is more confident (72.7%), spends more time talking about social justice issues (75%), and has taken more action to create change than they otherwise would have (81.2%) (See Parent Tables 10-13). Parent Tables 14 and 15 reveal that

a majority of parent respondents also agree or strongly agree that more youth in their child’s school are involved in social justice learning (71.6%) and action (68.3%) because of their participation in Free The Children programs. Just under a majority of parent respondents agree or strongly agree that their child’s participation in Free The Children’s programs has led them to become more excited about school (48.0%) and spend more time reading newspapers or looking at online news sites (49.4%).

Parent Table 10: My Child Feels More Connected to Others Who Are Passionate about Creating Change

Strongly disagree	0.6% (1)
Disagree	1.7% (3)
Neither agree nor disagree	10.3% (18)
Agree	57.1% (100)
Strongly agree	30.3% (53)

Parent Table 11: My Child is More Confident

Strongly disagree	1.2% (2)
Disagree	2.3% (4)
Neither agree nor disagree	23.3% (41)
Agree	42.6% (75)
Strongly agree	30.1% (53)

Parent Table 12: My Child Spends More Time Talking about Social Justice Issues

Strongly disagree	0.57% (1)
Disagree	2.3% (4)
Neither agree nor disagree	22.2% (39)
Agree	54.5% (96)
Strongly agree	20.5% (36)

Parent Table 13: My Child Has Taken More Action to Create Change

Strongly disagree	0.6% (1)
Disagree	3.4% (6)
Neither agree nor disagree	15.4% (27)
Agree	52.6% (92)
Strongly agree	28.6% (50)

Parent Table 14: More Youth in My Child's School Are Involved in Social Justice Learning

Strongly disagree	1.1% (2)
Disagree	4.0% (7)
Neither agree nor disagree	23.3% (41)
Agree	55.7% (98)
Strongly agree	15.9% (28)

Parent Table 15: More Youth in My Child's School Are Involved in Social Justice Action

Strongly disagree	1.7% (3)
Disagree	3.4% (6)
Neither agree nor disagree	26.4% (46)
Agree	54.5% (95)
Strongly agree	13.8% (24)

Parent Table 16: My Child Spends More Time Reading the Newspaper and/or Online News Sites

Strongly disagree	1.7 % (3)
Disagree	12% (21)
Neither agree nor disagree	38.3% (67)
Agree	42.3% (74)
Strongly agree	5.7% (10)

Parent Table 17: My child is More Excited about School

Strongly disagree	2.3% (4)
Disagree	9.1% (16)
Neither agree nor disagree	39.2% (69)
Agree	31.8% (56)
Strongly agree	17.6% (31)

Almost all (89.2%) parent respondents are more inclined to believe that youth can make a difference in the world because of their child’s participation in Free The Children programs (as see in Parent Table 18).

Parent Table 18: I Am More Inclined to Believe that Youth Can Make a Difference

Strongly disagree	0.6% (1)
Disagree	1.1% (2)
Neither agree nor disagree	9.1% (16)
Agree	44.9% (79)
Strongly agree	44.3% (78)

**Student results**

As Student Table 6 reveals, student respondents have participated in a wide range of actions as a result of their participation in Free The Children programs. The highest percentage of respondents have raised awareness of a global or local issue about which they are passionate (63.6%) and/or volunteered or otherwise supported a local cause or non-profit organization (58.9%).

Student Table 6: Actions Taken

Fundraised for Adopt a Village with Free the Children (supporting school building, clean water, health and sanitation projects, or alternative income)	58.9% (99)
Fundraised for another global cause or non-profit organization	47% (79)
Volunteered or otherwise supported a local cause or non-profit organization	58.9% (99)

Raised awareness of a global or local issue that you're passionate about	63.6% (107)
Travelled overseas to volunteer on a community development project	10.7 %(18)
Completed a class project focusing on a global or local issue	45.8%(77)
Participated in a training session on global citizenship, leadership and/or social justice issues	42.3%(71)
Took action inside your household	45.2%(76)
Other action (please describe it here)	7.1% (12)

Student respondents, on the whole, responded very positively to questions about the impact of their participation in Free The Children programs. As seen in Student Tables 7-13, strong majorities of student respondents agree or strongly agree that they are:

- More compassionate toward people they know (76.4%) and don't know (81.8%).
- Aware of global and local issues (89.3%).
- Have more and/or stronger leadership skills to help create change (89.2%).
- Feel more connected to others who are passionate about creating social change (86.7%).
- Spend more time thinking about social justice issues (74.8%).
- Create more change than they otherwise would have (84.4%).
- Are more confident because of their participation in Free The Children programs (77.2%).

As indicated in Tables 15 and 16, slightly more than half of student respondents agree or strongly agree that they spend more time reading the newspaper and/or online news sites (55%) and are more excited about school (51.2%) because of their participation in Free The Children program. Finally, *almost all* of the student respondents (94%) agree or strongly agree that they are more inclined to believe that youth can make a difference in the world because of their participation in Free The Children programs.

Student Table 7: I Am More Compassionate Toward People I Know

Strongly disagree	0.6%(1)
Disagree	2.4% (4)
Neither agree nor disagree	20.6 % (34)
Agree	50.3% (83)
Strongly agree	26.1% (43)

Student Table 8: I Am More Compassionate Toward People I Don't Know

Strongly disagree	0
Disagree	3.6% (6)
Neither agree nor disagree	14.5% (24)
Agree	54.5% (90)
Strongly agree	27.3% (45)

Student Table 9: I Am More Aware of Global and Local Issues

Strongly disagree	1.2% (2)
Disagree	0.6% (1)
Neither agree nor disagree	8.9% (15)
Agree	42.3% (71)
Strongly agree	47% (79)

Student Table 10: I Have More and/or Stronger Leadership Skills

Strongly disagree	0
Disagree	1.2% (2)
Neither agree nor disagree	9.6%% (16)
Agree	50.6% (84)
Strongly agree	38.6% (64)

Student Table 11: I Feel More Connected to Others Who Are Passionate about Creating Change

Strongly disagree	0
Disagree	0
Neither agree nor disagree	13.3% (22)
Agree	48.8% (81)
Strongly agree	37.9% (63)

Student Table 12: I Spend More Time Thinking about Social Justice Issues

Strongly disagree	0
Disagree	3.6% (6)
Neither agree nor disagree	21.6% (36)
Agree	41.9% (70)
Strongly agree	32.9% (55)

Student Table 13: I Have Taken More Action

Strongly disagree	0.6% (1)
Disagree	1.2% (3)
Neither agree nor disagree	13.2.% (22)
Agree	43.7% (73)
Strongly agree	40.7% (68)

Student Table 14: I Am More Confident

Strongly disagree	0.6% (1)
Disagree	4.8% (8)
Neither agree nor disagree	17.4% (29)
Agree	47.3% (79)
Strongly agree	29.9% (50)

Student Table 15: I Spend More Time Reading the Newspaper and/or Online News

Strongly disagree	1.8 % (3)
Disagree	11.4% (19)
Neither agree nor disagree	32.3% (54)
Agree	39.5% (66)
Strongly agree	15% (25)

Student Table 16: I Am More Excited about School

Strongly disagree	3% (5)
Disagree	12.2% (20)
Neither agree nor disagree	33.5% (55)
Agree	33.5% (55)
Strongly agree	17.7% (29)

Student Table 17: I Am More Inclined to Believe that Youth Can Make a Difference

Strongly disagree	0
Disagree	1.2% (2)
Neither agree nor disagree	4.8% (8)
Agree	31.1% (52)
Strongly agree	62.9% (105)

**Discussion**

Our results indicate that the vast majority of the respondents believe that Free The Children has carried out its mission to “inspire, educate, empower, and engage students in a way that will lead them to become active global citizens.” They have managed, as more than one teacher put it, to make young people see “that it’s cool to care about other people.” The overwhelming majority of both teachers and Board of Education administrators maintain that Free The Children programs and resources are

appropriate and *effective* educational tools for students, and these findings are supported by results from the parent and student surveys. Teachers vary in how frequently they use these resources. Students have developed critical thinking skills, become more aware of local and global issues, gained leadership skills, become more confident of their ability to create social change, participated in efforts that resulted in tangible positive results, developed real world skills (such as organizational and public speaking skills) in the process of creating social change and made their teachers, Board of Education administrators, parents, and themselves more aware of the power of children to make a positive impact on the world.

Our findings show that Free The Children is an effective, highly respected, organization that has had enormous success in educating students about social justice issues locally and globally and empowering them to take action to address them. Free The Children stands in the center of “best practices” in the field of youth civic engagement and education. In the process of offering civic engagement experiences, Free The Children provides students with greater civic knowledge and effective organizational and leadership tools they can use throughout their lives.

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# Appendix A

## Teacher Survey Results

### 1. Do you agree to participate in this study?

Yes	99.8% (543)
No	0.2% (1)

**Answered question 544**

**Skipped question 0**

### 2. My students are more compassionate toward people they know because of their participation in Free The Children programs.

Strongly Disagree	0.8% (4)
Disagree	3.4% (17)
Neither agree nor disagree	21.6% (109)
Agree	57.4% (290)
Strongly agree	16.8% (85)

**Answered question 505**

**Skipped question 39**

### 3. My students are more compassionate toward people they do not know because of their participation in Free The Children programs.

Strongly Disagree	0.2% (1)
Disagree	1.6% (8)
Neither agree nor disagree	11.6% (58)
Agree	63.1% (317)
Strongly agree	23.5% (118)

**Answered question 502**

**Skipped question 42**

### 4. My students spend more time learning about social justice issues because of their participation in Free The Children programs.

Strongly Disagree	0.6% (3)
Disagree	2.4% (12)
Neither agree nor disagree	15.5% (78)
Agree	57.9% (291)
Strongly agree	23.7% (119)

**Answered question 503**

**Skipped question 41**

**5. My students are more excited about school as a result of their participation in Free The Children programs.**

Strongly Disagree	0.2% (1)
Disagree	3.6% (18)
Neither agree nor disagree	37.9% (190)
Agree	49.7% (249)
Strongly agree	8.6% (430)

**Answered question 501**

**Skipped question 43**

**6. My students are more aware of global and local issues because of their participation in Free The Children programs.**

Strongly Disagree	0.2% (1)
Disagree	0.8% (4)
Neither agree nor disagree	3.0% (15)
Agree	59.2% (296)
Strongly agree	36.8% (184)

**Answered question 500**

**Skipped question 44**

**7. My students have more and/or stronger leadership skills to help create positive change because of their participation in Free The Children programs.**

Strongly Disagree	0.2% (1)
Disagree	1.6% (8)
Neither agree nor disagree	13.5% (67)
Agree	58.0% (289)
Strongly agree	26.7% (133)

**Answered question 498**

**Skipped question 46**

**8. My students feel more connected to others who are passionate about creating change because of their participation in Free The Children programs.**

Strongly Disagree	0.2% (1)
Disagree	1.2% (6)
Neither agree nor disagree	15.6% (78)
Agree	62.5% (313)
Strongly agree	20.6% (103)

**Answered question 501**

**Skipped question 43**

**9. My students' involvement with Free The Children has led them to take more action to create change than they would have otherwise.**

Strongly Disagree	0.2% (1)
Disagree	2.0% (10)
Neither agree nor disagree	11.8% (59)
Agree	52.8% (265)
Strongly agree	33.3% (167)

**Answered question 502**

**Skipped question 42**

**10. I feel more connected to my students because of our participation in Free The Children programs.**

Strongly Disagree	0.4% (2)
Disagree	3.6% (18)
Neither agree nor disagree	12.5% (63)
Agree	51.4% (259)
Strongly agree	32.1% (162)

**Answered question 504**

**Skipped question 40**

**11. My students are more confident because of their participation in Free The Children programs.**

Strongly Disagree	0.4% (2)
Disagree	3.4% (17)
Neither agree nor disagree	26.9% (136)
Agree	54.7% (276)
Strongly agree	14.7% (74)

**Answered question 505**

**Skipped question 39**

**12. I am better able to engage my students in caring about the world around them as a result of their participation in Free The Children programs.**

Strongly Disagree	0.2% (1)
Disagree	1.6% (8)
Neither agree nor disagree	10.5% (53)
Agree	61.1% (308)
Strongly agree	26.6% (134)

**Answered question 504**

**Skipped question 40**

**13. I am more inclined to believe that youth can make a difference in the world because of my students' participation in Free The Children programs.**

Strongly Disagree	1.6% (8)
Disagree	3.8% (19)
Neither agree nor disagree	14.3% (72)
Agree	42.9% (216)
Strongly agree	37.5% (189)

**Answered question 504**

**Skipped question 40**

**14. More youth in my school are involved in social justice learning because of our school's involvement with Free The Children programs.**

Strongly Disagree	0.4% (2)
Disagree	5.3% (27)
Neither agree nor disagree	16.4% (83)
Agree	53.1% (268)
Strongly agree	24.8% (125)

**Answered question 505**

**Skipped question 39**

**15. More youth in my school are involved in social justice action because of our school's involvement with Free The Children programs.**

Strongly Disagree	0.4% (2)
Disagree	5.4% (27)
Neither agree nor disagree	19.7% (99)
Agree	50.2% (252)
Strongly agree	24.3% (122)

**Answered question 502**

**Skipped question 42**

**16. Students who do not self-identify as leaders have become more engaged within the school because of our participation in Free The Children programs.**

Strongly Disagree	0.4% (2)
Disagree	3.0% (15)
Neither agree nor disagree	21.8% (109)
Agree	57.9% (290)
Strongly agree	17.0% (85)

**Answered question 501**

**Skipped question 43**

**17. Students who may be considered "at risk" have become more engaged within the school because of our participation in Free The Children programs.**

Strongly Disagree	1.6% (8)
Disagree	18.0% (91)
Neither agree nor disagree	45.3% (229)
Agree	29.7% (150)
Strongly agree	5.3% (27)

**Answered question 505**

**Skipped question 39**

**18. To what extent do you use Free The Children's teacher resources?**

Not at all	14.0% (70)
About once a year	11.0% (55)
About once every 5-6 months	13.8% (69)
About once every 3-4 months	16.0% (80)
About once every 1-2 months	22.0% (110)
More than once a month	12.0% (60)
other	11.2% (56)

**19. Free The Children's teacher resources are effective educational tools for my students.**

Strongly Disagree	0.3% (1)
Disagree	2.3% (9)
Neither agree nor disagree	17.2% (67)
Agree	71.7% (279)
Strongly agree	8.5% (33)

**Answered question 389**

**Skipped question 155**

**20. Free The Children's teacher resources are appropriate educational tools for my students.**

Strongly Disagree	0.3% (1)
Disagree	2.6% (10)
Neither agree nor disagree	11.9% (46)
Agree	74.2% (287)
Strongly agree	11.1% (43)

**Answered question 387**

**Skipped question 157**

**21. Free The Children teacher resources support the development of my students' critical thinking skills.**

Strongly Disagree	0.2% (1)
Disagree	2.3% (10)
Neither agree nor disagree	24.5% (107)
Agree	59.7% (261)
Strongly agree	13.3% (58)

**Answered question 437**

**Skipped question 107**

**22. Free The Children's programs are effective educational tools for my students.**

Strongly Disagree	0.0% (0)
Disagree	1.7% (8)
Neither agree nor disagree	13.9% (67)
Agree	70.8% (342)
Strongly agree	13.7% (66)

**Answered question 483**

**Skipped question 61**

**23. Free The Children's programs are appropriate educational tools for my students.**

Strongly Disagree	0.2% (1)
Disagree	2.1% (10)
Neither agree nor disagree	10.6% (51)
Agree	69.2% (334)
Strongly agree	18.0% (87)

**Answered question 483**

**Skipped question 61**

**24. Free The Children programs support the development of my students' critical thinking skills.**

Strongly Disagree	0.6% (3)
Disagree	2.2% (11)
Neither agree nor disagree	16.2% (79)
Agree	65.0% (318)
Strongly agree	16.0% (78)

**Answered question 489**

**Skipped question 55**

**25. What actions have you taken as a result of your and your students' participation in Free The Children programs? (please select all that apply)**

Introduced new teaching tools or methods into the classroom	31.0% (155)
Organized (or enabled a student to organize) having a speaker come to my class or school	56.6% (283)
Participated in a training session on social justice/global citizenship	45.2% (226)
Mentored my students in taking action within the school	87.0% (435)
Fundraised for or donated to Adopt a Village(supporting school building, clean water, health and sanitation projects, or alternative income)	83.4% (417)
Fundraised for or donated to another global cause or organization	65.8% (329)
Raised awareness for a local or global cause	87.8% (439)
Volunteered with a local organization	45.2% (226)
Other	7.4% (37)

**Answered question 500**

**Skipped question 44**

**26. Would you be willing to participate in a 30 minute interview about your experience with Free The Children programs?**

No	59.2% (283)
Yes	(41.0% (196))

**Answered question 478**

**Skipped question 66**

**27. For how many years have you been a teacher?**

1-2 years	1.6% ( 8)
3-5 years	7.9% (39)
6-8 years	18.0% (89)
9+ years	72.5% (358)

**Answered question 494**

**Skipped question 50**

**28. How long have you been a teacher at your present school?**

1-2 years	10.6% (52)
3-5 years	26.8% (132)
6-8 years	21.7% (107)
9+ years	40.9% (201)

**Answered question 492**  
**Skipped question 52**

**29. At what grade level do you teach?**

Elementary (grades K-5)	14.5% (72)
Middle school (grades 6-8)	32.5% (162)
High school (grades 9-12)	37.1% (185)
Other	15.9% (79)

**Answered question 498**  
**Skipped question 46**

**30. What is the name of the province/state in which you teach?**

[Coded via “properties” on SurveyMonkey”]

**Answered question 494**  
**Skipped question 50**

**31. What is the name of the town/city in which you teach?**

**Answered question 489**  
**Skipped question 55**

**32. How long have you been involved with Free The Children?**

Less than one year	14.1% (71)
1-4 years	72.2% (364)
5 or more years	13.7% (69)

**Answered question 504**  
**Skipped question 40**

**33. What is the nature of your involvement with Free The Children?**

(a) I mentor students involved in Free The Children programs in an extracurricular capacity	45.8% (227)
b) I incorporate Free The Children materials and activities into my classroom	6.9% (34)
Both (a) and (b)	47.4% (235)

**Answered question 496**

**Skipped question 48**

**34. How involved would you say your school is with Free The Children?**

Marginally involved	9.1% (46)
Somewhat involved	25.5% (129)
Involved	37.0% (187)
Very involved	23.0% (116)
Greatly involved	5.3% (27)

**Answered question 505**

**Skipped question 39**

**35. Please write in the appropriate box how many times you have attended/watched We Day**

in person.	95.4% (472)
at your school.	49.9% (247)
outside of school.	43.0% (213)

**Answered question 495**

**Skipped question 49**

**36. At what type of school are you a teacher?**

A Catholic school	11.1% (56)
A public school	79.4% (400)
Other	9.5% (48)

**Answered question 504**

**Skipped question 40**

**37. Have you attended a We Day/We Schools in Action in-service?**

No	46.6% (235)
Yes	53.4% (269) (ranged from 1-3 times)

# BOE Administrator Survey Results

## 1. Do you agree to participate in this study?

Yes	100.0% (29)
No	0.0% (0)

Answered question 29

Skipped question 0

## 2. Our students are more engaged in social justice learning because of their participation in Free The Children programs.

Strongly Disagree	3.8% (1)
Disagree	0.0% (0)
Neither agree nor disagree	7.7% (2)
Agree	53.8% (14)
Strongly agree	34.6% (9)

Answered question 26

Skipped question 3

## 3. Our students are more engaged in social justice action because of their participation in Free The Children programs.

Strongly Disagree	3.8%(1)
Disagree	3.8% (1)
Neither agree nor disagree	3.8% (1)
Agree	42.3% (11)
Strongly agree	46.2% (12)

Answered question 26

Skipped question 3

## 4. Our students are more excited about school as a result of their participation in Free The Children programs.

Strongly Disagree	0.0% (0)
Disagree	0.0% (0)
Neither agree nor disagree	42.3% (11)
Agree	34.6% (9)
Strongly agree	23.1% (6)

Answered question 26

Skipped question 3

**5. Our students' involvement with Free The Children has led them to take more action to create change than they would have otherwise.**

Strongly Disagree	3.8% (1)
Disagree	3.8% (1)
Neither agree nor disagree	0.0% (0)
Agree	38.5% (10)
Strongly agree	53.8% (14)

**Answered question 26**

**Skipped question 3**

**6. Our teachers and students are more engaged with the curriculum because of their participation in Free The Children programs.**

Strongly Disagree	3.8% (1)
Disagree	0.0% (0)
Neither agree nor disagree	38.5% (10)
Agree	50.0% (13)
Strongly agree	7.7% (2)

**Answered question 26**

**Skipped question 3**

**7. Students are more engaged in the classroom because of our schools' participation in Free The Children programs.**

Strongly Disagree	4.0% (1)
Disagree	0.0% (0)
Neither agree nor disagree	64.0% (16)
Agree	20.0% (5)
Strongly agree	12.0% (3)

**Answered question 25**

**Skipped question 4**

**8. Our school environments are becoming more inclusive because of our schools' participation in Free The Children programs.**

Strongly Disagree	3.8% 1
Disagree	3.8% 1
Neither agree nor disagree	38.5% 10
Agree	34.6% 9
Strongly agree	19.2% 5

**Answered question 26**

**Skipped question 3**

**9. Our school environments are becoming safer because of our schools' participation in Free The Children programs.**

Strongly Disagree	3.8% (1)
Disagree	7.7% (2)
Neither agree nor disagree	61.5% (16)
Agree	19.2% (5)
Strongly agree	7.7% (2)

**Answered question 26**

**Skipped question 3**

**10. Our school environments are becoming more positive because of our schools' participation in Free The Children programs.**

Strongly Disagree	3.8% (1)
Disagree	0.0% (0)
Neither agree nor disagree	7.7% (2)
Agree	65.4% (17)
Strongly agree	23.1% (6)

**Answered question 26**

**Skipped question 3**

**11. More student leaders have emerged because of our schools' participation in Free The Children programs.**

Strongly Disagree	3.8% (1)
Disagree	0.0% (0)
Neither agree nor disagree	0.0% (0)
Agree	42.3% (11)
Strongly agree	53.8% (14)

**Answered question 26**

**Skipped question 3**

**12. Students who do not self-identify as leaders have become more engaged within our schools because of our participation in Free The Children programs.**

Strongly Disagree	0.0% (0)
Disagree	0.0% (0)
Neither agree nor disagree	11.5% (3)
Agree	57.7% (15)
Strongly agree	30.8% (8)

**Answered question 26**

**Skipped question 3**

**13. Students who may be considered "at risk" have become more engaged within our schools because of our participation in Free The Children programs.**

Strongly Disagree	0.0% (0)
Disagree	8.0% (2)
Neither agree nor disagree	44.0% (11)
Agree	44.0% (11)
Strongly agree	4.0% (1)

**Answered question 25**

**Skipped question 4**

**14. Our students are better prepared for real world experiences because of our schools' participation in Free The Children programs.**

Strongly Disagree	0.0% (0)
Disagree	7.7% (2)
Neither agree nor disagree	23.1% (6)
Agree	53.8% (14)
Strongly agree	15.4% (4)

**Answered question 26**

**Skipped question 3**

**15. Parents are more engaged in school activities because of our participation in Free The Children programs.**

Strongly Disagree	0.0% (0)
Disagree	20.0% (5)
Neither agree nor disagree	56.0% (14)
Agree	24.0% (6)
Strongly agree	0.0% (0)

**Answered question 25  
Skipped question 4**

**16. I am more inclined to believe that youth can make a difference in the world because of our students' participation in Free The Children programs.**

Strongly Disagree	7.7% (2)
Disagree	0.0% (0)
Neither agree nor disagree	11.5% (3)
Agree	30.8% (8)
Strongly agree	50.0% (13)

**Answered question 26  
Skipped question 3**

**17. Teachers in our schools are more effective because of their participation in Free The Children programs.**  
**Response**

Strongly Disagree	3.8% (1)
Disagree	7.7% (2)
Neither agree nor disagree	50.0% (13)
Agree	34.6% (9)
Strongly agree	3.8% (1)

**Answered question 26  
Skipped question 3**

**18. Free The Children's teacher resources are effective educational tools for students our schools.**

Strongly Disagree	0.0% (0)
Disagree	0.0% (0)
Neither agree nor disagree	4.8% (1)
Agree	66.7% (14)
Strongly agree	28.6% (6)

**Answered question 21  
Skipped question 8**

**19. Free The Children's teacher resources are appropriate educational tools for students in our schools.**

Strongly Disagree	0.0% (0)
Disagree	0.0% (0)
Neither agree nor disagree	5.0% (1)
Agree	65.0% (13)
Strongly agree	30.0% (6)

**Answered question 20  
Skipped question 9**

**20. Free The Children teacher resources support the development of the critical thinking skills of students in our schools.**

Strongly Disagree	0.0% ( 0)
Disagree	0.0% (0)
Neither agree nor disagree	4.8% (1)
Agree	66.7% (14)
Strongly agree	28.6% (6)

**Answered question 21**

**Skipped question 8**

**21. Free The Children's programs are effective educational tools for students in our schools.**

Strongly Disagree	0.0% ( 0)
Disagree	0.0% (0)
Neither agree nor disagree	4.0% (1)
Agree	64.0% (16)
Strongly agree	32.0% (8)

**Answered question 25**

**Skipped question 4**

**22. Free The Children's programs are appropriate educational tools for students in our schools.**

Strongly Disagree	0.0% ( 0)
Disagree	0.0% (0)
Neither agree nor disagree	0.0% (0)
Agree	68.0% (17)
Strongly agree	32.0% (8)

**Answered question 25**

**Skipped question 4**

**23. Free The Children programs support the development of our students' critical thinking skills.**

Strongly Disagree	0.0% (0)
Disagree	0.0% (0)
Neither agree nor disagree	3.8% (1)
Agree	69.2% (18)
Strongly agree	26.9% (7)

**Answered question 26**

**Skipped question 3**

**24. What action(s) have you taken as a result of your students' participation in the Free The Children programs?  
(You may choose more than one.)**

I have not carried out any action as a result of the participation of students in my school district in the Free The Children programs.	0.0% (0)
Built consensus within the board around the value of engaging students in global citizenship and social justice activities	73.1% (19)
Attended training sessions or other events that strengthen the ability of schools to foster student engagement in global citizenship.	80.8% (21)
Attended student-led events to support their global citizenship and social justice activities.	80.8% (21)
Organized an event(s) to promote expanded student participation in global citizenship.	69.2% (18)
Made effort to change the school curriculum to make it more focused on civic engagement.	30.8% (8)
Other	26.9% (7)

**.Answered question 26  
Skipped question 3**

**25. Would you be willing to participate in a 30 minute interview about your experience with Free The Children programs?**

No	32.0% (8)
Yes	68.0 (17)

**Answered question 25  
Skipped question 4**

**26. How long have you been employed as a School Board administrator?**

1-2 years	8.0% (2)
3-5 years	24.0% (6)
6-8 years	8.0% (2)
9+ years	60.0% (15)

**Answered question 25  
Skipped question 4**

**27. How long have you worked with Free The Children?**

Less than one year	3.8% (1)
1-4 years	65.3% (17)
5 or more years	30.8% (8)

**Answered question 26  
Skipped question 3**

**28. How involved would you say your school district is with Free The Children?**

Marginally involved	3.8% 1
Somewhat involved	0.0% 0
Involved	23.1% 6
Very involved	42.3% 11
Greatly involved	30.8% 8

**Answered question 26**

**Skipped question 3**

## Parent Survey Results

- 1. My child is more compassionate toward people he/she knows because of his/her participation in Free The Children programs.**

Strongly disagree	1.7%(3)
Disagree	2.8% (5)
Neither agree nor disagree	16.5 % (29)
Agree	52.8% (93)
Strongly agree	26.1% (46)

**Answered question: 176**

**Skipped question: 0**

- 2. My child is more compassionate toward people he/she does not know because of his/her participation in Free The Children programs**

Strongly disagree	2.9% (5)
Disagree	8.7% (15)
Neither agree nor disagree	23.2% (40)
Agree	46.5% (80)
Strongly agree	18.6% (32)

**Answered question: 172**

**Skipped question: 3**

- 3. My child is more aware of global and local issues because of his/her participation in Free The Children**

Strongly disagree	1.7% ( 3)
Disagree	0.6% (1)
Neither agree nor disagree	5.1% (9)
Agree	50% (88)
Strongly agree	42.6% (75)

**Answered question: 176**

**Skipped question: 0**

- 4. My child has more and/or stronger leadership skills to help create positive change because of his/her participation in Free The programs.**

Strongly disagree	1.1% (2)
Disagree	1.1% (2)
Neither agree nor disagree	11.4% (20)
Agree	55.1% (97)
Strongly agree	31.2% (55)

**Answered question: 176**

**Skipped question: 0**

**5. My child feels more connected to others who are passionate about creating change because of his/her participation in Free The Children programs.**

Strongly disagree	0.6% (1)
Disagree	1.7% (3)
Neither agree nor disagree	10.3% (18)
Agree	57.1% (100)
Strongly agree	30.3% (53)

**Answered question: 175**

**Skipped question: 1**

**6. My child is more confident because of his/her participation in Free The Children programs.**

Strongly disagree	1.2% (2)
Disagree	2.3% (4)
Neither agree nor disagree	23.3% (41)
Agree	42.6% (75)
Strongly agree	30.1% (53)

**Answered question: 175**

**Skipped question: 1**

**7. My child spends more time reading the newspaper and/or online news sites because of his/her participation in Free The Children programs.**

Strongly disagree	1.7 % (3)
Disagree	12% (21)
Neither agree nor disagree	38.3% (67)
Agree	42.3% (74)
Strongly agree	5.7% (10)

**Answered question: 175**

**Skipped question: 1**

**8. My child spends more time talking about social justice issues because of his/her participation in Free The Children programs**

Strongly disagree	0.57% (1)
Disagree	2.3% (4)
Neither agree nor disagree	22.2% (39)
Agree	54.5% (96)
Strongly agree	20.5% (36)

**Answered question: 176**

**Skipped question: 1**

**9. My child's involvement with Free The Children has led him/her to take more action to create change than he/she would have otherwise.**

Strongly disagree	0.6% (1)
Disagree	3.4% (6)
Neither agree nor disagree	15.4% (27)
Agree	52.6% (92)
Strongly agree	28.6% (50)

**Answered question: 175**

**Skipped question: 1**

**10. My child is more excited about school as a result of his/her participation in Free The Children programs**

Strongly disagree	2.3% (4)
Disagree	9.1% (16)
Neither agree nor disagree	39.2% (69)
Agree	31.8% (56)
Strongly agree	17.6% (31)

**Answered question: 176**

**Skipped question: 0**

**11. I am more inclined to believe that youth can make a difference in the world because of my child's participation in Free The Children programs**

Strongly disagree	0.6% (1)
Disagree	1.1% (2)
Neither agree nor disagree	9.1% (16)
Agree	44.9% (79)
Strongly agree	44.3% (78)

**Answered question: 176**

**Skipped question: 0**

**12. More youth in my child's school are involved in social justice learning because of their participation in Free The Children programs.**

Strongly disagree	1.1% (2)
Disagree	4.0% (7)
Neither agree nor disagree	23.3% (41)
Agree	55.7% (98)
Strongly agree	15.9% (28)

**Answered question: 176**

**Skipped question: 0**

**13. More youth in my child's school are involved in social justice action because of their participation in Free The Children programs.**

Strongly disagree	1.7% (3)
Disagree	3.4% (6)
Neither agree nor disagree	26.4% (46)
Agree	54.5% (95)
Strongly agree	13.8% (24)

**Answered question: 174**

**Skipped question: 2**

**14. What action(s) have you taken as a result of your child's participation in Free The Children programs?**

I have not taken any action due to my child's participation in Free The Children	10.8% (19)
I have encouraged my child's volunteerism in the community or at school	76.7% (135)
I have contributed to my child's fundraising goals for Adopt a Village (supporting school building, clean water health and sanitation projects, or alternative income)	46.6% (82)
I have contributed financially to another global initiative(s)	35.8% (63)
I have made changes in our household or family practices	34.7 % (61)
Other	10.2% (18)

**Answered question 176**

**Skipped question: 0**

**15. What is the age of your child who is participating in the Youth Summit?**

8	0.6% (1)
10	3% (5)
11	4.9% (8)
12	20% (33)
13	28% (46)
14	8.5% (14)
15	10.4% (17)
16	12.2% (20)
17	7.9% (13)
18	2.4% (4)
19	0.6% (1)

**Answered question: 164. Two respondents were parents of two children (ages 11 and 14 and ages 14 and 16) who completed a single survey.**

**Skipped question: 12**

**16. What is your child's year in school?**

3	0.6% (1)
5	3.4% (6)
6	9.8% (17)
7	18.4% (32)
8	30% (52)
9	6.9% (12)
10	10.9% (19)
11	9.2% (16)
12	10.3% (18)
1 <sup>st</sup> year in university	0.6% (1)

**Answered question: 176. Two respondents were parents of two children (grades 6 and 8 and grades 9 and 11) who completed a single survey.**

**17. What is your child's race/ethnicity (Please select the one you think he/she identifies with most strongly)?**

Black	4.6% (8)
East Asian	13.8% (24)
Hispanic	2.9% (5)
Middle Eastern	2.3% (4)
Native American	0
Pacific Islander	0.6% (1)
South Asian	13.8% (24)
White	52.3% (91)
Multiracial	10% (17)

**Answered question 174**

**Skipped question 2**

**18. What is your level of education?**

Less than high school	11.4% (20)
High school graduate	8.6% (15)
Some college/undergraduate university	16% (28)
College/undergraduate university degree	29.1% (51)
Post-college/university	34.% (60)

**Answered question: 175**

**Skipped question: 1**

**19. What is the name of the province/state in which you live?**

British Columbia	17.7%(31)
California	10.3%(18)
Nova Scotia	0.6%(1)
Ontario	71.4%(125)

**Answered question: 175**

**Skipped question: 1**

# Student Survey Results

**1. I am more compassionate toward people I know because of my participation in Free The Children programs.**

Strongly disagree	0.6%(1)
Disagree	2.4% (4)
Neither agree nor disagree	20.6 % (34)
Agree	50.3% (83)
Strongly agree	26.1% (43)

**Answered question: 165**

**Skipped question: 3**

**2. I am more compassionate toward people I don't know because of my participation in Free The Children programs**

Strongly disagree	0
Disagree	3.6% (6)
Neither agree nor disagree	14.5% (24)
Agree	54.5% (90)
Strongly agree	27.3% (45)

**Answered question: 165**

**Skipped question: 3**

**3. I spend more time reading the newspaper and/or online news sites because of my participation in Free The Children programs.**

Strongly disagree	1.8 % (3)
Disagree	11.4% (19)
Neither agree nor disagree	32.3% (54)
Agree	39.5% (66)
Strongly agree	15% (25)

**Answered question: 167**

**Skipped question: 1**

**4. I am more aware of global and local issues because of my participation in Free The Children**

Strongly disagree	1.2% (2)
Disagree	0.6% (1)
Neither agree nor disagree	8.9% (15)
Agree	42.3% (71)
Strongly agree	47% (79)

**Answered question: 168**

**Skipped question: 0**

**5. I have more and/or stronger leadership skills to help create change because of my participation in Free The programs.**

Strongly disagree	0
Disagree	1.2% (2)
Neither agree nor disagree	9.6%% (16)
Agree	50.6% (84)
Strongly agree	38.6% (64)

**Answered question: 166**

**Skipped question: 2**

**6. I feel more connected to others who are passionate about creating change because of my participation in Free The Children programs.**

Strongly disagree	0
Disagree	0
Neither agree nor disagree	13.3% (22)
Agree	48.8% (81)
Strongly agree	37.9% (63)

**Answered question: 166**

**Skipped question: 2**

**7. I spend more time thinking about social justice issues because of my participation in Free The Children programs.**

Strongly disagree	0
Disagree	3.6% (6)
Neither agree nor disagree	21.6% (36)
Agree	41.9% (70)
Strongly agree	32.9% (55)

**Answered question: 167**

**Skipped question: 1**

**8. I am more excited about school as a result of my participation in Free The Children programs**

Strongly disagree	3% (5)
Disagree	12.2% (20)
Neither agree nor disagree	33.5% (55)
Agree	33.5% (55)
Strongly agree	17.7% (29)

**Answered question: 164**

**Skipped question: 4**

**9. I am more inclined to believe that youth can make a difference in the world because of my participation in Free The Children programs..**

Strongly disagree	0
Disagree	1.2% (2)
Neither agree nor disagree	4.8% (8)
Agree	31.1% (52)
Strongly agree	62.9% (105)

**Answered question: 167**

**Skipped question: 1**

**15. I am more confident because of my participation in Free The Children programs**

Strongly disagree	0.6% (1)
Disagree	4.8% (8)
Neither agree nor disagree	17.4% (29)
Agree	47.3% (79)
Strongly agree	29.9% (50)

**Answered question: 167**

**Skipped question: 1**

**16. My involvement with Free The Children programs has led me to take more action to create change than I would have otherwise.**

Strongly disagree	0.6% (1)
Disagree	1.2% (3)
Neither agree nor disagree	13.2.% (22)
Agree	43.7% (73)
Strongly agree	40.7% (68)

**Answered question: 167**

**Skipped question: 1**

**17. More youth in my school are involved in social justice learning because of our participation in Free The Children programs.**

Strongly disagree	0
Disagree	6% (10)
Neither agree nor disagree	24.1% (40)
Agree	48.2% (80)
Strongly agree	22.3% (37)

**Answered question: 166**

**Skipped question: 2**

**18. More youth in my school are involved in social justice action because of our participation in Free The Children programs.**

Strongly disagree	0.6% (1)
Disagree	6.7% (11)
Neither agree nor disagree	27.6% (45)
Agree	48% (78)
Strongly agree	17.2% (28)

**Answered question: 163**

**Skipped question: 5**

**19. What action(s) did you take as a result of participating in Free The Children programs? (You may circle more than one).**

Fundraised for Adopt a Village with Free The Children (supporting school building, clean water, health and sanitation projects, or alternative income)	58.9% (99)
Fundraised for another global cause or non-profit organization	47% (79)
Volunteered or otherwise supported a local cause or non-profit organization	58.9% (99)
Raised awareness of a global or local issue that you're passionate about	63.6% (107)
Travelled overseas to volunteer on a community development project	10.7 % (18)
Completed a class project focusing on a global or local issue	45.8% (77)
Participated in a training session on global citizenship, leadership and/or social justice issues	42.3% (71)
Took action inside your household	45.2% (76)
Other action (please describe it here)	7.1% (12)

**Answered question: 168**

**Skipped question: 9**

**15. What is your year in school?**

5	4.8% (8)
6	10.4% (17)
7	12.8% (21)
8	30.5% (50)
9	7.9% (13)
10	11.6% (19)
11	11%(18)
12	11%(18)

**Answered question: 164**

**Skipped question: 4**

**16. What is your race/ethnicity (Please select the one you identify with most strongly)?**

Black	6.9% (11)
East Asian	7.5% (12)
Hispanic	1.3% (2)
Middle Eastern	3.1% (5)
Native American	0
Pacific Islander	0.6% (1)
South Asian	13.8% (22)
White	51.3% (82)
Multiracial	10.6% (17)
Other	5%(8)

**Answered question: 160**

**Skipped question 8**

**17. What is the highest level of education of one or more of your parents (with whom you reside at least half-time)?**

Less than high school	10% (14)
High school graduate	10% (14)
Some college/undergraduate university	11.7% (17)
College/undergraduate university degree	17.9% (26)
Post-college/university	51% (74)

**Answered question: 145**

**Skipped question: 23**

**18. How do you participate in Free The Children Programs?**

Through my school	63.6% (103)
On my own	14.2% (23)
Through an organization not connected to my school	3.7% (6)
Through my school and on my own	14.8% (24)
Through my school and through an organization not connected to my school	0.6%(1)
On my own and through an organization not connected to my school	1.9% (3)
All three ways	1.2%(2)

**Answered question: 162**

**Skipped question: 6**

**19. Have you attended We Day?**

Yes	52.7% (87)
No	47.3% (78)

**Answered question: 165**

**Skipped question: 3**

**20. How have you attended/watched We Day?**

In person	56.5% (48)
At your school	17.6% (15)
Outside of school	25.9% (22)
In person and at your school	11.8% (10)
In person and outside of school	18.8%(16)
At your school and outside of school	3.5% (3)
All three ways	8.2% (7)

**Answered question: 85****Skipped question: 2****21. At what type of school are you a student?**

Catholic	30.7%(50)
Public	64.4%(105)
Private	4.9%(8)

**Answered question: 163****Skipped question: 5****22. Have you attended a We Day/We schools in Action in-service?**

Yes	36.9% (59)
No	63.1% (101)

**Answered question: 160****Skipped question: 8****23 . What is the name of the province/state in which you live?**

British Columbia	10.6% (17)
California	11.9%(19)
Nova Scotia	0.6% (1)
Ontario	76.9% (123)

**Answered question: 160****Skipped question: 8**

**24 What is your age?**

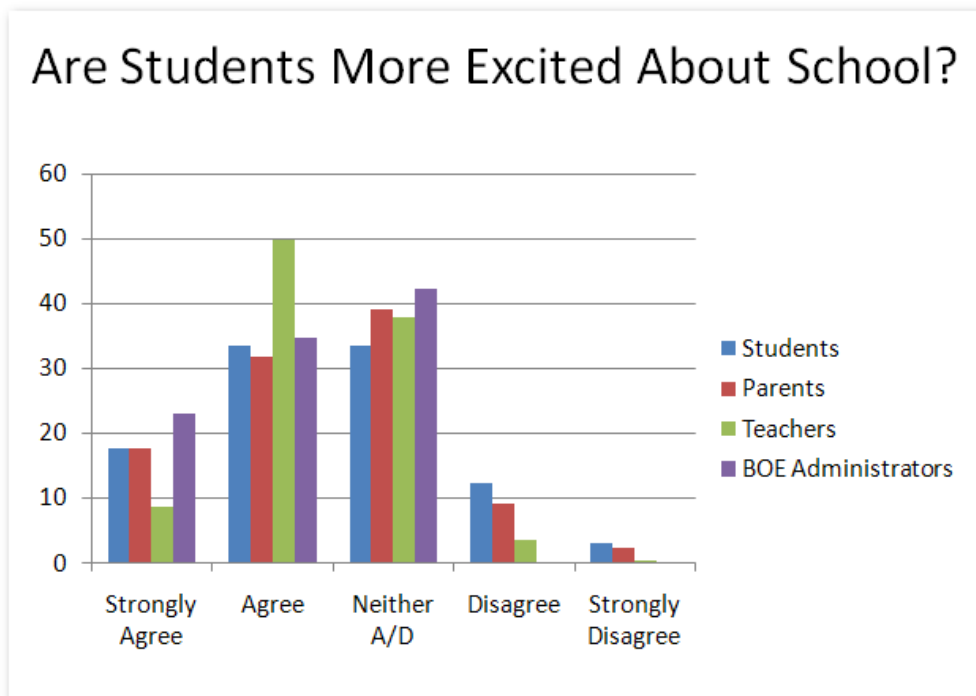
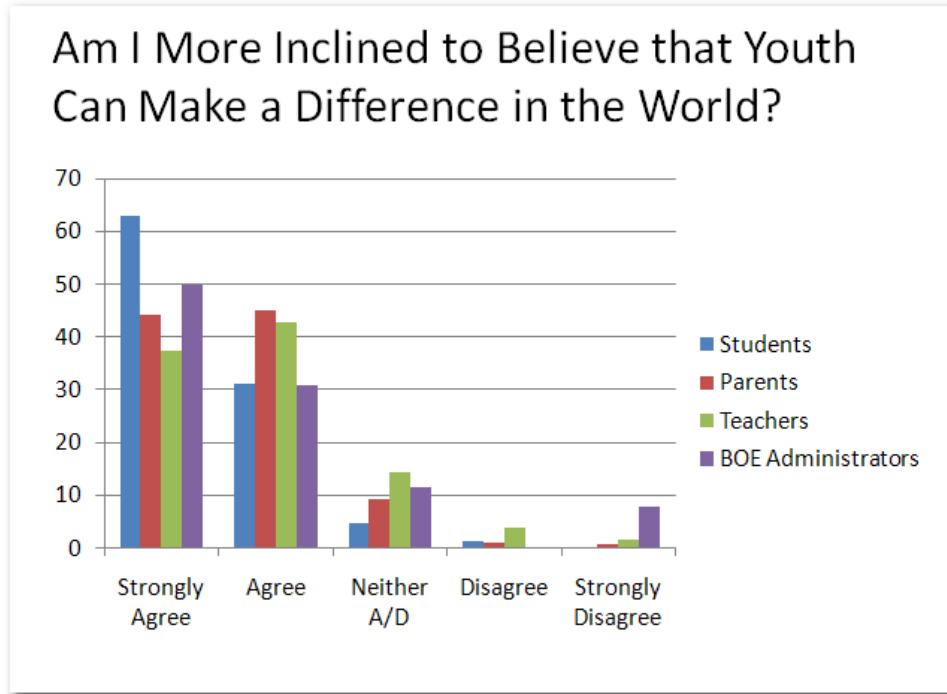
10	3.7% (6)
11	5.5% (9)
12	15.2% (25)
13	21.3% (35)
14	16.5%(27)
15	11.6% (19)
16	13.4% (22)
17	8.5% (14)
18	3.7% (6)

**Answered question: 164.**

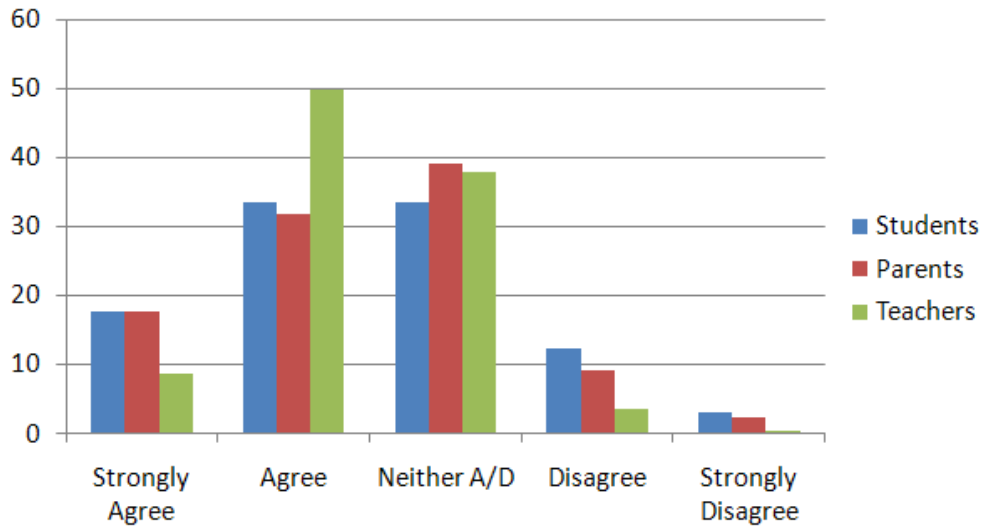
**Skipped question: 4**

## Appendix B

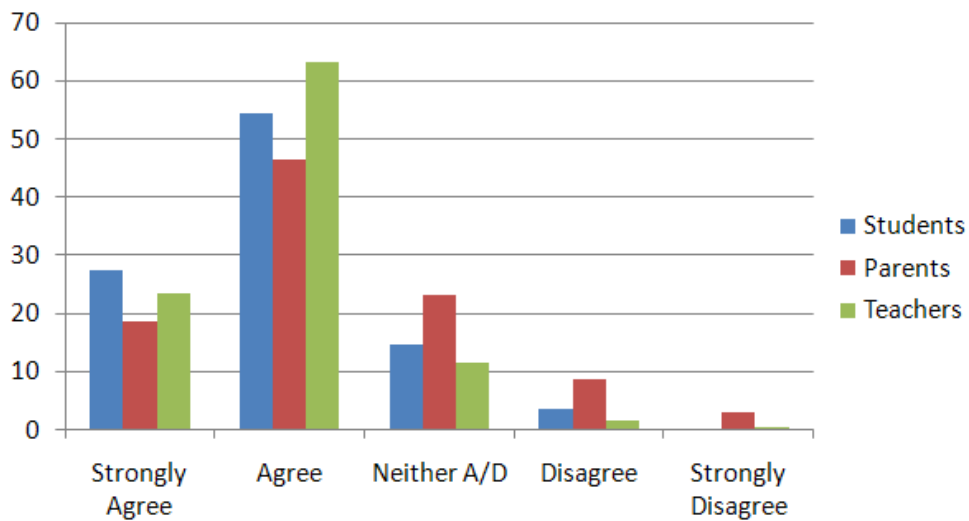
### Selected Comparisons of Free the Children Stakeholder Groups



## Are Students More Compassionate Toward People They Know?



## Are Students More Compassionate Toward People They Do Not Know?



## Do Students Develop More Leadership Skills?

