Project Development 
and Youth Leadership
in an Online Global Learning Community

Prepared by

TakingITGlobal

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

Contact:

**Emily Briggs**  
Sprout e-course  
Program Manager  
emilyb@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 Robert Meyer, Nigel Ayow, Francisco Pereira, Maciej Jasiobedzki, Kei Kawashima-Ginsberg, Peter Levine, Emily Kornblut, Jennifer Jew, Chan Drepaul, Valerie Kitchell and all other members of the Sprout family. A special thank you 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), Nadine Ibrahim (Program Assistant) and Brittany Smith (Communications 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, TIG Solutions.
Contents

Executive Summary ................................................................. p. 2

Meet Sprout
Exploring roots and objectives ................................................ p. 4
Anatomy of Sprout
A guide to structure, methodology and instructional design ............ p. 6
Sprouting High
Key accomplishments ............................................................ p. 10
Impacting the World
Results from the field ............................................................. p. 17
Forward Thinking
An action plan for the journey forward ...................................... p. 26
Weather Proofing
Sustainability scenarios for enduring ........................................ p. 28
Remarkable Sprout
Profusions of conclusions ...................................................... p. 31

Annex ......................................................................................... p. 34
Executive Summary

This interim report has been prepared as an update to the Pearson Foundation on the Sprout e-course program from March 2009 through November 2009. The aim of this report is to provide our stakeholders with an in-depth look at how the Sprout program has grown, the success we’ve had 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.

Sprout represents a shift in online learning design that bridges the gap between the education provided by formal learning institutions and the types of competencies and capacity required to create meaningful changes in the world. The Sprout curriculum blends project-based learning with digital literacies and a new framework of 21st century education that focuses on areas such as: innovation and learning, life and career skills, along with information and technology skills. In August 2009, Sprout was deemed a best practice case study by the United Nations Global Alliance for Information and Communication Technologies for Development; an open and inclusive platform that aims to broaden the dialogue on innovative ways of harnessing ICT for advancing development efforts.

The first official cycle of the Sprout program ran from June through September of 2009. A total of 165 applications were received from participant candidates and a total of 41 applications from e-mentor candidates. Twenty-six participants and 16 e-mentors were selected to participate in the Summer 2009 e-course. The participants hailed from a variety of regions: 29% North America, 7% Caribbean, Central and South America, 5% Europe, 2% Middle East, 17% Africa and 40% Asia.

“For me the Sprout e-course is a milestone in education, especially global education. It is both relevant and innovative to younger generations. It also encourages cross-generational learning which I believe is key in tackling many of the social issues our world currently is faced with.”

– Vernice Mulcahy, Sprout e-mentor

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. Analysis of the findings from the Sprout e-course evaluation provide strong evidence that:

• Sprout helped social and environmental entrepreneurs from all over the world make tangible and meaningful progress in their projects
  o A typical participant moved their project from having a conceptual project idea to being ready to implement, pending funding availability
  o A vast majority of participants also felt that their projects were moving along smoothly, some having even taken off
• Sprout helped participants acquire and strengthen specific skills and knowledge areas that are needed to deal with real-world challenges and solve significant community problems
  o 92% of participants felt that their productivity and project management skills improved
  o 92% of participants felt that their creativity and innovation skills improved
  o 77% of participants felt they increased their problem solving skills
  o 85% of participants reported that Sprout helped them improve their communication and collaboration skills

• Sprout enabled the development of skills and identity as a leader in social and/or environmental project
  o 92% of participants reported strengthening their leadership capacity

• Participants acquired digital literacy and ICT skills
  o Over 90% of participants stated that they were able to learn meaningfully from multimedia content, interact with online tools, and collaborate with peers online

• Sprout successfully created a close-knit learning community through an online platform
  o 93% of participants said that they were an integral part of the Sprout family
  o 100% of participants planned to continue their involvement with Sprout and their peers
  o 92% of participants had at least weekly contact with the rest of the team

To ensure the Sprout program remains financially viable and operationally sustainable in the years to come, Sprout commissioned the York Sustainable Enterprise Consultants (YSEC) to explore creative strategies to be implemented by 2011. The analysis presents several possible income generation schemes that can collectively contribute to a significant portion of the costs associated with running the program.

Going forward, Sprout is committed to executing specifically on three strategic next steps. Firstly, Sprout will engage with key partnership prospects, focusing particularly on organizations with strong regional followings, geographical distribution throughout the world, as well as organizations that target priority demographics such as women, indigenous youth, and learners of all abilities. Secondly, Sprout will act to internationalize the curriculum further through careful selection of content partners who have substantive curricula that is demonstrably effective. Lastly, Sprout has started to adapt a Facilitator’s Guide which will be distributed virally online and enable young community leaders to transfer the knowledge acquired through the Sprout e-course program in offline contexts, extending the breadth and reach of the program.

The Sprout program has proven empirically that it is an effective educational experience that is both accessible and useful to young leaders across the world. “CIRCLE found that Sprout succeeded in helping young social entrepreneurs make significant and meaningful progress toward changing the world, one community at a time,” said lead researcher Kei Kawashima-Ginsberg. It is with this context that we move forward to ensure that a world exists where tomorrow’s leaders develop sustainable solutions that collectively create positive change.
**Meet Sprout**
*Exploring roots and objectives*

“When asked if I am pessimistic or optimistic about the future, my answer is always the same: if you look at the science about what is happening on earth and aren’t pessimistic, you don’t understand data. But if you meet the people who are working to restore this earth and the lives of the poor, and you aren’t optimistic, you haven’t got a pulse. What I see everywhere in the world are ordinary people willing to confront despair, power, and incalculable odds in order to restore some semblance of grace, justice, and beauty to this world.”

— Paul Hawken, environmentalist, entrepreneur, journalist and author

**Why the Sprout e-course?**

TakingITGlobal is an international charitable organization led by youth and empowered by technology. The organization aims to increase the capacity of young people as leaders, teachers and stakeholders in their local and global communities; fostering cross-cultural dialogue and understanding; and increasing awareness and community action among youth around local and global issues.

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. Whether they are organizing community ESL classes, leading a street-outreach program for young people, or responding to a regional environmental issue, young leaders are strongly motivated to create positive change by improving the quality of life of those around them.

However, the ideas, potential and opportunities of hundreds of thousands of youth leaders around the world remain undiscovered and unsupported simply because they lack the capacity and resources to successfully develop their ideas into feasible, implementable and impactful projects. In other words, there is an abundance of innovation in the world wasted by a lack of capacity to implement social and environmental projects effectively.

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 in their communities. The Sprout e-course 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 program delivers an online educational experience that synthesizes progressive new e-learning and project-based approaches, with an innovative instructional design and a unique socio-technological environment to instill invaluable knowledge and leadership skills, thereby enhancing and expediting the efforts of youth on a global scale.

**Mission:** We provide young leaders with the knowledge, skills and resources to sprout community-based projects.
Vision: We envision a world of vital, interconnected and healthy communities - a world where tomorrow's leaders develop sustainable solutions that collectively create large-scale positive change.

Objectives:

1. Sprout and grow effective, relevant youth-led projects that address and solve local issues.
2. Educate participants with progressive principles of project management and equip them with integral skills, knowledge and support to sprout their projects successfully.
3. Connect participants to a team of qualified and experienced e-mentors to support and guide their learning journey.
4. Cultivate leadership skills that instill confidence and empower the next generation of world shapers.
5. Support the international collaboration and co-learning of young social innovators and environmental entrepreneurs.
6. Create a public online space to promote and showcase the completed projects of Sprout alumni.
7. Ensure the Sprout e-course is financially self-sustainable and scalable.
Anatomy of Sprout
A guide to structure, methodology and instructional design

How does Sprout work?

Sprout’s ambitious goal of delivering an e-learning based course to a geographically representative sample of young leaders has required an equally ambitious framework in order for be effective. Sprout participants and e-mentors are sourced from a vast array of countries by conducting an ongoing social media marketing campaign that targets and seeks to include a variety of demographics. The campaign aims to balance our promotional reach into each geographical region and across nine identified global issues where there is need or demand amongst engaged youth for capacity-building opportunities.

In order to apply, prospective participants and e-mentors visit the Sprout website (www.sproutecourse.org) and fill out a comprehensive online application form that they have the ability to save and submit before a final deadline (see Annex, p. 6). Once the deadline has passed, participant applications are screened rigorously for the quality of their idea and their commitment to its implementation. Similarly, e-mentor applications are screened for their level of project management and mentoring experience. A short-listed group of participants and e-mentors are then invited to meetings hosted online using Skype in order to verify their English language comprehension, technical skills and dedication to completing the program. Once admitted into the program, participants and e-mentors are provided with a comprehensive orientation package that is mailed to their home address, containing an orientation guide (see Annex, p. 16) and a welcome letter.

- 100% of participants said that they found the application process to be fair and thorough
- 94.4% of participants felt that the participant team selected was representative and diverse

“Challenging, new, exciting, different, inspiring and just what the doctor ordered to get me out of a wallowing rut!” – Sprout participant, Summer 2009

“I thought of it as a mentorship program that will help me in areas that I am not very good at, that might be making a great business plan and a process of execution of the idea. I thought I have found an opportunity that will surely take my idea on ground as I have been working on many ideas on paper since I started college three years back! I having said that, I am proud of being selected and so far it has been great!!” – Sprout participant, Summer 2009
E-mentorship

“Sprout has changed my life. I have always been called to action but always saw it as a personal endeavour. Meeting and interacting with others who share my vision has helped me realize that I need to use the power of networking to get the word out and call others to action. The course has helped me become a better leader and as a result, I now have more capacity to help others along the same path.” – Sprout e-mentor, Summer 2009

One of the biggest challenges for emerging leaders can be the lack of guidance from those with relevant, real-world experience. We match Sprout participants with qualified e-mentors who provide valuable insight and advice throughout the duration of the e-course. The purpose of the e-mentorship program is to enable social and environmental project leaders to share their pertinent experience, as well as provide guidance and support to the e-course participants while gaining new perspectives and making connections with other e-mentors across the world.

Each e-mentor is matched with a maximum of two participants. We match this relationship based primarily on the issue-based interests of both parties, secondly on the proximity of their time zones, and thirdly on whether or not the Sprout staff feels the relationship is well-suited and likely to be comfortable. Once the match has been made, e-mentors are asked to dedicate between 2-4 hours per week to fulfill their responsibilities.

Throughout the duration of the program, e-mentors and participants are encouraged to check-in with their participants to provide regular feedback and maintain open lines of communication in order to support, guide and advise the development of the project. E-mentors are responsible for monitoring their participants’ progress through the e-course by reviewing their work online, being active in the platform by posting constructive comments on everyone’s work, and submitting rubrics bi-weekly to monitor their participants’ progress. E-mentors are also encouraged to create a presence online in order to ensure that their participants are aware that they are available for support and willing to help, and to direct participants to tools, resources, and networks relevant to their projects.

Although we do propose a structure, we have made an effort not to overly formalize the relationship. We emphasize the importance of ongoing communication, regularly scheduled online meetings and monitoring, but allow each e-mentor and participant to determine which communication methods and tools will serve them best in accomplishing these goals.

“Challenging, nurturing and inspiring! Volunteering as an e-mentor in the Sprout e-course has brought me into contact with many new and interesting people and ideas for social change.” – Sprout e-mentor, Summer 2009
Instructional Design

Sprout represents a shift in online learning design that bridges the gap between the education provided by formal learning institutions and the types of competencies and capacity required to create meaningful changes in the world. In this sense, Sprout has a vision of nurturing future leaders with a balance of both holistic knowledge and pragmatic skills. Sprout blends project-based learning with digital literacies (http://newmedialiteracies.org/) and a new framework of 21st century education (http://www.21stcenturyskills.org/) that focuses on areas such as: innovation and learning, life and career skills, along with information and technology skills. The result is a participatory learning community wherein social connections exist in tandem with explorative, collaborative and autonomous learning.

The Sprout e-course runs for eight consecutive weeks, wherein new lessons are revealed on the e-course platform and are expected to be completed on a weekly basis. This workflow ensures participants move through the curriculum at a similar pace, enabling thoughtful discussions and genuine collaboration. These first eight weeks are followed by another four weeks of independent study when no new lessons are released and participants are expected to work on their final project pages.

For module, week and lesson titles refer to Annex, p. 111.
Each week's lessons are rooted in a specific knowledge area of project management and focus on three main instructional elements: reflection, discussion and creation. Using blogs, reflection lessons are intended to allow participants to describe and identify what this knowledge area means: i) for their own project, ii) in their community, iii) in their context, and iv) given their circumstances. The discussion lessons further this understanding by allowing participants to compare, contrast and interpret these meanings in an online discussion forum with the other Sprout participants, applying their knowledge while analyzing similarities and differences, and working collaboratively to problem-solve identified challenges. Lastly, the creation lessons are designed to allow each participant to create a piece of work specific to their project and that knowledge area. Each participant builds their own e-portfolio throughout the e-course, adding new creation pieces each week.

**Live Sessions and Webinars**

Learning online is a technical feat that enhances cross-cultural communication and enables connections and collaborative opportunities that only a few decades ago were impossible. The challenge in uniting a group of otherwise disconnected people is to create a sense of community that fosters genuine participation and social bonds through a collective goal; in the case of Sprout, the launch of a project. In order to create a space where team-building can occur, we host three synchronous sessions for both participants and e-mentors.

1) **Orientation Session**

A mandatory orientation session is held synchronously online to facilitate interactive discussions and instruction, and features alumni guest speakers as well as a motivational talk by TakingITGlobal's Executive Director, Jennifer Corriero. The session aims to familiarize the team with the program and provides a unique opportunity to allow team members to introduce themselves before the start of the e-course.

- 76.5% of participants said that the orientation was a useful tool, and 83% found that the overall orientation process was effective.
- 82% of e-mentors said they were adequately prepared to launch the program.

2) **Leadership Webinar**

Half way through the program, a professional development webinar is hosted, bringing together the entire Sprout team for interactive leadership training. The goal of the leadership webinar is to provide an innovative and holistic professional training that dares everyone to explore and develop their leadership potential. The webinar aims to heighten self-awareness and nurture empathetic and visionary leaders who are effective in building powerful, inclusive projects and healthy communities.
3) Conclusion Session

A conclusion session is held synchronously upon completion of the lessons and in preparation for the four weeks of independent study in order to bring the e-course to a close. The session includes a guest-speaker and allows everyone an opportunity to ask questions they may have about their final project submissions. For the Summer Cycle, the guest speaker was Kurt Archer from My World, My Choice (http://myworldmychoice.org/welcome). The goal of this session is to bring a sense of closure to the program and to motivate everyone to complete their final projects to the best of their abilities.

Final Projects

Final project pages are submitted online using TakingITGlobal's project tool (http://www.tigweb.org/action/projects/). The purpose of the final project submission is for participants to build on their previous work with Sprout using the tools, strategies and skills obtained throughout the e-course. Participants are encouraged to use information from their lessons in order to edit, revise, realign and rework the material as needed before submitting their final project. Upon successful completion of the lessons and project page, participants are awarded a certificate of completion printed and sent to them by mail. The final project is also featured on the Sprout website in order to promote the project and highlight the initiative globally.

Sprouting High

Key accomplishments

A Digital Shift

In August 2009, Sprout was deemed a best practice case study by the United Nations Global Alliance for Information and Communication Technologies for Development; an open and inclusive platform that aims to broaden the dialogue on innovative ways of harnessing ICT for advancing development efforts. Sprout is featured in their publication, A Digital Shift: Youth and ICT for Development which is available for download online at http://www.un-gaid.org/.

Sprout Platform

One of the most significant changes since the pilot has been the redesign and development of the Sprout e-course platform, custom built using the TiGed (www.tiged.org) platform. We set to work customizing a unique Sprout classroom space that would allow for the most progressive and innovative user-centred design and functionality. Included are seamlessly branded design work, an administrative hub, google application integration, a unique e-portfolio system as well as a suite of social spaces for informal learning, knowledge transfer and networking to take place in the platform.
Applications
The central aim of the social media marketing campaign is to attract prospective participants and e-mentors to the Sprout website where they fill out an online application form. In this sense, the number of applications we receive is a direct output of our external communications outreach. The numbers of applications for the Pilot 2008/2009, Summer 2009 and Fall 2009 are listed for each cycle of the course.

Pilot 2008/2009:
Participants and e-mentors were selected for the pilot, where 22 participants and 15 e-mentors participated in the pilot cycle of the course, beginning in October 2008 and ending in February 2009.

Summer 2009:
Sprout received a total of 165 applications from participant candidates and a total of 41 applications from e-mentor candidates. Twenty-six participants and 16 e-mentors were selected to participate in the Summer 2009 e-course, which ran from June 2009 to August 2009.

Fall 2009:
Sprout received a total of 108 applications from participant candidates and a total of 38 applications from e-mentors. Twenty-eight participants and 16 e-mentors were selected to participate in the Fall 2009 e-course that runs from October 2009 to January 2010.

Countries
The participants and e-mentors represent an incredible cross-section of languages, cultures and educational backgrounds who come together to tackle numerous environmental challenges, social topics, health concerns, globalization efforts, peace and conflict problems, media matters and technology initiatives. The geographic distribution of participants and e-mentors combined are graphically represented in a map of the world for each cycle. The countries that the participants and e-mentors represent are also listed.

Participants felt that they had acquired multicultural competency:
- A vast majority agreed that they could adapt to diverse communities represented in the Sprout team and that they were able to respect multiple perspectives and alternative norms.

Ronald Mukanya’s project:
Promoting the Rights of Wheelchair Users

Sprout participant, Summer 2009
Pilot 2008/2009:

Countries represented by participants:
- Brazil
- Burundi
- Canada
- Dominican Republic
- Haiti
- Indonesia
- Kenya
- Malawi
- Mexico
- Nepal
- Nigeria
- Palestine
- Romania
- Sierra Leone
- Sri Lanka
- Togo
- Turkey
- Uganda

Countries represented by e-mentors:
- Brazil
- Canada
- France
- Ghana
- Italy
- Iran
- Israel
- Jamaica
- Kenya
- Mexico
- Netherlands
- Nigeria
- Singapore

Geographic distribution of participants and e-mentors in the Pilot cycle
Summer 2009:

Geographic distribution of participants and e-mentors in the Summer 2009 cycle

Countries represented by participants:

Countries represented by e-mentors:

<table>
<thead>
<tr>
<th>Countries represented by participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
</tr>
<tr>
<td>Barbados</td>
</tr>
<tr>
<td>Cambodia</td>
</tr>
<tr>
<td>Cameroon</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Greece</td>
</tr>
<tr>
<td>India</td>
</tr>
<tr>
<td>Japan</td>
</tr>
<tr>
<td>Liberia</td>
</tr>
<tr>
<td>Malaysia</td>
</tr>
<tr>
<td>Mexico</td>
</tr>
<tr>
<td>Philippines</td>
</tr>
<tr>
<td>Russia</td>
</tr>
<tr>
<td>Senegal</td>
</tr>
<tr>
<td>South Africa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countries represented by e-mentors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Costa Rica</td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td>India</td>
</tr>
<tr>
<td>Malaysia</td>
</tr>
<tr>
<td>Nigeria</td>
</tr>
<tr>
<td>Pakistan</td>
</tr>
<tr>
<td>Romania</td>
</tr>
<tr>
<td>Senegal</td>
</tr>
<tr>
<td>Uganda</td>
</tr>
<tr>
<td>USA</td>
</tr>
</tbody>
</table>
Fall 2009:

Geographic distribution of participants and e-mentors in the Fall 2009 cycle

Countries represented by participants:

- Canada
- Central Africa Republic
- Ethiopia
- Gambia
- Ghana
- India
- Indonesia
- Kenya
- Myanmar
- Nigeria
- Pakistan
- Rwanda
- Sierra Leone
- South Africa
- Thailand

Countries represented by e-mentors:

- Bangladesh
- Barbados
- Canada
- India
- Malaysia
- Nigeria
- Philippines
- Romania
- Senegal
- South Africa
- Uganda
- USA
Gender

Sprout had more males than females during the pilot and Fall 2009 cycles, with the exception of a higher percentage of females in the Summer 2009. The following shows the gender distribution for the participants and e-mentors over the three Sprout cycles.

**Pilot 2008/2009:**
- Participants in the pilot cycle: 35% Male, 65% Female
- E-mentors in the pilot cycle: 44% Male, 56% Female

**Summer 2009:**
- Participants in the Summer 2009 cycle: 52% Male, 48% Female
- E-mentors in the Summer 2009 cycle: 31% Male, 69% Female

**Fall 2009:**
- Participants in the Fall 2009 cycle: 36% Male, 64% Female
- E-mentors in the Fall 2009 cycle: 38% Male, 62% Female
Projects
A listing of some of the projects that have completed the Sprout e-course from the pilot and Summer 2009 cycles:

- Cultivating Active Student Engagement on Climate Change: A Workshop for Post-Secondary Educators
- Meteora - a shelter for asylum seekers
- weLearn
- FreeCreate
- The Green Itch Project
- Green Light
- Rock Hall Agro-Tourism Project
- RenewIT Filipino Youth in Action
- Learning Center for the Youth
- Tara Education Association
- Peer Group Training Program (PGT)
- CommUNITY Consulting
- The 905 Hub
- Children Behind Us
- MicroEDU
- Project GRANTED
- Immigrant Youth Canada
- TECH-SI INNOVATIVE SOLUTIONS
- Take Green High

Newsletter Subscribers
As of May 2009, a sizeable total of 476 newsletter subscribers have been receiving our e-newsletter which sends out a weekly digest of Sprout news, events, testimonials and opportunities.

Twitter followers
In Spring 2009, a Twitter account (@sproutecourse) was set up for Sprout, with a current tally of 334 “followers,” 464 “following” and 240 “tweets” (numbers have been updated on October 23 2009).

Facebook Friends and Fans
As of Spring 2009, a Facebook account has been set up for Sprout, in addition to a Sprout e-course page. Sprout has 84 “friends” and the Sprout e-course page has 131 “fans” (numbers have been updated on October 23 2009).


Global Online Visibility Over Time
(from Google Analytics)

Sprout’s global online visibility over time can be analyzed through Google Analytics, a web-analytics solution that provides insight into website traffic and marketing effectiveness.

From the latest Google Analytics reports, the following highlights have been obtained for the Sprout e-course website:

Site usage:
1,185 absolute unique visitors
1,633 visits from 123 countries/territories
4,260 page views
66.69% new visits

Top ten countries visiting the site: Canada, India, United States, Nigeria, Kenya, Pakistan, Australia, United Kingdom, Ghana, and Israel.

Traffic sources overview:
1,044 referring sites (63.93%)
533 direct traffic (32.64%)
56 search engines (3.43%)

Impacting the World
Results from the field

Key Performance Indicators

Findings from the Sprout e-course evaluation provide strong evidence that:

- Sprout helped social and environmental entrepreneurs from all over the world make tangible and meaningful progress in their projects
  - A typical participant moved their project from having a conceptual project idea to being ready to implement, pending funding availability
  - A vast majority of participants also felt that their projects were moving along smoothly, some having even taken off
- Sprout helped participants acquire and strengthen specific skills and knowledge areas that are needed to deal with real-world challenges and solve significant community problems
  - 92% of participants felt that their productivity and project management skills improved
  - 92% of participants felt that their creativity and innovation skills improved
  - 77% of participants felt they increased their problem solving skills
  - 85% of participants reported that Sprout helped them improve their communication and collaboration skills
- Sprout enabled the development of skills and identity as a leader in social and/or environmental project
  - 92% of participants reported strengthening their leadership capacity
• Participants acquired digital literacy and ICT skills
  o Over 90% of participants stated that they were able to learn meaningfully from multimedia content, interact with online tools, and collaborate with peers online
• Sprout successfully created a close-knit learning community through an online platform
  o 93% of participants said that they were integral part of the Sprout family
  o 100% of participants planned to continue their involvement with Sprout and their peers
  o 92% of participants had at least weekly contact with the rest of the team

In the summer of 2008, researchers from the Center for Information and Research on Civic Learning and Engagement (CIRCLE), an independent, non-partisan research institution specializing in youth civic engagement partnered with TakingITGlobal to collaboratively develop a monitoring and evaluation plan, survey instruments and rubrics in order to understand the effectiveness and impact of the Sprout program. Below is a summary of both the outcomes and impacts that resulted from the first official cycle of the Sprout program which ran during the summer of 2009. For more detailed information about the sources of the data and the specific tools that were used in order to conduct the evaluation, please visit Annex, p. 112.

Outcome 1: Platform Functionality and User Experience

Seventy-one per cent of participants said that they experienced little to no technical difficulties and 88% said that the platform was intuitive and simple to use, and that it was accessible by learners of all abilities. Individually, users expressed appreciation for the quick response from Sprout team, and they said that glitches were resolved quickly. Participants tended to note that they liked the tools and functions that allowed them to share ideas and their projects with one another. They also liked the lessons and how easy it was to submit assignments and email each other. A few also noted that the e-portfolio as a powerful management tool.

"A learning environment with real time global perspective with participants and mentors from around the globe commenting, supporting and mentoring you! And over and above that a 24x7 ready to help team that makes it all the better." – Sprout participant, Summer 2009
Outcome 2: Relevance of Lessons and Quality of Instruction

Participants felt that the lessons were relevant and useful, and instruction was of high quality. Participants also felt that the lessons applied to what they needed to do in the field and that the e-course instructions were clear and accessible.

Participants maintained a favorable view of the e-course instructions and content at both satisfaction surveys, suggesting reliable and consistent quality throughout. Data suggest that ALL of the respondents said that Sprout at least met their expectations (100%) and of those, 23% said that it went above and beyond their expectations.

Outcome 3: Supportive and Useful Network within Sprout

The vast majority of participants felt that the Sprout team maintained excellent communication. Participants all noted that responses were prompt, precise, and concise. Eighty-two percent of participants said that they felt adequately supported by the Sprout team. Furthermore, 88% felt that the internal communication was effective. One of the notable strengths of Sprout is that the support network was so resilient that participants could seek support from multiple sources, including e-mentors, peers, and Sprout staff, as well as other TIG members that they made friends with.

Participants showed positive feelings toward the community of students in the global context and toward the Sprout staff, who were perceived as "passionate", "dedicated", "organized", and yet "professional." This indicates that there is a sense of pride and privilege among many participants, and a sense of their duty to play an important role as team members. Most importantly, 100% of the Sprout participants planned to continue their involvement with Sprout.

"The Orientation process was very inspiring, especially hearing Jennifer Corriero speak about how TIG started and a lot more. It showed how special this e-course is to TIG and made me feel that, hey, I should do my best as they are also doing their best." – Sprout participant, Summer 2009

"I think Sprout e-course gives us the level of training the same as graduate courses from universities. And given that students and teachers come from different cultural backgrounds, academic fields and professional disciplines, it actually provide us the necessary global education training. And I have this general feeling that it is fun, creative and innovative." – Sprout participant, Summer 2009

"I really liked that everyone who is part of the Sprout team is so approachable. I think its great that you took the time out to speak to each of us individually on Skype before class began." – Sprout participant, Summer 2009
Impact 1: Participants Made Significant Progress in their Projects

Most importantly, the evaluation findings strongly suggest that Sprout made a significant and noticeable difference in the progress of each participant’s project. Before Sprout, an "average" or typical participant was starting to form a project plan that only had some details. At the end of Sprout, they had typically accomplished four more project steps, including "start working on the project itself with a mid-range plan," "put together a project team and recruit," "secured funding or have a solid budget proposal," and "prepared a project pitch." This stage is only one step before "I am ready to implement my project," suggesting that a majority of the participants were at this time clearing up some last-minute details and logistics (e.g., funding) so that they can actually launch the project. Furthermore, participants reported that their projects were making more rapid progress after the e-course than ever before.

These findings led to two important implications about Sprout’s impact:

• First, Sprout helped encourage concrete and tangible progress in participants’ projects. On average, participants completed four more steps in the development of their projects. In some cases, participants who reported only having a vague idea of a project in the beginning reported being ready to implement the project by the end.

• Second, participants reported even larger changes in their perceptions about the pace at which their project was moving. This is an important finding because this gap suggests that there are some intangible progressions and accomplishments that did not appear as concrete results.

Furthermore, participants showed significant changes in their ability to collaborate with others in an online virtual environment. Before Sprout, only 14% had collaborated with peers to create an e-portfolio but by the end of Sprout, almost half had completed this important step by employing new ICT skills.
Impact 2: Contribution to General Skill Development

Sprout contributed to participants’ overall leadership and entrepreneurial skill development and was viewed as a crucial ingredient. Sprout participants felt that the e-course made a very significant contribution to their project in multiple dimensions. All participants agreed that Sprout helped them move forward, that the quality of their projects was higher, and that they learned to use latest technologies to promote and develop their projects. With an exception of one participant, they also agreed that Sprout helped them make meaningful changes in their communities.

“I think that Sprout is just the beginning. It’s something that I learned but when I finally form my team, Sprout is something to be shared and passed on to them and hopefully something that they will pass on to others, too! The magnitude of learning coupled with the simplicity of how they are presented make Sprout an effective tool for learning project management.” – Sprout participant, Summer 2009

“Sprout had a really fruitful experience for me. I was able to put together my ideas, develop them and move them to action.” – Sprout participant, Summer 2009

“It gave me a clear cut picture of how to go about things and how to start. I had an idea but the sprout e-course showed me the path and the best possible method of reaching it.” – Sprout participant, Summer 2009
Impact 3: Contribution to Project Management Skill Development

Sprout helped participants increase relevant skills including project management, digital literacy, collaboration and multicultural competency. Participants were asked specifically about Sprout’s learning objectives, including digital literacy, openness to new idea/creativity, project management, communication, collaboration skills, and multiculturalism. Over half of the participants "strongly agreed" that they were able to learning meaningfully in an online environment, interact effectively with online tools, and evaluate reliability and credibility of information from multiple sources. Furthermore, they felt capable of synthesizing and disseminating information while respecting multiple perspectives represented in the global society. Finally, Sprout participants felt that their contribution mattered to the team and that they were able to respect peers whose norms and beliefs may differ from their own.

"I've learned so much from Sprout! Doing this survey alone, I realized how much of a difference it has made. When I first started off, I practically didn't have anything no goals, no mission, no vision, nothing. But now, I have almost everything in place. Sprout has helped me go through the planning stages of my project, and now it's ready to be implemented. Also, having the opportunity to learn from others was great. I got ideas to improve on my project and contributed my ideas too. Overall, sprout was a success in making my project idea grow."

– Sprout participant, Summer 2009

Ritika D’Souza, first from left
Sprout participant, Summer 2009
Sprout not only aimed to target and measure concrete and specific learning objectives but also targeted higher order skills (see p. 6) that are represented in 21st Century Skills (http://www.21stcenturyskills.org/). To gauge participants’ level of learning, participants were first asked about their perceived skill levels and then asked to provide a justification for their learning, which was intended to ensure justifications were provided for each answer.

Impact 4: Development of Higher-Order Skills
"Every assignment makes me criticize my work and make necessary changes to improve it." – Sprout participant, Summer 2009

"The action plan has helped me think of strategies on how to carry out our mandate creatively." – Sprout participant, Summer 2009

"With the help of ideas coming from my e-mentor and my co-participants, I can see a wide picture of what creative thing I can do with the project." – Sprout participant, Summer 2009

"I learnt how to pitch communication for different audience types. My communication skills have improved tremendously." – Sprout participant, Summer 2009

"The discussions and the different project ideas presented allowed me to think how problems may be interconnected but solutions re interconnected as well." – Sprout participant, Summer 2009
Impact 5: Efficacy and Attitudes

Participants’ efficacy and attitudes toward global learning, civic responsibility and changing society were strengthened. Research findings related specifically to the participants’ self-efficacy and attitudes toward changing the society for the better and what they perceived their responsibility to be. These findings correlate to one of the overarching objectives of Sprout e-course, which is to nurture future leaders for global change. As expected, participants initially demonstrated positive attitudes toward making changes and were therefore quite confident that they had the ability to do so from the beginning of the e-course. Thus, there were no major changes occurred between pre-impact and post-impact surveys in any of the items. However, it should be noted that the participants always strengthened their positive belief at post-impact survey. In other words, all changes in efficacy and attitudes were in a positive direction, suggesting that Sprout had a positive impact on participants’ attitudes.

"Sprout has taught me more about the importance of having a scheduled outline and following that outline - it’s hard to stick to it, but I’m learning!" – Sprout participant, Summer 2009

"I find the more I have to do the more I organize myself." – Sprout participant, Summer 2009

"Sprout has helped me to develop my initiative and self-direction skills.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>54%</td>
<td>8%</td>
<td>31%</td>
</tr>
</tbody>
</table>

"The Sprout e-course has given me hope for the future of the younger generation. I had not lost hope, but became increasingly worried about what the world might look like for my own two young children. Knowing there are dedicated and committed youth out there working to change the world for the better has inspired me to do more and I am grateful for the Sprout e-course. I am no longer young, but I am inspired by these youth!" – Sprout e-mentor, Summer 2009

"Sprout has helped me to develop my productivity and time management skills.

<table>
<thead>
<tr>
<th></th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>46%</td>
<td>8%</td>
</tr>
</tbody>
</table>

"The Sprout e-course has given me hope for the future of the younger generation. I had not lost hope, but became increasingly worried about what the world might look like for my own two young children. Knowing there are dedicated and committed youth out there working to change the world for the better has inspired me to do more and I am grateful for the Sprout e-course. I am no longer young, but I am inspired by these youth!" – Sprout e-mentor, Summer 2009

"I find the more I have to do the more I organize myself." – Sprout participant, Summer 2009
Forward Thinking  
*An action plan for the journey forward*

We are committed to ensuring that the Sprout program continues to grow and thrive in a responsive and responsible way, serving the thousands of deserving youth leaders and acting to harness the potential of their innovation. The action plan contained here comprises our strategic next steps and outlines a three-pronged approach to strengthening the Sprout e-course program by January 2011. It includes specific objectives and an accompanying set of strategies that detail how we plan to implement these objectives in realistic, meaningful and cost-effective ways.

**Marketing and Partnership Outreach**

In order to create a profile for the Sprout e-course program internationally, it is crucial to form purposeful partnerships and leverage the networks of other programs and organizations in order to reach our target demographic. We are also committed to working collaboratively to share best practices, learn from others and work together to enhance our efforts and benefit young people everywhere. We approach partnership as a way to grow and evolve, enrich our programming and share experiences in a mutually beneficial and supportive framework.

We envision the Sprout e-course program as an internationally recognized, esteemed leader in providing youth with an exceptional and accessible opportunity to sprout their ideas.

Our goal is to forge meaningful partnerships that place Sprout at the centre of the world’s most effective and impactful organizations serving youth and community development. These types of partnerships include:

- **Content partnerships:** E-courses are unique insofar as their content is dynamic, evolving and relevant. This type of partnership involves providing and/or sharing content to be included in the e-course.

- **Strategic partnerships:** Sprout is committed to understanding the role our strategy plays in the larger ecosystem of other organizations working with young people to create change in the world. This type of partnership involves creating a network of complementary programs and working together as allies to facilitate youth-led change comprehensively.

- **Pipeline partnerships:** We aim to make Sprout accessible to young people everywhere. This type of partnership involves helping to coordinate promotions campaigns at a grassroots local level in order to spread the word through the networks of others.

We will engage with key partnership prospects, focusing particularly on organizations with strong regional followings, geographical distribution throughout the world, as well as organizations that target priority demographics such as women, indigenous youth, and learners of all abilities.
In order to measure the value each of these partnerships has, we will create a specific set of criteria for each type of partnership and conduct quarterly performance reviews to ensure that each partnership is helping us to achieve the intended vision and outcomes.

**Curriculum**

E-learning has fundamentally altered the ways in which we produce and disseminate information, create knowledge and build skills and capacity. Similarly, the process of content creation had drastically changed in order to respond to the demands of a young population growing up in an information age. Content can quickly and effectively be adapted online in order to integrate emerging new practices, knowledge and information and ultimately remain relevant.

We envision Sprout as a leader in offering outstanding youth-friendly, community-focused project management curricula and instruction; employing progressive instructional design and integrating knowledge produced from all regions of the world.

To this end, we are committed to enhancing our curriculum in three ways:

- **International Content:** We will incorporate case studies into the lesson plans that reflect the knowledge produced from each region of the world. We will also seek to integrate content from partners who are geographically dispersed, increasing the variety of perspectives and experiences included in the curriculum.

- **Multimedia:** As technology advances and access to it becomes more prevalent internationally, we will increase the already substantial amount of multi-media content. This includes integrating more audiovisual content such as podcasts and streaming videos while remaining sensitive to bandwidth inequality and ensuring multiple avenues for accessing content.

- **Learning Design:** We are committed to researching and integrating a transformative approach to online education. Transformative education, as an approach, is directed toward learners who are imbued with values and skills that develop their worldviews and encourage them to act individually or collectively so that they can improve social conditions and eventually eradicate the ills of society.

We will act to internationalize our curriculum through the careful selection of content partners who have substantive curricula that is demonstrably effective. Case studies will be chosen with the input and suggestions of e-course participants and e-mentors, as well as alumni. Multimedia content will be selected based on its relevance to the learning outcomes designed for each lesson and will be available for download by participants who do not have the bandwidth necessary to stream them. A transformative learning approach will be researched and blended with the current instructional design of the program.

A curriculum review will be conducted internally in July of 2010 in order to ensure the Sprout team is on track to fully integrating all three objectives by 2011.
Going Viral

Originally, a viral component was included in the Sprout e-course program, whereby participants would be expected to teach at least 10 young leaders in their local communities the skills they learned in the program. This viral approach was intended to develop leadership skills amongst Sprout alumni and enable knowledge transfer to at least 2,500 additional young leaders that will benefit from the program. This larger wave of skilled young leaders would indirectly benefit their local communities, as these skills can be critically applied to improve socio-economic situations.

To this end, we have started to adapt TakingITGlobal’s Guide to Action to reflect the Sprout brand, lesson structure and learning outcomes. This guide, tentatively called the Sprout Facilitator’s Guide, which will include a section devoted to facilitating workshops in local communities, and will be available for download on both the Sprout website (www.sproutecourse.org) as well as the TakingITGlobal website (www.tigweb.org). As a pre-condition to receiving a certificate of completion, Sprout participants and e-mentors will be responsible for referring at least 10 young leaders to download the Sprout Facilitator’s Guide. When someone attempts to download the guide online, they will be prompted to complete a short self-identification survey which will enable us to track both referred downloaders as well as those who have no previous affiliation with the Sprout program. This method not only achieves the goal of increasing youth capacity worldwide, but it also acts as an excellent promotional piece for the Sprout e-course and enables us to monitor who is being reached and where they are located geographically.

Weather Proofing

Sustainability scenarios for enduring

The global issues being solved through the Sprout program are not short-term challenges. Through the generous support of the Pearson Foundation, Sprout was able to launch the e-course successfully and develop a high quality program. We are committed to ensuring that the Sprout e-course program is able to provide meaningful online learning experiences to youth with innovative project ideas as long as there is a need for our intervention. In order for the program to remain operationally sustainable, we charge a fee of $250 per participant to cover the costs of running the e-course. In order to ensure that Sprout is able to continue offering this service, the program must take measures to enhance its own financial sustainability.

In the summer of 2009, the York Sustainable Enterprise Consultants (YSEC) partnered with TakingITGlobal to undertake an assessment of the program’s cost and future funding requirements as a first phase of developing a sustainability plan. In a second phase, a market scan of programs similar to the Sprout e-course was conducted, and participant survey responses were analyzed to determine service gaps that Sprout may explore in the future. In a third phase, YSEC formulated comprehensive and realistic recommendations that will enable the Sprout program to explore cost recoverability schemes.

Best Practice

Ensure equitable access to a program by ensuring financial assistance is available for those who require it.
Financial Needs

The majority of Sprout’s costs are related to salaries – and to a lesser extent – equipment, printing and space. While the majority of these operating costs are covered by the Pearson Foundation’s grant, a significant portion is offset by the parent organization, TIG via in-kind contributions such as space, administrative staff hours, etc.

Currently, the only source of internal revenue for the program is fee collected from e-course participants who are asked to contribute a nominal fee of $250 for the e-course. Participants paid an average of just over $100 for the e-course due to the financial assistance they can easily access when applying online.

In 2009, the actual cost of running the e-course is estimated to be $1,611 per participant. With an average contribution of just over $100 per participant, the e-course fees cover only 6.2% of program cost. It should be noted that it is possible to reduce program costs as organization learning and efficiency increases over time. Less time will be spent on repetitive tasks, which can increase the capacity for more students per cycle. Also, as capacity increases, overhead costs are more widely dispersed, thereby reducing the overall cost per person.

In order to develop a suitable capital structure for Sprout, YSEC examined how the program is currently funded. As a baseline, three cycles per was used in determining the proportion of expenses covered by various revenue streams. However, it is worth noting that if five cycles were run per year in the future as recommended, then fees (as they currently are) will cover a greater proportion of overall cost. The more cycles that are run per year, the greater the contribution of fee revenue towards expenses since fixed costs will be more efficiently leveraged across cycles and participants.

In order to ensure Sprout’s financial sustainability, Sprout will build on the internal potential of the program utilizing a variety of revenue generating streams.

Market Research

The market scan conducted revealed that other project management courses offered via an internet platform employ a wide range of funding sources. The majority utilize some sort of mix of external funding, sponsorship, donations, and fee for service. Those that were resource based with no set curriculum were often offered free of charge to users. Others that are specifically for project management only (i.e. no social purpose per se) charged significant fees up to thousands of dollars for their services and were often lengthier in duration compared to the Sprout e-course. Courses that offered more staff attention and time had a lower capacity and higher cost. As expected, social purpose training programs similar to Sprout rely on funding primarily from external sources, and less on business (or fee) revenue. They supplement their financial resources by soliciting donations, sponsorship, and volunteerism. Also, the programs that promote social entrepreneurship often offer their services free of charge.

The applicant data analysis revealed that participants tend to begin the Sprout e-course at specific points in their lives – namely after post secondary school, or after their first or second degree. This information may help in marketing efforts to target students at their schools, perhaps through their career centres. We also found that the primary channels
through which participants hear about the program are through the TIG website and through their network. The participant survey revealed that there is a strong willingness for current participants to refer others to the program. The survey also found that participants would like to receive more help and coaching with implementing their projects beyond the e-course, as well as help in securing seed funding. Of note as well, participants felt that a lower fee than is currently charged would be fair, but at the same time, they are willing to pay more for an accredited e-course that would distribute internationally recognized certification.

Sustainability Options

A visioning session was conducted in August 2009, which was attended by staff, management and volunteers of TIG/Sprout and YSEC. The purpose of the session was to tap into the knowledge and experience of those who are involved in the program in order to uncover ways that Sprout may develop its revenue generating potential. Many ideas were explored and examined in terms of their fit with Sprout’s goals, human resource requirements, external resource requirements, knowledge requirements, financial expenditures, timelines for implementation, and potential benefits. Four of the options were most desirable by Sprout, leading to YSEC carrying out feasibility analyses for each of them.

Competition-Based Model

Inspired by the Microsoft Partners In Learning Regional Innovative Teachers’ Conference 2009 (https://www.rhapsodyconcept.com.sg/website/ms/ritc/Index.asp) held in Malaysia, this model would essentially take the form of a contest or competition. Participants could put forward their ideas for social development projects, with the goal of winning a prize, and in the process building profile for their idea.

Ideas could be judged initially based on the content of a submission, and further judging could continue when successful candidates are brought together in one place for the finals. One option would be to give free tuition to the Sprout program as the prize, and part of the competition could also include presentations to potential funders/partners/patrons. The cost of the process would be covered by the sponsor.

Another option would be to have the competition be for projects that have already gone through the Sprout course. With this scenario, projects would be more developed and truly be at the funding stage. Greater profile could be built around the initiatives given that they would be closer to getting off the ground. In each case, the criterion for judging the ideas would have to be established, taking into account the stage of development participants would be at prior to or following the Sprout e-course.

Idea Garden

The Idea Garden can be described as an online public voting space integrated into the Sprout e-course website (www.sproutecourse.org) whereby potential participants post their idea and anyone can vote for their favourite project. Projects developed through the Sprout e-course could also take advantage of a micro-lending function which would allow them to garner seed funding and support internationally for their initiative. Potential Sprout participants could submit a short video about their project to be available on
Sprout’s website. Anyone would be eligible to place a vote. Celebrities (like Al Gore, Maude Barlow or Vandana Shiva) would also be able to vote and leverage their star power onto a potential participant.

**T-Shirt Sales**

Sprout may consider printing and selling t-shirts and other clothing/accessories available for purchase online through the Sprout website (www.sproutecourse.org). TakingITGlobal has already invested in start-up costs for this venture, therefore the cost to Sprout for selling t-shirts will be nominal, which translates to a relatively low level of risk. The only expenditure required would be for inventory, technical investment for design and perhaps some staff hours for marketing.

Clothing other than t-shirts can be added in the future, along with other items such as handbags, hats and scarves. E-course participants may also participate after the business is running smoothly. They would design their own t-shirts to promote and raise awareness for their respective projects and sell them in their own cities. To ease the burden on Sprout for managing this aspect of the business, participants will be responsible for finding their own distributors and would pay Sprout for the cost of the product, plus some of the proceeds. This would help to promote both Sprout and the participant’s project, while benefiting both financially.

**Consulting**

Participants stated in the satisfaction survey that they would like assistance with moving forward on their plans after the e-course is complete. They would like help with implementation, some coaching along the way, and help in securing seed funds for their idea. To these ends, consultants can be provided by Sprout to offer coaching and guidance towards project implementation. The consultants hired to provide these services will be from the ranks of former e-course participants who exemplify qualities necessary for success, such as drive, resourcefulness, and appropriate interpersonal/leadership skills. Consultants can help participants research and select appropriate grants, and apply for them for a fee or portion of the grant received. Since start-ups are often limited financially, some participants may not be able to afford consulting fees. For this reason, taking a portion of the grant as payment will ensure the participant is able to pay. An additional service that Sprout may offer would be consulting services to companies wishing to meet social and environmental responsibility goals and requirements. While new graduates of the e-course may not be able to afford consulting services, existing businesses and organizations may be more willing and able to spend on such services.

**Remarkable Sprout**

*Profusions of conclusions*

While incredibly large preliminary steps have been taken throughout the inception and development of the Sprout e-course program, the success the program has had can only be seen as indicative of the widespread need amongst international youth for this opportunity. “Most participants’ projects had grown in leaps and bounds within a relatively short time frame,” said Kei Kawashima-Ginsberg of CIRCLE. "It is extremely
difficult for young people to succeed in their first projects and the fact most Sprout participants were able to make such significant progress is highly noteworthy.”

Recognizing that we are entrusted by the many young people who place their ideas our hands denotes the incredible responsibility we have to usher in the next generation of leaders and their solutions to the complex realities with which we are all currently faced.

The broader conclusions to be drawn from this report are three-pronged. Firstly, the Sprout e-course program is an empirically proven invaluable learning and growing experience for dozens of youth across the world. Secondly, the program has the extraordinary potential to proliferate and impact thousands of youth perennially. And lastly, the continued partnership, leadership and committed support from the Pearson Foundation has enabled the creation, development and implementation of a truly unique global education initiative.
References


ii Kawashima-Ginsberg, K. (2009), Sprout e-course Impact Evaluation Report, Center for Information and Research on Civic Learning and Engagement (CIRCLE). Medford, MA, p. 6

iii Ibid, p. 6

iv Ibid, p. 24


vi Kawashima-Ginsberg, K. (2009), Sprout e-course Impact Evaluation Report, Center for Information and Research on Civic Learning and Engagement (CIRCLE). Medford, MA, p. 8


“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.”