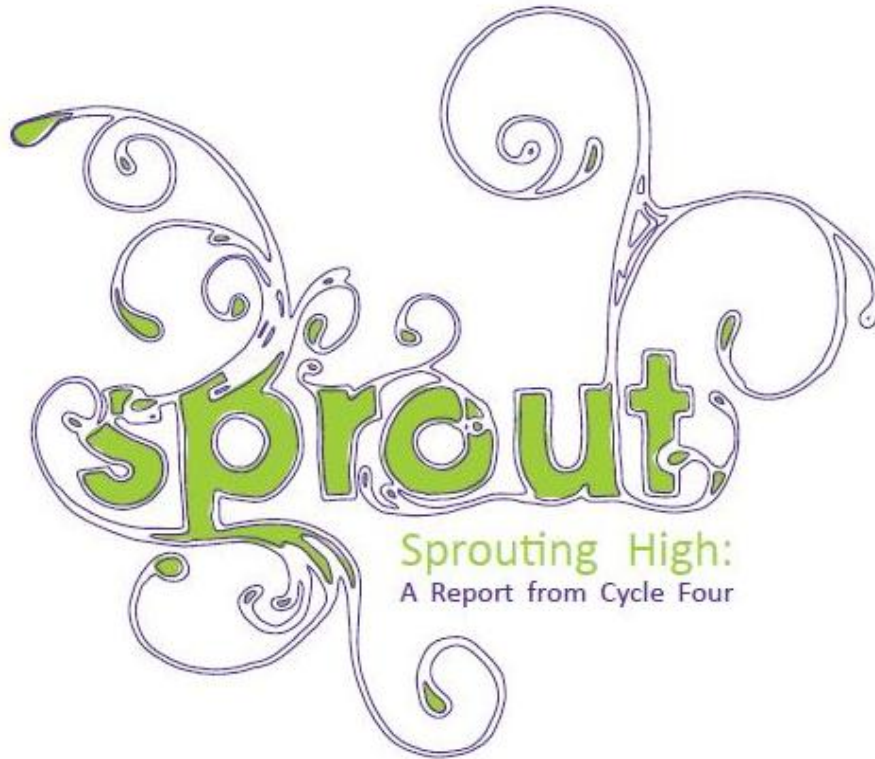


April 2010 - June 2010



Sprouting High:
A Report from Cycle Four

Prepared by



TakingITGlobal is a registered charitable organization in:
Canada (8666 86991 RR 001)
United States 501(c)(3)

Contact:

Laura Gergley

Sprout e-course
Program Manager
laurag@takingitglobal.org

Jennifer Corriero

TakingITGlobal
Co-founder and Executive Director
jenergy@takingitglobal.org

TakingITGlobal

19 Duncan Street, Suite 505
Toronto, Ontario, M5H 3H1
Canada
(T) +1 416 977 9363
(F) +1 416 352 1898
(E) info@takingitglobal.org
(W) www.tigweb.org

Acknowledgements:

The author would like to express sincere thanks to the participants and e-mentors of the program whose hard work brought this program to life.

We would also like to acknowledge the valuable input and review of the members of our dedicated staff: Jennifer Corriero (Executive Director and Co-Founder), Michael Furdyk (Director of Technology and Finance and Co-Founder), Emily Briggs (Creator of Sprout e-course), and Frank Goerz (Program Assistant)

We are grateful to the Pearson Foundation for providing funding for this program. The Pearson Foundation extends Pearson's commitment to education by partnering with leading nonprofit, civic, and business organizations to provide financial, organizational, and publishing assistance across the globe.

Design: Nigel Ayow and Stephanie Simms

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Executive Summary

This interim report has been prepared as an update to our key stakeholders on the third cycle of the Sprout e-course program. The aim of this report is to provide an overview of how the Sprout program has grown, the success we've had, what we've learned and how we plan to move forward.

The Sprout e-course program was conceived in recognition that young leaders are at the forefront of the global movement of citizens taking action to affect change in their local communities. It provides young leaders' who have a well thought-out, community-focused idea with an opportunity to grow, learn and connect with like-minded leaders in a supportive environment that encourages their hard work to create a better world.

The fourth cycle of the Sprout program ran from April 2010 through to June 2010. A total of 52 applications were received from participant candidates and a total of 13 applications from e-mentor candidates. Twenty-nine participants and thirteen e-mentors were selected to participate in the Spring 2010 e-course. The participants hailed from a variety of regions, including: Asia (33.3%), Africa (42.9%), and Caribbean, Central and South America (7.1%), North America.

"When I was little I dreamed of saving the world. Today, no matter where I begin or where I finish, I can do amazing things with my life if I choose to. This is a good way to start, by being part of the Sprout e-course, it has changed my life and it will also change the lives of the other humans who share the same home as me, Earth."

- Farhana Siddiquee, Participant, *Spring 2010*

Sprout employed the comprehensive monitoring and evaluation strategy designed by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) to understand the effectiveness and impact of the program. Analysis of the findings provide strong evidence that:

- 90.5% of participants thought Sprout helped them develop their skills and identity as a leader in social and/or environmental enterprise
- 95% of participants were confident they could pool their knowledge and compare their portfolio with others toward launching their project
- 90.5% of participants thought the quality of their project improved because of their involvement with Sprout
- 100% of participants felt confident that they could contribute to the improvement of lives in their communities
- 71.5% of participants attributed their ability to use the latest information and communication technologies to help promote and develop this project to the Sprout program

Chronology

Exploring the journey of cycle four

Our journey with the fourth cycle of the Sprout program began in April of 2010 and ended in June 2010. After thoroughly reviewing, screening, and selecting each participant and e-mentor, the successful candidates came together for orientations. Coursework began soon after and was punctuated by two enlightening and interactive webinars. The first webinar explored the topic of leadership, which provided participants and e-mentors with information on effective leadership strategies. This was lead by Kristle Calisto-Tavares, who is Founder and Principal Innovator of INSPIRED PRACTiCE. The second webinar facilitated information on fundraising, which provided the class with knowledge in effective fundraising frameworks. This was lead by Salma Bahrawy, who is TakingITGlobal’s Donor Development Coordinator. Final projects were assigned and completed by the end of June, 2010.



Kristle Calisto-Tavares



Salma Bahrawy

April 2010
E-mentor orientation
Participant orientation
Sprout begins
Week 1,2,3, and 4
Leadership Webinar
First Impact Survey
First Satisfaction Survey

Cycle Four

May 2010

Fundraising webinar
Week 5,6,7, and 8
Second Satisfaction Survey
Second Impact Survey

June 2010

End of on-line course instruction
Beginning of independent study
Projects launched
Certificates disseminated



The course is well structured. The webinars have been great, again exposing us to so much more knowledge and learning.”

- Pankaj Shanker Jethwani, Participant, *Spring*

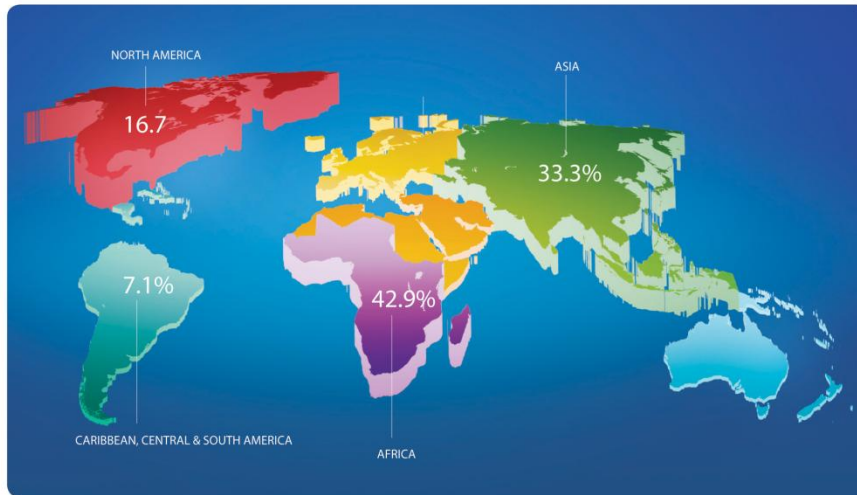
Sprouting High

Meet the team

To view the Sprout Fall 2009 class in action, you are invited to watch their video:

<http://animoto.com/play/0205pD1rJ0suUvUuoD3OPg?autostart=true>

Geographic distribution of participants and e-mentors in the Spring 2010 cycle



The geographical distribution for the Spring 2010 cycle, mirrors the strength of the networks leveraged throughout the promotions phase, which include social media tools such as Facebook¹ and Twitter², but is mostly notable by the TakingITGlobal network. The previous image illustrates that participation

from countries located in Africa and Asia are the strongest, followed closely by participants from North America, and Caribbean. Many opportunities exist to increase Sprout's presence in Oceania Australia and Europe regions.

Gender

A striking feature of the Spring 2010 class is the increase of participation from women. In past Sprout cycles there have been a disproportionate number of men, but the Spring cycle illustrates that eleven out of twenty-eight participants were women, while the Winter 2010 Interim report³ displays that five out of sixteen participants were women. This displays that the Sprout E-course's initiative to actively target women's groups and women-focused networks in its promotions and marketing campaigns has grown effective, as female participation has doubled within one cycle. Sprout will continue its promotions and marketing campaign to ensure equal opportunity to all genders and maintain an inclusive space for all participants.



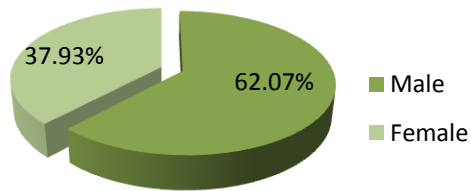
Ines Ayari, Participant

¹ Visit our Facebook page at: <http://www.facebook.com/pages/Toronto-ON/Sprout-e-course/68777098230>

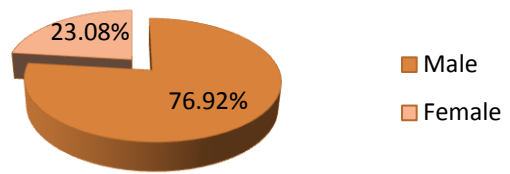
² Visit our Twitter page at: <http://twitter.com/sproutecourse>

³ Sprouting High: a report from cycle three: <http://sprout.tigweb.org/upload/sproutinterimreport.pdf>

Percentage of Participants



Percentage of E-mentors



Countries represented by participants:



Countries represented by e-mentors:



Countries Represented by Participants:	Countries Represented by E-mentors:
Bangladesh	Canada
Brazil	Ethiopia
Cameroon	India
Canada	Japan
India	Kenya
Kenya	Malaysia
Myanmar	Nigeria
Nepal	Pakistan
Nigeria	South Africa
Pakistan	USA
Philippines	
Sierra Leone	
Singapore	
Somaliland	
South Africa	
Sudan	
Suriname	
Tunisia	
Uganda	
Venezuela	
Vietnam	

Spring 2010 Alumni

Participant Name:	Project Type	Project Name:
Mohamed Sheriff Khanu	Health	Concern for Community Health Network *
Akram Mohamed Ahmed	Technology	Akram Telecentre in sudan for Development *
Edna Akullq	Education	Self Help Foundation *
Cristina Martinez	Environment	Biogester *
Brian Magwaro		Football for Peace *
Babayemi Oludotun	Environment	Greenback Nigeria *
Emmanuel Acha	Technology	DigiHUB Greenfield Project
Fai Cedric	Education	Leaders of Tomorrow International *
Farhana Siddiquee	Environment	Recycling*
Ignacio Rodriguez	Education	EducaT *
Ines Ayari	Health/Education	Sexual Awareness through Drama Tools *
Jason Jolaoso	Education	A Swiftly Changing Landscape *
Hanh Nguyen	Environment	RAECP
Htun Myo Maung	Education	Community Resource Center *
Nyla Obaid	Health	Healthy Sexuality
Pankaj Shanker Jethwani	Health	Maid in India *
Sarah Queblatin	Culture	Can You Eat Art? *
Alaka Halder	Education	My Beautiful Bangladesh *
Tanja Pinas	Culture	Sunny Point
Yasir Memon	Education	Promotion of Soft skills and Leadership among the marginalized areas of Pakistan *

* Indicates Launched Project



Alaka Halder, Participant

“The essence of Sprout is to provide an accessible, diverse, proactive and supportive online community where different people with different needs, aims, thoughts and ideas can come together and help each other grow as both people and project managers. :)”

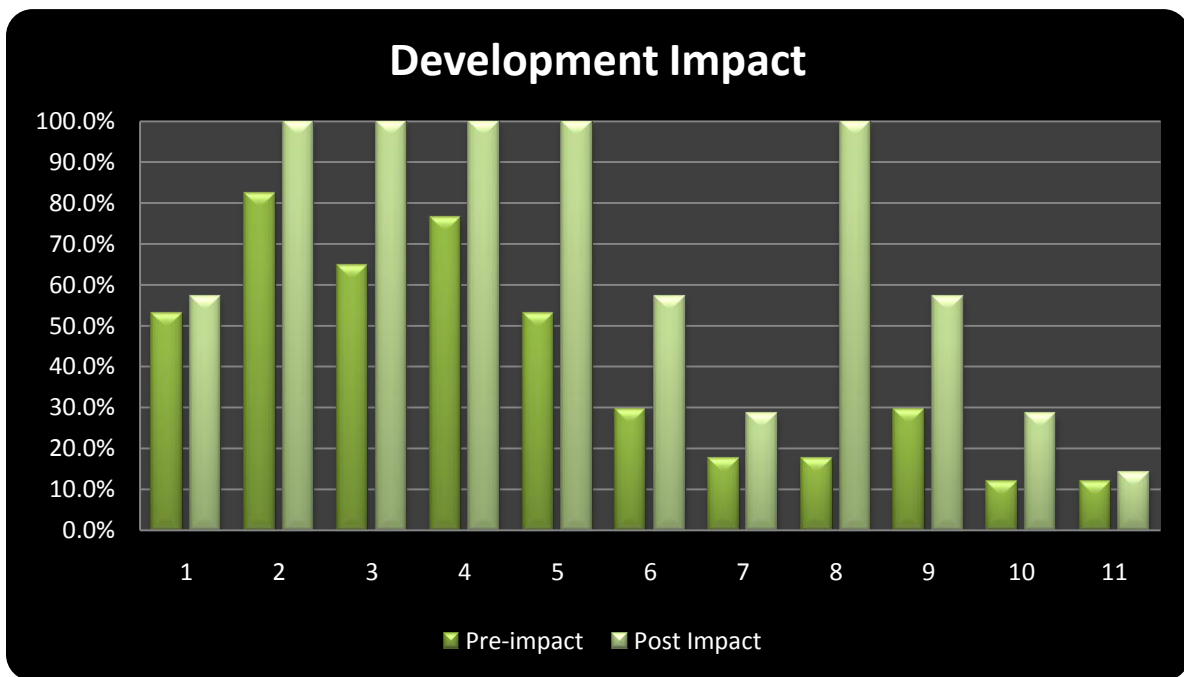
- Alaka Halder, Participant,

Impacting the World

Results from the field

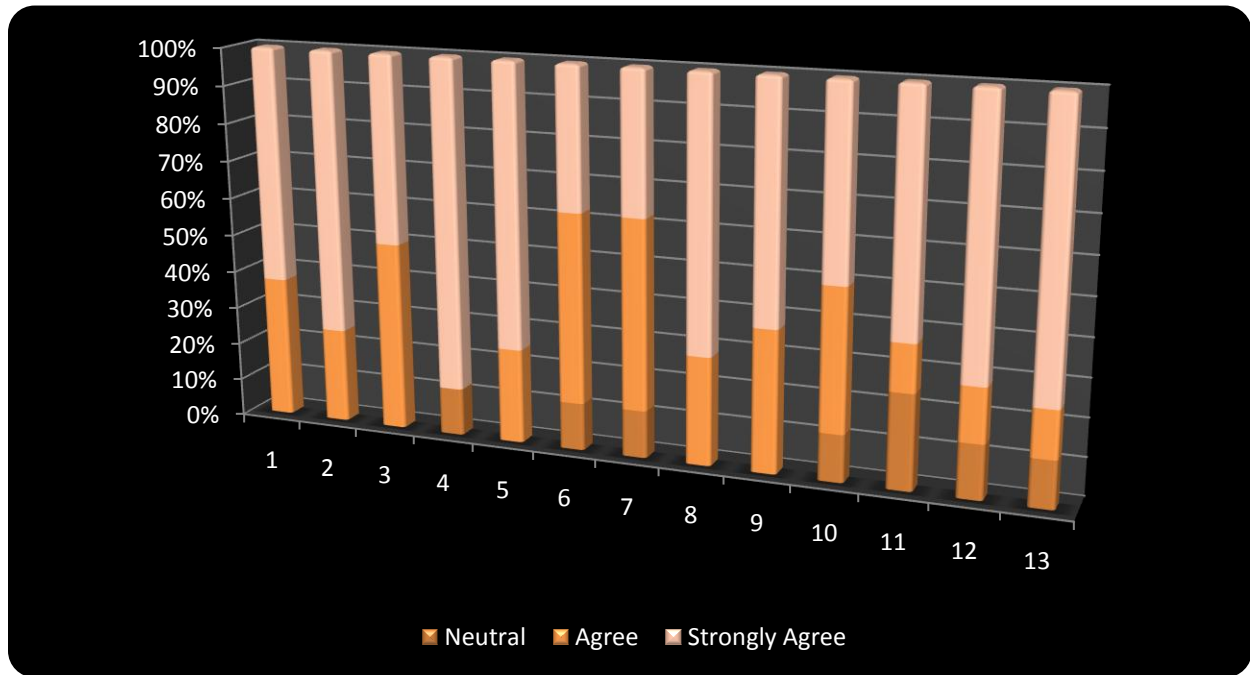
In 2009, Sprout commissioned the Center for Information and Research on Civic Learning and Engagement (CIRCLE), an independent, non-partisan research institution specializing in youth civic engagement to develop a comprehensive monitoring and evaluation strategy to understand the effectiveness and impact of the program, which include the dissemination of intro questions, two impact surveys, two satisfaction surveys, and outro questions. This methodology was utilized throughout the Spring 2010 cycle to collect data and monitor the impact of the Sprout e-course program. Analysis and findings provided strong evidence that:

Participants Made Significant Progress in the Development of Project's:



1. Vague idea
2. Some research about similar projects
3. Written a project mission
4. Started to form a specific plan
5. Specific plan with mid-range goals/actions
6. Project team is put together
7. Secured funding or have drafted a proposal
8. Prepared a project pitch
9. Ready to implement
10. Have formed a systematic evaluation plan
11. Have written a feasible sustainability plan

Participant Skills Development



1. I can experiment with my ideas
2. I can learn meaningfully from multimedia (audio, video, text) content
3. I can multitask, refocus and prioritize my work online
4. I can effectively interact with the online tools
5. I can pool my knowledge and compare my portfolio with others towards launching each project
6. I can evaluate the reliability and credibility of different information sources
7. I am resourceful and able to search for, synthesize, and disseminate information
8. I can adapt to the diverse communities represented in the Sprout program
9. I discern and respect multiple perspectives, and grasp alternative norms
10. I can express myself
11. I can create and share my work with others easily
12. I feel like my contribution matters
13. I care about what others have contributed to my work

“Individuality. Every human being is born capable of producing differently from what humanity has ever seen or heard and people had to be educated on their independent ideas and creativities. The Sprout team will never imagine the positive impact they are creating in these youths in general and in my life in particular. I love sprout and will forever be grateful to them.”

- Fai Cedric Yengo, Participant, *Spring 2010*

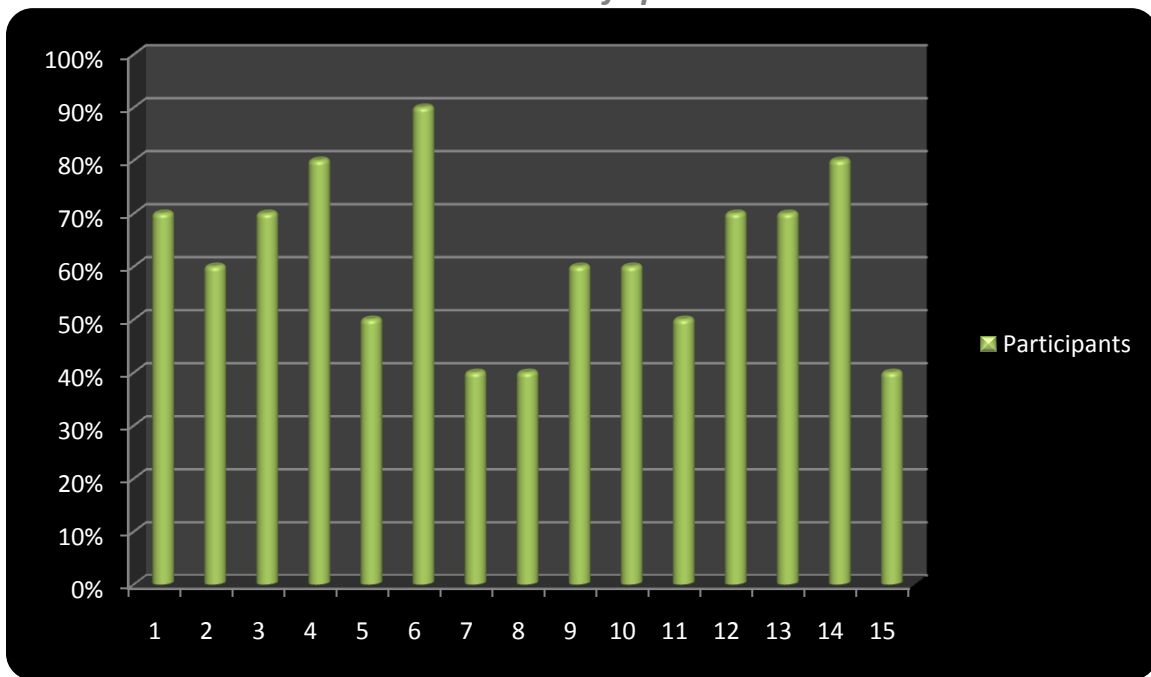
Sprout Contributed to Project Management Skills Development:

- 62.5% of respondents I felt strongly they could experiment with their ideas
- 75% of respondents felt strongly they could learn meaningfully from multimedia (audio, video, text) content
- 50.0% of respondents felt they could multitask, refocus and prioritize their work online
- 75% of respondents felt they could pool their knowledge and compare their portfolio with others toward launching their projects
- % of respondents felt they could resourcefully search for, synthesize, and disseminate information
- 62.5% of respondents felt they could adapt culturally to the diverse communities represented in the Sprout program
- 62.5% of respondents felt they could discern and respect multiple perspectives, and grasp alternative norms
- 50% of respondents felt they could express themselves openly



Ian Carter, E-mentor

Favourite Element of Sprout E-course



- | | |
|--|-------------------------------|
| 1. Website | 8. Surveys |
| 2. Application process (form, interview) | 9. E-mentors |
| 3. Orientation | 10. People |
| 4. Weekly newsletter | 11. Role and responsibilities |
| 5. Platform | 12. Team interaction |
| 6. Lesson topics | 13. Support and communication |
| 7. Materials | 14. Cost/financial aid |
| | 15. Evaluation |

Participants Development of Higher-Order Skills:

- 75% of respondents felt they had improved their critical thinking and problem solving skills
- 75% of respondents felt they had improved their creativity and innovation skills
- 50% of respondents felt they had improved their flexibility and adaptation skills, and my ability to deal with ambiguity
- 75% of respondents felt they had improved their productivity and time management skills
- 75% of respondents felt they had improved their initiative and self-direction skills



Pankaj Jethwani, Participant,
Spring 2010

Participants Efficacy and Attitudes:

- 71.4% of respondents felt confident that they could contribute to improving the lives of people in their community
- 85.7% of respondents felt it was very important that they dedicate their career to improve aspects of their society
- 71.4% of respondents felt collaboration with their peers and fellow community members is crucial when solving problems
- 85.7% of respondents felt small, but innovative ideas can eventually change the world for the better
- 100% of respondents felt that they have a responsibility to use their knowledge and skills to serve others and improve society and reduce injustice
- 71.4% of respondents felt it is important to be a role model for others by giving some of their time through service.
- 71.4% of respondents learn a lot of valuable skills and knowledge from local community members
- 85.7% of respondents deeply respect the values that members of their community hold.

Sprout is simply filled with joy, optimism, and professionalism. Every day I get up thinking of what I'm going to do with the sprout project. I quickly felt part of a great family to improve our communities. If there is one thing that describes the Sprout project is diversity, every one of the participants feels, talks and writes differently. This doesn't only flourish our projects but also our own perspectives in life. The platform is rock solid and enables us to interact flawlessly. I hope people all around the globe keep nurturing this course because it is definitely worth it. All our hard work goes to our societies and that's what matters. The Sprout course is simply the tool that enables us to do it, and what a tool it is."

- Ignacio Rodriguez,
Participant, *Spring 2010*

Remarkable Sprouts

Sprout Narratives

After a wonderful Spring cycle, the Sprout team is pleased to announce that sixteen participants launched their Sprout projects. Below are three Sprout alumni whose projects best illustrate the impact of the Sprout e-course:



Edna Akullq, Participant
Spring 2010

Meet 23 year old, Edna Akullq, from Uganda. She has recently completed her B.A. in Economics from the University of Dar Es Salaam.

Edna is very passionate about education and HIV/AIDS. Building on this passion, Edna decided to join the Sprout e-course in Spring 2010 to develop her project idea: "Self Help Foundation."⁴

Edna's Sprout project "is an initiative operating in the resettling communities of Uganda. Self Help Foundation grew out of the dire need for a long term solution to resettlement; the people in these communities became very vulnerable and dependant socially, economically and politically and this came as a result of a disruption in education for most of the youth and children and lack of general skills in the community to empower themselves."

When asked if she was able to implement Sprout theory and put it into practice, Edna replied that:

"i was able to turn theory into practice,i managed to come up with a full team of five,two male and three female-all youth for this project and they have gone around publicizing the project. i also managed to get three volunteers and so far self Help foundation has one primary school in oyam district called Awio Primary School,Iceme sub county,Oyam district.i have informally briefed them,more like a sharing really on the ways to go about getting schools.Self Help Foundation project also has a website that will be online on Friday, as part of the platform for getting volunteers so you will be able to see a lot more.i have not done much really because im still working around registering the organization,nothing moves in Uganda when the organization is not registered so im working around that and hopefully end of July i will be through with the formalities. in my opinion i have directly impacted on the lives of the volunteers and the team im working with so far,i know with a well motivated and self driven team, the sky is the limit for Self Help Foundation project and this happened from the time i became a 'sprouter'."



⁴ Edna's project page: <http://projects.tigweb.org/selfhelpfoundation/about/>



Brian Magwaro, Participant,
Spring 2010

Meet 22 year old, Brian Magwaro, from Kenya. He currently holds his certificate in chemical dependency counseling and was placed fourth for the Volunteer of the Year Award on Peace and Reconciliation.

Brian is very passionate about child and youth rights, peace and conflict, and youth violence. Building upon his passion, Brian joined the Sprout E-course to launch his project “Foot Ball for Peace.”⁵

Brian’s Sprout project “is a community project in Kisumu, Kenya slums that uses football as a tool to get access to the children and youths at the slums. The project brings youths and children from different slums, with different background and from different ethnic tribes together to have exchange and learn on life skills, conflict resolution, health, environment and violence prevention with a project pitch “Play for Fun learn for life”. Our main stakeholders are the youths, students, Community Based Organizations, Local government, Media, NGO and the general public.”

When asked if he was able to implement Sprout theory and put it into practice, Brian stated that:

“I was able to take the sprout theory and put it to practice i recruited 8 volunteers to help me. We also had an event that brought over 300 youths and children where we collected information to know what can work out and what cannot my project has made a little difference now a writer of the book gave me books with short stories of the olden days with moral skills and i have 60 children and youths participating in meeting together every sundays reading the book and learning moral skills everyday before our football trainings. Though i have not found a donor now i have a football team for both ladies and boys who play together i am teaching them different methodologies like football for peace.



The children are also involved in cleaning the field and the slums once in a week and i am planning because we don’t have donors the way we were taught on identifying stakeholders so we will be cleaning the slums and carrying a container where we will ask anybody from the community to drop a coin into it if he is interested with our work and we will use it to support ourselves.”

⁵ Brian’s project page: <http://projects.tigweb.org/football4development>



Ignacio Rodriguez,
Participants, Spring 2010

Meet 21 year old, Ignacio Rodriguez, from Venezuela. He is currently completing Production Engineering at Universidad Simón Bolívar and is also pursuing a diploma of “Management and leadership development.”

Ignacio is very passionate about educational technology, free and open space software, global education, learning, and sustainable development. Building upon his passion, Ignacio decided to join the Sprout E-course to develop his community based project, entitled: “EducaT.”⁶

Ignacio’s Sprout project “will focus on the primary public education in Caracas, Venezuela. The main problem is the lack of teachers in public schools. Students already have tons of problems to deal with just [...] and I will name a few: Parents are not generally supportive to their kids going to school, they tend to think that it’s not worth it and they should start to work. The low family income also forces them to start working very young and makes it difficult for them to study. Drugs and weapons are regular on most public schools that some institutions force students to use transparent backpacks as security measures. The schools are in less than tolerable shapes. No water or electricity and no toilets or potable water. So this is the general environment a local kid has to struggle through to go to school and if they manage to overcome them there still presented with the most difficult problem yet, NO teachers. This is what concerns me the most, they can go 3 years in a row without learning basic maths, or science simply by the fact that there are no teachers.



When asked if he was able to implement Sprout theory and put it into practice, Ignacio stated that:

“Without a doubt Sprout has helped me in so many ways. [...] I now have a well based background about my projects situation, I can understand and locate the problem that I have to solve and have a very well defined scope.

I have had a meeting with the people of "Fe y Alegria" they are by far the best public schools in Venezuela (they are a NGO) where we shared thoughts and can make potential allies. I've had several meetings with friends and coworkers about my project and am working hard with two of them. One of this two friends works with a local municipality, and he has already mentioned my ideas to them and they are investing a great amount of money on educational projects,

⁶ Ignacio’s project page: <http://projects.tigweb.org/educat/about/>

there is great potential to start working with them. I attended a Moodle Conference. Moodle is an internet platform dedicated specially for virtual classrooms and teaching online. In this conference I contacted a Moodle certificated person here in Venezuela that could also help greatly on the project.

I've had intensive chats with three teachers (two from my university and one from Mexico). The first one is the director of a very successful program where university students, like me, give classes to school children in the vicinities. She holds a direct contact with more than 100 public schools in Caracas, she will be great when I try to expand my project once I run the pilot. The second one is a financial advisor to big big companies on quantifying community or environmental projects (companies need to yearly spend a certain amount of money on community projects, he helps them quantify this projects), he can help me greatly on quantifying my project to get better funding from companies. The third one is a maths teacher that uses and knows great innovative ways of teaching, he can help me boost the creativity part of my project and to make it fun and entertaining.

Just last week I was selected to be a Global Changemaker and attend the Latin American Youth Summit in Brazil. I have to say that the Sprout helped immensely achieve this. I had to make a video and answer some questions similar to when I applied to Sprout. Here is the link to the [Application Video](#), it's supposed to be private but I want you to have a peak so you can see why Sprout helped me. Three months ago I had only a vague idea. I now have a firm position on this project and I think this is what they saw. I really believe that this project has great potential, and hopefully it will significantly change the perception of how education is taught in Venezuela.”

Annex


Quotes from Spring 2010





“If the world stands on two pillars, Education is one of them and Sprout has grasped the significance of making sure that this pillar remains tall and strong by educating the leaders of tomorrow on its eLearning platform.” - Jason Jolaoso




“The e-course is designed perfectly to keep in mind the needs of different communities throughout the world. Half way through the course, my project idea seems to be way clearer compared to when I started off. The e-mentors and fellow participants are always there to help you through dimensions of your project you aren't really good at. The participants are from varied social and cultural backgrounds, from throughout the globe and it's amazing to meet so many people with amazing ideas. The Sprout Team and TIG are doing a really great job helping young projects develop and 'gain roots in their communities'.” - Pankaj Jethwani

 "The Sprout e-course is the most effective method of education in the 21st century and I think the world is supposed to adopt this system." – Fai Cedric Yengo

 "First let me start for appreciating for the good work you and the sprout team have done in my life i have been having the heart of serving the community but did not have the knowledge how to start how to organize myself what i need to do but here i am now i know what to do." – Brian Magwaro

 "Sprout helps all individuals that want to accomplish a task with the tools and the guidance for success." - Farhana Siddiquee

 "I think the project idea just about wraps up the great work you do to ensure continuity. I hope sprout replicates itself more" - Sarah Queblatin

"Sprout is an e-course designed for aspiring social innovators and environmental entrepreneurs who want to grow their project ideas and learn to create lasting changes that take root in their communities".

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Contact Info

Tel: +1 416.977.9363

Fax: +1 416.352.1898

sprout@takingitglobal.org

www.sproutecourse.org

