

Evaluation of e-GLO 2 [Earth Charter Global Learning Opportunity]

Earth Charter International secretariat



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Introduction

Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development

Earth Charter, 14.a

The evaluation of e-GLO 2 course (second version of the Earth Charter Global Learning Opportunity) was done using the experimental methodology developed by the project called *ESDinds: Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development*. <http://www.esdinds.eu/>

Since Earth Charter International secretariat is a member of ESDinds project consortium, it was important to test the usefulness of the methodology developed by this project, therefore it decided to test it by evaluating e-GLO 2, an online youth leadership course that takes place annually, and is part of ECI Secretariat operations.

The report is divided in four main parts: the first chapter offers an overview of e-GLO objectives, methodology and content, the second part describes the evaluation methodology and process followed, the third chapter presents the results of the evaluation and a last chapter describes how this evaluation has been useful to improve this course.

The evaluation process took place from March to June 2010, drafting the final report took longer time due to the lack of time from the evaluators.

Special thanks to Riikka Immonen for her hard work to collect and help with the design of the evaluation process.

Alicia Jimenez
Jaana Laitinen



Background Information

Description

e-GLO, Earth Charter Global Learning Opportunity, is a semester-long, online leadership course inspired by the Earth Charter. It was organized for the first time in April - June, 2008. Second e-GLO was conducted between September 2009 - January 2010.

This Earth Charter International and BeatBoard's project is implemented in Heart In Action Enterprise's interactive virtual platform called "secured multimedia communication".

<http://www.beatboard.org/>

<http://www.heartinaction.com/>

Reasoning behind the course

The problems of today's world are more complex than ever. They are highly interconnected and interdependent, such as climate change, vast exploitation of natural resources, population growth, and social inequity. To be able to respond to these challenges future leaders need a new and innovative interdisciplinary approach.

Therefore there is a need to train the next generation of sustainability leaders. The sustainability approach to leadership requires special competencies compared to traditional leadership; knowledge about the challenges of globalization, capacity for innovation, dialogue and communication skills, systems thinking, global mindset, peer networking ability and strong capacities in Information and Communication technologies (ICTs), to mention few.

However, in sustainability leadership the values are a distinguishing factor. Therefore training young sustainability leaders is mainly focusing on understanding the usefulness of global shared ethics.

Objective of e-GLO

"To make a positive impact on society by familiarizing local level Earth Charter youth activists with sustainability leadership skills and shared ethics. Furthermore, this course will equip them with innovative skills in sustainability project planning, management and fundraising, as well as facilitating the effective use of new media. The ultimate aim is to further develop the capabilities necessary to conduct Earth Charter inspired action projects in the participants' own communities."

Created in Partnership

e-GLO, a global, online community leadership course, is a program of Earth Charter International. It is developed and implemented in collaboration with BeatBoard, and conducted in Heart In Action Enterprise's interactive virtual platform called "secured multimedia communication", under "[ECI - e-GLO Virtual Seminar Room](#)".



Beatboard is a Youth Leadership, New Media and Contemporary Arts Education Organization. It is committed to affecting positive change in communities through delivering leading-edge experiential education programs that value diversity, inclusion and solutions for healthy living.



Heart In Action Enterprise (HIAE) is an Interactive New Media Social Enterprise© and a global multimedia communication event management planner and multimedia production organization, is in the business of providing multimedia communication products and services through a “secured multimedia communication platform”.



HIAE’s secondary role is to empower international global youth to create interactive safe and secured online global dialogues, educational curriculums and Interactive New Media LIVE© social media projects. Heart In Action Enterprise is a subsidiary of Asita Informatica Inc & works with several fortune 500 companies collectively supports platform.

e-GLO 2 Schedule

Participants met online via webcam and mic in e-GLO's own virtual conference environment. The online sessions happened every second Saturday for a period of three hours. The sessions included networking, workshops, interviews with expert guests, cultural performances, participant presentations celebrating local projects and e-GLO collaborative projects.

[Session 1: Earth Charter, Sustainable Development and Youth Leadership](#)

Saturday, September 19th, 4pm GMT

[Session 2: Innovation](#)

Saturday, October 3rd, 4pm GMT

[Session 3: Intercultural / Interpersonal Communicative Competence](#)

Saturday, October 17th, 4pm GMT

[Session 4: Learning from the successful projects](#)

Saturday, October 31st, 4pm GMT

[Session 5: Planning for Sustainable Action Projects inspired by the Earth Charter](#)

Saturday, November 14th, 4pm GMT

[Session 6: Fundraising for Sustainable Action Projects inspired by the Earth Charter](#)

Saturday, November 28th, 4pm GMT

[Session 7: Tutoring Session with e-GLO Graduates and Earth Charter Representatives](#)

Saturday, December 12th, 4pm GMT

[Session 8: Open House](#)

Saturday, January 30th 2010, 5pm GMT

e-GLO 2 Participants

e-GLO 2 had 31 selected participants from 19 countries, 2 of those being from the industrialized world. They were 18 – 33 years old. Five of these participants were female.

Methodology

Evaluation Objectives

With this evaluation, we wanted to find out whether the project has successfully promoted the values associated to sustainability leadership and values related to the Earth Charter. In this sense, a set of indicators were chosen to identify the presence of important values for the course in the course content, implementation and in the participant's follow up actions.

The values prioritized were: empowerment, respect and care for the community of life, justice, integrity and collaboration in diversity. For all of these, a set of indicators were chosen.

Table 1: Evaluation objectives

VALUES	PURPOSE OF EVALUATION
Empowerment	Evaluate if the course was effective in helping the participants proposing and finding solutions for issues they face in their communities, and be agents of change, acting as living representatives of the principles of sustainability.
Respect and Care for the community of life	Find indicators to show if the course content had an emotional effect on the participants to make them more aware and practice this value.
Justice	Evaluate the course dynamics and methods, if the course, participants and facilitators were fair and practiced this value during the course.
Integrity	Find out if the course content reflected and was in harmony with the principles of the Earth Charter. And the commitment and attitude of the participants to learn and reflect critically on what was discussed during the course.
Collaboration in Diversity	Assess the extent to which the course brought a diverse range of perspectives, cultures and allowed a respectful interaction between participants. In addition, how diverse were the learning methods used.

The evaluation of e-GLO 2 in light of the above mentioned values is divided in three main areas: **Effectiveness of the course content**, **Effectiveness of course methods**, and **Impact on the participants**.

Evaluation Methodology

The indicators chosen for this evaluation were developed in a research project called **ESDinds** (*The Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development*). These are indicators that help to identify the presence of certain values which are important for the implementing entity.

The persons in charge of this evaluation, who are two staff members of ECI Secretariat, one of them was an e-GLO facilitator, the other one did not participate in the course. The third person was an intern.



The first step of the evaluation was to read all indicators developed by ESDinds project. The rule was to choose all the indicators that seemed relevant, without getting concerned about the method to be used to measure it.

The second step was to read again the indicators chosen, but this time thinking about the methods to be used. The first time 62 indicators were chosen, by the second reading, the list went down to 29 indicators.

Considering the fact that the course was over when the decision was made to carry out this evaluation, the variety of methods to be used got reduced. Most indicators were tested using a questionnaire with open ended and multiple selection questions.

This questionnaire (see Annex A), was sent to all participants, who graduated or not. From 25 participants, 15 finished the course, and from these, 13 responded to the questionnaire. That is, **87% of graduated e-GLO 2 alumni responded to the questionnaire**. This gives confidence to the evaluators that the information gathered for this report represent the majority of e-GLO 2 participants.

The person in charge of sending and receiving the questionnaires was ECI Secretariat intern, and she kept the files anonymous, as we promised that to the participants, so they would feel free to raise any issue against the course or facilitators.

The questionnaire was complemented by the analysis of the participants' testimonials submitted when the course was over, and also by the analysis of homework and the project proposals that were mandatory to pass the course.

The evaluation of the course was divided in three main aspects

- Effectiveness of course content
- Effectiveness of course methods
- Impact on the participants

Areas of Evaluation

1. Effectiveness of the Course Content

The following aspects were evaluated to determine the effectiveness of the course content:

- 1.1 Knowledge and tools offered for empowerment
- 1.2 Coherence with the Earth Charter principles

1.1. Knowledge and Tools for Empowerment

An important objective of this evaluation was to find evidence about how effective was the course in helping the participants proposing and finding solutions for issues they face in their communities. 92% (12/13) respondents said they *gained new and essential skills during the course*. Only 1 participant disagreed with this assertion. Table 3 shows what are the new skills that the respondents claimed to have gained with e-GLO 2, and how they plan to utilize them.

Table 3: Skills gained through e-GLO 2

NEW SKILLS	HOW TO USE THEM
Better communication skills	Inspire others to move towards sustainability, and to service the community. Also enlarge their social networks.
Better interpersonal skills, such as being more motivated, positive and respectful person with better self-esteem	Start an NGO, and be more open to others.
Better writing skills	To write project proposals.
Knowledge on leadership	Help them to move to action.

One of the course requirements was to develop a project proposal that would tackle a sustainability issue, whether in their community or other local context. One specific session of the course was devoted to help participants to write successful project proposals. The impact of this session was very positive, 38% of participants said that this was their favorite session, and respondents commented on the high quality of the content and teaching skills of the facilitator of this session.

As a result, 16 project plans were submitted by the participants. Unfortunately the e-GLO facilitators have not followed up with these plans, and thus information has not been collected how well did the participants manage to put their ideas in practice.

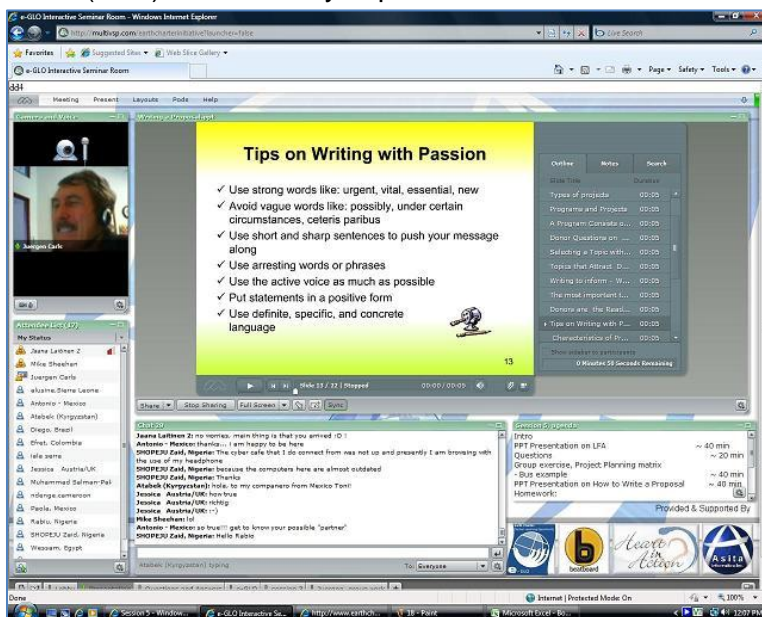
What has been recorded to some extent are the Earth Charter related activities the participants, or nowadays e-GLO alumni, have completed. The contributions by the e-GLO alumni have been tremendous and the Earth Charter Initiative highly benefits of the course alumni's input. For example, Kyrgyzstan has a first ever Earth Charter Affiliate, called *Social Fund "Solnechnaya strana"*. Colombia got its first Earth Charter Youth Group through e-GLO 2 alumni, and the same happened in Austria. In Singapore an e-GLO 2 participant organized a cycling project that endorses and promotes the Earth Charter, by using it as an inspirational framework and displaying some of the selected principles on its website. In Cameroon alumni organized a youth leadership training that presented the Earth Charter and used some of the e-GLO materials. And the list goes on...!

In addition to this local level activism, several e-GLO 2 participants have been highly part of the planning, selection and implementation process of e-GLO 3. They are active and essential part of the e-GLO team.

Although the implementation of the project proposals goes beyond the course, it is an important indicator of the effectiveness of the course in empowering participants to put into action the theory acquired. One of the issues participants continually brought up as limitation to put in practice their projects was funding. In this sense, a question was sent to the participants asking their opinion of *how essential is funding for their project*. A majority of respondents (61% - 8/13) said it is essential to any social action. 31% (4/13) said it is very important but not essential.

These respondents said that funding should be needed only to start up, and that the course offered writing and networking skills to access funds.

The second most liked session was on Innovation and sustainability leadership (3/13 respondents). The survey sent to the participants included a specific question to test the *participant's knowledge on the characteristics of a sustainability leader*. This concept was crucial for the course; if the participants can answer this question is an indicator that the course was successful in transmitting its core message.



All the 13 respondents of the survey were able to answer this question. Some extracts of their responses can be found in Box 1.

Box 1

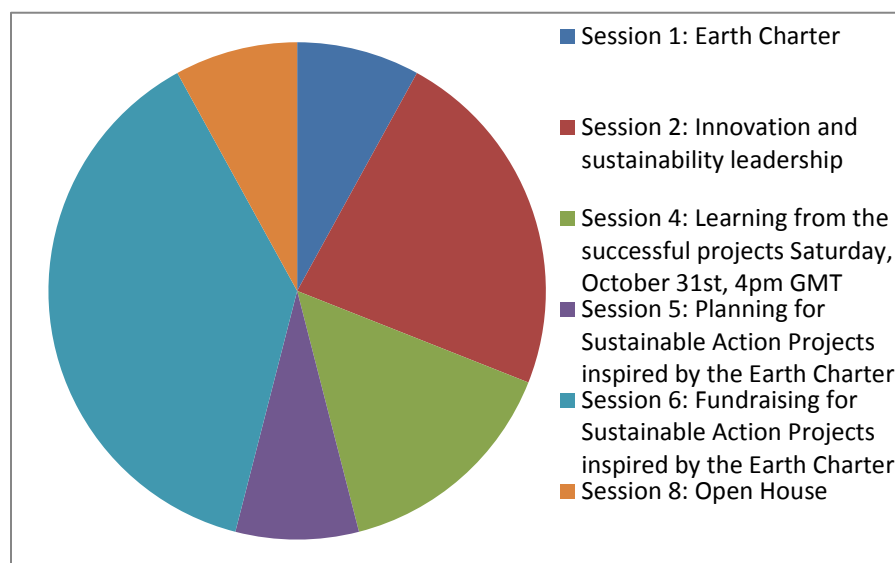
A sustainability leader:

- Works not only for the result but for the future generations.
- Interacts with other leaders globally.
- Follows the Earth Charter principles.
- Is committed.
- Not only guides others but implements actions with his/her team.
- Is compassionate

It is important to acknowledge that not all participants participated in all sessions, in this sense, it is not possible to conclude what was the favorite session of all, nonetheless, it is positive that the preference on the session is spread, so there is no just one session that all liked.

An important aspect for a global learning course, considering the great diversity of cultures represented, was to find out if any of the topics or sessions was *controversial to the participants' values*. 85% (11/13) said the sessions were no controversial with their own values. One said the course helped to clarify his values. Other said that despite the diversity of cultures, the values promoted in the course were very universal. There were two persons who did not respond. This gives an indication that the course content is appropriate for a global course.

What was your favorite session?



1.2. Coherence with the Earth Charter Principles

One of the survey questions sent to the participants specifically addressed this issue, asking if the *course content and other actions taken during the course* (like group discussions and facilitation) *reflected and were in harmony with the principles of the Earth Charter*.

All respondents agreed that the course was very much aligned with the Earth Charter. About the reasons, many said that all topics reflected the principles of the EC, and some said it was very interesting for them to have the opportunity to learn about this document and its importance.

The fact that no one disagreed gives an indication that the topics discussed and the facilitators were constantly trying to make visible the connections with the Earth Charter.

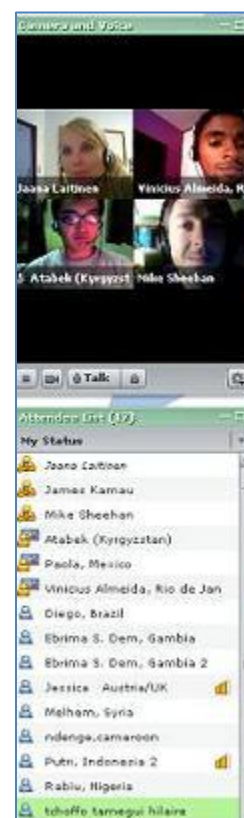
In summary, the majority of respondents agreed on having learned new skills to help them be sustainable leaders and find solutions for the issues they face. This indicates that the course effectively transmitted knowledge and information that on the participants' perspective were valuable.

For the e-GLO 2 facilitators, one of the important skills they wanted to promote was writing project proposals. It seems that the course effectively promoted this skill, because this was mentioned more times as best session of the course (38% of respondents liked this session), and, 16 proposals were successfully submitted at the end of the course.

The implementation of the proposed projects has not been that successful, and thus it seems that it will be important to take provisions for the next course to include sessions on sharing of experiences about how to implement the actions proposed. Funding is seen by a majority of respondents (61%) as essential to carry out any project. However it is worth of noticing that even though the alumni has not actually implemented the proposed projects they have done a lot to promote the Earth Charter and organized different projects, mentioned earlier.

All respondents as well concluded that the course content was in line with the principles of the Earth Charter and the course was able to focus on the core values and principles of sustainability, without getting dispersed in other areas that might have been the interest of the participants.

Based on one of the evaluation objectives an aspect that would have been important to assess was the extent to which e-GLO 2 brought a diverse range of perspectives and cultural views into the course content, to enhance the participant's capacity to critically reflect on issues or new ideas presented to them. None of the selected indicators provided evidence for this, in relation to the course content. But, this aspect was considered in the analysis of the methods and impact on the participants.



2. Effectiveness of course methods

These aspects were considered to evaluate the effectiveness of the course methods:

- 2.1 Level of participation
- 2.2 Presence and compliance of course rules
- 2.3 Diversity of learning methods and perspectives included.
- 2.4 Facilitators' performance

2.1. Level of Participation

An important aspect to evaluate in this course is to what extent it encouraged participants to voice their opinions, contribute with their knowledge and interact in a respectful way.

The survey sent to the participants included a question that asked *how much participants felt they were encouraged to give their best in the course*. 85% (11/13) strongly agreed they were encouraged to give their best, only two participants said they were more or less encouraged.

Another question complemented the information on this aspect. Participants were *asked if they agree that participants had an equal opportunity to voice their opinions*. The majority (77% (10/13) strongly agreed they had this opportunity, two respondents said more or less and one person strongly disagreed.

A third question was related to *having their opinions respected and listened to*. 69% (9/13) strongly agreed they were respected, the rest (4 respondents) said they were more or less respected.

A fourth question was asked to reinforce the information received, asking their opinion on *the opportunities to share their knowledge and skills with others*; 92% (12/13) respondents strongly agreed that they had opportunities; nonetheless, one participant disagreed with this assertion.

These questions give the idea that although the course tried to open instances for participation, not all the participants felt equally included or encouraged to participate. One limitation of the survey was that for some questions like the above mentioned, it didn't include the possibility for respondents to comment and explain why they agreed or disagreed. Nonetheless, not surprisingly, the person who disagreed on the fourth question, regarding having opportunities to share their knowledge, is the same that more or less agreed on the other questions.



Therefore, it's clear that this person had issues with feeling included in the course; it could be possible that other participants that dropped the course had similar feelings; therefore it would be advisable to follow up on understanding why s/he felt a bit excluded or with limited opportunities to participate or share with others.

However, having the large majority agreeing on having opportunities to share, gives the idea that most people felt comfortable with expressing themselves, even though the limitations posed by online interaction. Participants mainly had the chat option as a mean to raise their voices as mainly the ones speaking were the presenters and facilitators. However during every session, some of the participants were brought to the video pod to share their views. In this sense, it is understandable that some people felt they didn't have enough opportunities to raise their voices, specifically if they had challenges with slow internet, web camera or microphone – in those cases they were not invited to speak to the others.



2.2. Presence and Compliance of Course Rules

No specific, clear “rules” were set for the course. However, it was expected that everyone will participate in all of the sessions, they do not chat of unrelated issues during a presentation, and they will be on time and complete all the assignments, among others. These were not presented as “rules” per se, but as suggestions of how to take better advantage of the course. Nonetheless, it was not clear for the facilitators if the participants understood or even knew there were some guidelines for them.

Therefore, a question on this was included in the survey. Participants were asked *if there were rules for the course, and if yes, which these were*. 54% of respondents said yes, 30% said no and the remaining 16% didn't respond. This gives an idea that it was indeed not clear for all participants that there were rules to follow.

When this result is compared with the number of homework submitted by the participants, where in average participants submitted 4.5 homework from a total of 8 requested, and only 3 participants submitted all 8 homework of the course, it is possible to see that it was not very clear for those participating that there were commitments to follow to participate.

This could have also affected the number of graduates (15 out of 25 initial participants). There is not much information about why 10 people dropped out the course. When the survey was sent,

only one former participant said that she dropped out because the time when the course was offered was not very convenient for her. This is indeed a big challenge for e-GLO as a global course; it is very difficult to coordinate a time that is convenient worldwide on real time.

By reflecting on this aspect, it seems clear that there is a direct link between the level of commitment shown by participants and their understanding of the course rules. As a suggestion, it might be advisable for future e-GLO courses to make these rules more explicit.

2.3. Diversity of Learning Methods and Perspectives Included

A very important aspect to evaluate was the extent to which the learning methods used accommodated different learning styles. Four questions were included in the survey to get information to learn about this:

1. *Which learning method used was the most efficient in their learning process.*
2. *Which was their favorite session.*
3. *Their opinion on the suitability of e-GLO platform to create a unified group or learning community.*

The following is the list of the most efficient methods according to the survey respondents, and the number of them who chose that method. It is important to mention that some respondents mentioned several methods.

Table 4: Most efficient methods for e-GLO 2

METHOD	NUMBER OF RESPONDENTS
Online interaction: Use of chat options and the possibility to listen and see each other through video. Share between participants, learn from each other and discuss, especially because participants come from different parts of the world.	6
Online PowerPoint presentations	4
Homework – personal project	3

Finding out the suitability of the online platform used in this course is very important for this evaluation, because although the facilitators have the highest responsibility to create an inviting environment to learn, the platform also plays a very important role in what the facilitators and participants could do or not do. To find information on this, an open ended question was posed to participants to comment on the advantages and challenges of the platform. The following lists are a summary of the respondents' comments.

Advantages of the platform:

- Enables participants to see each other through web cam and to chat
- The chat option is very important because people can share and discuss regardless of bandwidth connection
- Easy to use
- Allowed to see PowerPoint presentations
- Allowed real time work
- Helped to create an informal atmosphere
- Gives a not too expensive option to bring together people from all over the world
- A private space to meet without having to download any program

Challenges:

- The accessibility to the platform was challenging for many participants with low bandwidth connection, or energy shortages
- Should be used more, to discuss with other e-GLO alumni, and help us to move into action

Most comments were positive to the platform. The challenge that most people commented on was about the accessibility to people with low bandwidth connection. Although this is an external factor not related to the functioning of the platform, it is an important challenge for e-GLO, because the idea is to involve people from developing countries, where problems of bandwidth connection and energy shortages are more acute.



2.4. Facilitators' Performance

The survey didn't include a specific question that asked participants to evaluate the facilitators, Jaana Laitinen and Mike Sheehan. This was partly because one of the facilitators was involved in this evaluation report. Although a third person was actually receiving the questionnaires from the participants, it could have been threatening for the participants to put something negative about the facilitator.

Therefore, it was decided to do a triangulation of the information received from the survey related to the value of justice, and with the analysis of the selection process done by the facilitators, to see if all interested to join had an opportunity to be selected for the course.

The questions related to the value of justice, asked participants if they *felt they had equal opportunity to express their opinions*, and if *their opinions were respected and listened*. The objective was to get information on the performance of the facilitators. As mentioned before, the majority (77%, 10/13) strongly agreed they had this opportunity, nonetheless two respondents said more or less and one person strongly disagreed. A similar pattern followed the other question, where 69% strongly agreed they were respected; the rest (4 respondents) said they were more or less respected.

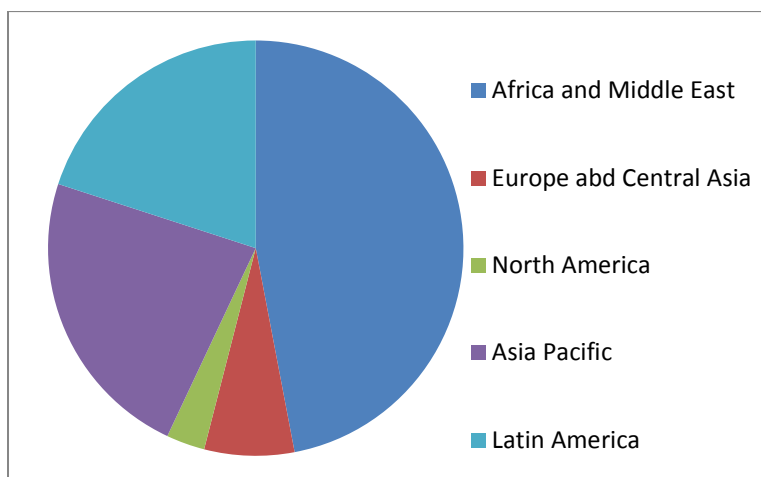
This information gives a positive feedback on the facilitators' efforts to give equal opportunity to all to participate, but there were some unresolved issues with at least one participant that would be important to follow up, to see if this was due to the facilitators' behavior or if it was something else unrelated. Unfortunately it is not possible to really address this issue as the questionnaires were submitted anonymously.

The facilitators conducted a self-evaluation about how fair they feel they were during the selection process. They affirm to have prioritized the participants according to the country of origin, gender, earlier experiences with the Earth Charter, internet accessibility and activity background (local level activity).



In their words, *“we tried to make the group as diverse as possible and made extra efforts to support participants who were in areas where internet connectivity was challenging”*.

Considering the statistics of the course, mentioned in a previous section, there were 20 countries represented in the course, which is impressive considering the number of participants. In this sense, there was a good representation of a variety of countries.



Seeing this information per region, one can see that there were a big majority of participants from Africa. There were 6 participants from Nigeria alone. Having a majority of African participants is due to the fact that there were more applicants from this continent, and also to the intention to give the opportunity to the participants from the least developed countries in the world.

The course did not achieve gender balance, since only 5 participants were female. But this was a factor that went out of the facilitators' control, since they did not receive more applications from women.

In summary, one important aspect to assess on the effectiveness of the course methods was the level of participation in the course, the results from the questionnaire show that the large majority agreed on having opportunities to share and participation, and felt comfortable expressing themselves. One aspect that was discovered during the evaluation process was the importance of having clear course rules, to improve the level of participation and learning process. e-GLO 2 did not have specific course rules, but the results obtained suggest that there is a direct link between the level of commitment shown by participants and their understanding of the course rules. Another aspect evaluated was the extent to which the learning methods used accommodated different learning styles. Since it is an online course, it is difficult to use a large variety of methods, therefore the assessment focused on the suitability of the online platform to accommodate different learning styles. Most comments were positive about the platform although several challenges were also identified. Finally, it was decided to include an evaluation of the facilitators' performance on the aspects assessed above. They made specific efforts to bring a diversity of participants from all regions of the world, and to offer opportunities to participate. Although some respondents did not feel to have been fully listened to, the majority of respondents felt there was an inviting environment to express their opinions.

3. Impact on the Participants

Right after the course was over, the facilitators asked participants to create a 5-10 sentence testimonial of their experience with e-GLO. The responses received (13 in total) were not only very positive towards the course, but also very emotional.

People affirmed to be honestly happy to have met interesting and caring people, to have learned a lot and feel a shared sense of purpose for the future (See box 2). These testimonials reflect the emotional impact that the course had on participants.

Box 2: Testimonials

"e-GLO 2 helped me to resuscitate my innate and dormant sustainable leadership skills. Through the program I became self-aware, had sense of purpose, clarity of vision and found it much easier to work with others in achieving goals that are beneficial to all. I was inspired to create a fully functional youth initiative that is geared towards finding lasting solutions to the problems of my community with sustainability."

[More testimonials here](#)

Another indication of the emotional effect of the course can be found in one of the questions sent to the participants after the course, asking if they *feel as strongly part of e-GLO now as during the sessions*. 77% of respondents agreed that they feel as strongly part of e-GLO at the moment of the interview as when the course was on.



The evaluation questionnaire contained a specific question asking participants if e-GLO 2 had an impact on their lifestyle. The majority of respondents (78%) agreed on this assertion, Box 3 offers a summary of how some participants see the impact of the course in their lives.

**Box 3:
Impact of e-GLO 2**

"I became more motivated to keep on sustainability-track."

"I am struggling to make a sustainable lifestyle for 4 years now (reducing consumption, reducing my ecological footprint), e-GLO helped me improve this."

"I see myself more as a global citizen than a citizen of a country on the world map. I know that my actions here either kill or give hope to someone somewhere"

"I am still feeling bad because I couldn't participate in all the sessions"

"It provided me one more identity. A leader with Sustainability"

One participant said that the course more or less had an impact in his/her lifestyle, saying that at least he/she is aware of *"where to put sustainability in"*.

Two participants disagreed with the assertion, saying that the course didn't significantly impact their lifestyle, one of them said the following: *"Actually, my life style was already close to what the Earth Charter is calling to"*.

To have a better picture of the course impact, it was important to validate the responses of the question above with other indirect questions. The questionnaire had four additional questions on the impact of the course.

One of the questions asked their opinion if they feel more capable to act as a sustainability leader as an e-GLO alumni than on their own. The majority of respondents (85%) strongly agreed, the rest (2 respondents) more or less agreed. No one disagreed with this assertion.

The problem with this question was that they didn't have the option to include comments; therefore, we don't know exactly why the respondents disagreed or agreed they are more capable to act now as e-GLO alumni. In this case it is helpful to compare responses of different questions. In this case, the 2 persons who more or less agreed with the last mentioned assertion, were also critical on the impact of the course in their lifestyles, one of them say that his/her lifestyle was already close to the notions of sustainability.

To evaluate if the course had an impact on participants about their awareness to the value of Respect and Care for the Community of Life, the project proposals submitted by the participants were analyzed, to find presence of this value. Indications of this value could be found in terms of the participants' willingness to have a positive effect on the natural environment, and in the actual implementation of their commitments to protect the environment and other forms of life.

In many of the project plans submitted there are signs of long term commitments to protect the environment. Project plans 1-7, (see Box 4) focus more on the protection, restoration and raising awareness about environmental aspects of sustainability. The other projects focus more on social aspects of sustainability. The value of respect and care for the community of life encompasses our relation with other life forms and within human beings, therefore it is satisfying to see through the project proposals that participants acquired a holistic view of sustainability.

Box 4:
Project Plans submitted by e-GLO 2 students:

1. Sustainable development project in an important biological area
2. Project against forest exploitation
3. Raising environmental awareness
4. Planting trees for environmental awareness
5. Creating a sustainable transportation system
6. Organic food production campaign
7. Sustainable energy for rural areas
8. Puppet show to raise environmental awareness
9. Raising awareness and tolerance towards other people
10. Improving education of unprivileged youth
11. Empowering young people to reduce socio-economic inequality
12. Increasing awareness of the EC
13. Helping disadvantaged youth to get educational training
14. Building a school library and play area
15. Digital media training
16. Increasing the role of the youth in a society

3.1. Suggestions to improve

The final question of the survey asked participants their recommendations to improve the course; the intention was to foster a critical reflection of the course with the participants, and also suggestions for future e-GLO courses. In addition, the quality of the suggestions would be an indicator of the impact of the course on the participants.

The following list is a summary of suggestions that 2 or more respondents agreed on:

- To offer the course at **different times** (because people in Asia Pacific had hard time to participate)
- There should be **more sessions**, some in topics selected by the participants
- Include following themes to the course: the Earth Charter, its history and projects; what others are doing with the Earth Charter; opportunities one might have with the Earth Charter; the linkages between EC and ESD; code of ethics and sustainable development; monitoring and evaluation
- Create a **network with the alumni**
- Increase the opportunities of discussion in groups among participants and in general **have more interaction**
- Offer a **grant** to the best action project in order to support the initiative
- Offer more **coaching and mentoring** for the projects proposed by participants
- Make sure that participants **commit themselves** to attend all sessions

It would be advisable to ask suggestions of how to improve not only at the end of the course, but also in different moments during the course, to get a better picture of things that can be changed at the moment, and see the improvement throughout the course.

In summary, the information gathered from the survey and the testimonials received after the course allow concluding that the course had a positive impact in the majority of e-GLO 2 participants' lives. With 87% of e-GLO 2 participants having filled in the questionnaire, there is a high level of confidence that this result is valid. In addition, the topics chosen for the project plans show that the participants acquired an understanding and interiorized the essence of the Earth Charter – the value of Respect and Care for the Community of Life.

An interesting result from the survey is having a majority of respondents saying that they feel as strongly part of e-GLO now as when the course was over. It is not common that students feel part of a course 3 months after it was over, leave alone an online course, where people never met in person. This result gives an indication that the course content and dynamics impacted emotionally the participants, making them eager to want to keep in touch. Several suggestions given also indicate that they would appreciate keeping in touch with other participants and the facilitators.

Assessment of Values within e-GLO 2

The following table shows evidence of the presence of the values chosen for this evaluation in the e-GLO 2. It is the same results presented above but seen in the light of the values chosen for this evaluation.

VALUES	PURPOSE OF EVALUATION	RESULTS
Empowerment	Evaluate if the course was effective in helping the participants proposing and finding solutions for issues they face in their communities, and be agents of change, acting as living representatives of the principles of sustainability.	<p>The large majority felt they gained new and essential skills during the course, which are very important in finding solutions for the issues they face in their communities.</p> <p>An important indicator of empowerment is how participants put the acquired theory into action. All the participants that successfully finished the course were able to develop a project proposal to tackle a sustainability issue in their community. Currently these plans are in different phases of implementation. Access to funding is perceived as an important aspect to implement their projects; most participants agreed that the course offered writing and networking skills to access funds.</p> <p>Participants were able to go beyond the course requirements by taking the initiative to implement different activities to promote the Earth Charter (See page 10).</p> <p>The majority stated that they feel more capable to act as a sustainability leader, thus as a change agent, as an e-GLO alumni than on their own.</p>
Respect and Care for the community of life	Find indicators to show if the course content had an emotional effect on the participants to make them more aware and practice this value.	<p>There are signs of long term commitments to protect the environment in many of the project plans submitted by the participants, nonetheless, several other plans focus on social and economic aspects. Therefore it is satisfying to see through these proposals that participants acquired a holistic view of sustainability, which is the essence of the value of Respect and Care for the community of life.</p> <p>The testimonials reflect the emotional impact that the course had on participants, people affirmed to be honestly happy to have met interesting and caring people, to have learned a lot and feel a shared sense of purpose for the future. On the question if the course had an impact on their lifestyle, the majority responded affirmatively, some mentioned that their lives are now closer to the principles of the Earth Charter.</p>
Justice	Evaluate the course dynamics and methods, if the course, participants and facilitators were fair and practiced this value during the course.	<p>The assessment made evident the presence of the value of justice in the course dynamics. For example the majority of the participants agreed on having an equal opportunity to voice their opinions and share their knowledge, and these were respected and listened to. Also the information provided by the participants about the facilitators was positive on their efforts to give equal opportunity to all to participate.</p>

VALUES	PURPOSE OF EVALUATION	RESULTS
Integrity	<p>Find out if the course content reflected and was in harmony with the principles of the Earth Charter. And the commitment and attitude of the participants to learn and reflect critically on what was discussed during the course.</p>	<p>Presence of this value was evaluated in the course content and the attitudes of the participants and facilitators. About the content, all participants agreed that the sessions and the content in general were very much aligned with the Earth Charter.</p> <p>About the attitude of the participants to learn and participate in the course, most participants felt the course offered an inviting environment to express themselves. One aspect that was discovered during the evaluation process was the importance of having clear course rules, to improve the level of participation and learning process. These include netiquette rules, the importance of submitting the homework and to attend all the sessions, among others.</p>
Collaboration in Diversity	<p>Assess the extent to which the course brought a diverse range of perspectives, cultures and allowed a respectful interaction between participants. In addition, how diverse were the learning methods used.</p>	<p>Starting from the selection of the participants, bringing a diversity of perspectives and cultures was an important concern. This was challenging concerning the time zones and limitations of internet accessibility in areas such as Sub-Saharan Africa. Despite of these challenges the course managed to include 20 different nationalities from all regions of the world.</p> <p>Considering the diversity of cultures represented in the course, it was important to find out that none of the topics or sessions were controversial to the participants' values. Moreover the course helped to clarify some of the participants' values. In addition it was mentioned that the values promoted in e-GLO 2 were very universal.</p> <p>A respectful interaction between participants is an indication of the value of collaboration in diversity. The results show that the large majority agreed on having opportunities to share and participate, and felt comfortable expressing themselves during the course. They also acknowledged to have had opportunities to contribute their knowledge and skills.</p> <p>Finding out the participants' opinion towards the platform was important since this is the main medium for interaction during the course and creates the environment for the collaboration. The course facilitators were very pleased to find out that all participants had positive comments positive to the platform.</p> <p>An indicator that the course successfully promoted the value of collaboration in diversity is the fact that majority of the participants agreed that they feel as strongly part of e-GLO network at the moment of the interview as when the course was on. This result gives an indication that the course content and dynamics impacted emotionally the participants, making them eager to want to keep in touch.</p>

The Way Forward

ECI secretariat has been very happy with the outcomes of previous e-GLOs and wants to keep integrating youth leaders to the work of promoting more just, sustainable and peaceful world through e-GLO. Now e-GLO has become a continuous program of Earth Charter International and is organized for the third time in September – December 2010.

The present evaluation report has been very beneficial for the improvement of e-GLO. During the planning and implementing the e-GLO 3, the lessons learned in this evaluation were taken into account to generate changes in the course. Some examples of the changes made are:

- An anonymous web based feedback form was created to participants to voice their opinions during the course
- Active advertisement was made to get more female participants
- As a requirement to enroll to the course the participants were asked to commit to follow the rules (such as need to participate to every session, to submit all the homework, to fill in a final evaluation, to write testimonials at the end of the course)
- More active follow up has been done during the course with participants actions (homework)
- Funding challenge was recognized by integrating 1%CLUB¹ actively to the course

As one of the crucial elements in sustainable development is the empowerment of youth, Earth Charter International secretariat will keep bringing together the youth leaders, ethical vision of the Earth Charter and 21st century technology. Thus e-GLO will continue empowering the youth and providing the world with a group of highly competent sustainability leaders inspired by the Earth Charter.

Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.

Earth Charter, 12.c



¹ 1%CLUB is a Dutch NGO, a marketplace that connects smart development projects with people, money and knowledge around the world.

ANNEX A

e-GLO 2 EVALUATION

U1. What was your favorite e-GLO 2 session? Why?

U2. Which learning method that was used during the e-GLO 2 was the most efficient in your own learning process?

E3. What are the characteristics of a sustainability leader?

U4. Do you feel more capable to act as a sustainability leader as an e-GLO alumni than on your own?
1. I strongly agree 2. More or less 3. I disagree

E5. Did you learn essential skills during e-GLO 2 to make a positive impact in your community?
1. Yes 2. No

E6. In case yes, how do you see yourself utilizing the skills gained?

E7. How essential you think is the funding to carry on with the ideas you got during the e-GLO 2?

U8. Was the e-GLO platform suitable in creating a unified group – a network of young sustainability leaders?

U9. What were the advantages and the challenges in the platform?



**U10. Do you feel as strongly part of the e-GLO now as during the sessions?
(Delete the ones that are not applicable)**

1. Yes 2. More or less 3. No

E11. What were your main responsibilities as an e-GLO 2 participant?

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U12. Where there any participation rules in e-GLO 2 and if so, what were they?

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E13. How much did it affect the course if someone did not fulfill these responsibilities?

1. Very much 2. More or less 3. Did not affect at all

I14. Were the actions taken during the course (sessions, discussions, group dynamics, facilitation etc) in a harmony with the core principles of the Earth Charter?

1. Very much 2. More or less 3. Not at all

if so, please explain, why:

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U15. Were some of the e-GLO sessions controversial with your own values?

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R16. Were some ideas imposed to you during e-GLO 2?

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What do you think about the following statements?

J17. I always felt I had an equal opportunity to express my opinions

1. I strongly agree 2. More or less 3. I disagree

J18. My opinions were respected and listened to

1. I strongly agree 2. More or less 3. I disagree

U19. I was encouraged to give my best during the course

1. I strongly agree 2. More or less 3. I disagree

U20. I was given opportunities to share my knowledge / skills with the others

1. I strongly agree 2. More or less 3. I disagree



R21. Did e-GLO 2 have an impact on your lifestyle?

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I22. Would you have some recommendations for different topics for the future e-GLO sessions? What could be done differently?

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ANNEX B

INDICATORS AND MEASUREMENT METHODS

<i>Indicator labelling</i>	<i>Indicator</i>	<i>Measurement Methods</i>
	<i>Collaboration (Unity) in Diversity</i>	
U_H1	<i>Partners, member organisations and individuals do not feel that they have compromised their beliefs by participating in the vision and activities of the organisation/project.</i>	Survey. <i>Did you find any of the e-GLO sessions controversial with your own values?</i> - Open question
U_SH1a	Different points of view are heard and incorporated (*)	Analysis of chat sessions - check for differences in opinions and how they were resolved
U_SH1b	Degree to which members/partners feel that their individual identity and approach has been respected.	Survey
U_SH1c	People are encouraged to reach their potential (*)	Survey: <i>Do you feel you were encouraged during the course to give your best? Scale: very much – more or less – don't agree</i>
U_H2	<i>Everyone has his/her place in the team.</i> <i>Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)</i>	Statistics. Categorization of participants (countries represented, gender, religion background, specific personality traits)
U_SH2a	Learning processes accommodate different learning styles	Describe the methods and SWOT analysis . Compare the number of homework that were submitted. <i>What learning method was most helpful for you?</i> Listing the different options . <i>What was your favorite session?</i> <i>I had opportunities to share my knowledge / skills with the others</i> Scale: very much... not much
U_SH2b	Individuals have a feeling of a unified work environment	<i>Do you feel as strongly part of the e-GLO now as during the sessions?</i>

		Scale: yes – equal –less <i>Do you feel this platform was suitable to create a unified group – a network of young sustainability leaders?</i> Advantages? Challenges? Analysis of the group dynamics by J&M
U_SH2e	Group norms exist. People follow the group norms.	Facilitators' comments on the behavior <i>Were there any participation rules in this course?</i> No Yes – if so, what were those rules?
U_SH2f	Women believe they are valued	Individual email asking the feelings of the female participants
U_H3	<i>People feel they create something better/greater as a group than on their own.</i>	What do you think at the statement: I think I am more capable to act as a change agent as an e-GLO alumni than on my own. Scale – strong
<i>Justice</i>		
J_SH1a	Individuals in a team / organisation feel they have an equal opportunity to voice their opinions and their opinions are respected and listened to	Survey: I always felt I had an equal opportunity to express my opinions - Scale: strongly agree – more or less – don't agree My opinions were respected and listened to - Scale: strongly agree – more or less – don't agree
J_SH1b	Opportunities exist for all to contribute their knowledge, talents and capacities and all contributions are valued	Merge with U_SH2a, U_SH2c
J_SH1c	Entities act in a manner that is impartial and non-discriminatory (not discriminating on the basis of race, colour, sex, sexual orientation, creed, religion, national or ethnic origin).	Evaluation of the facilitators Questions on fairness, equality, how the participants were treated etc TRIANGULATION
<i>Empowerment</i>		
E_SH1c	Individuals/Partners develop programs and deliver solutions on their own, and have a sense of power that they can effect change.	Number of project plans submitted Number of projects implemented (follow up) / will be implemented (perception of facilitators) Testimonials A. How essential is funding to carry on with the ideas you got during the e-GLO 2? B. Did you learn essential

		skills during e-GLO 2 to make a positive impact in your community? Yes - no In case yes, how do you see yourself utilizing the skills gained? (Try to link with another indicator - quality of the process)
E_H2	Members/participants contribute in a positive way to society.	follow up of project implementation
E_SH3b	Everyone knows what their responsibility is within the team/organisation, and feels responsibility for their part of the work.	A. What were your main responsibilities as an e-GLO 2 participant? B. How much did it affect the course if someone did not fulfill these responsibilities? Scale: very much - ... - didn't affect (check out if it's relevant to this indicator) compare participants resp w expectations from facilitators
E_H5	In order to inspire others, individuals, leaders and organisations act as living representatives of the principles they espouse.	A. What are characteristics of a sustainability leader? Open question B. Do you feel that after e-GLO 2 you have the capacities to act as a sustainability leader? Strongly agree, agree or disagree.
Integrity		
I_SBH1i	Truth-seeking, non-judgmental, confidential channels, which are trusted, are in place for individuals/teams seeking guidance on the application of ethics, reporting violations and examining violations of ethics	Observation
I_SBH1k	Employment (selection) processes are conducted in a way that is fair to all applicants.	Analysis of the selection process by Jaana and Mike – circulating this info with other researchers ;)
I_SBH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation	Do you think the actions taken during the course (sessions, discussions, group dynamics, facilitation etc) were in harmony with the core principle of the Earth Charter? Scale Very much – un poquito – not at all Please explain why...
I_H2	Individuals/team/ organisation/partners follow through on their commitments (*)	Information will be pulled in from the homework / attendance charts and from the question E SH3b. Find out more info about why they didn't submitted the homeworks
I_SBH2b	Goals are reviewed between committed parties to determine what has and has not been achieved	Mention this as a recommendation for the e-GLO 3
I_H3	Individuals have an attitude of learning	DIFFICULT TO MEASURE!! We broke it into 3

	<i>towards their development, reflect critically on what is necessary to learn, and strive to bring their lives into accordance with ethical values</i>	questions - Attitude of learning – indicator: homework + attendance - Ability to reflect critically on what is necessary to learn – indicator: Do you have any recommendation of different topics for e-GLO sessions? What could be done differently?
Respect		
3035	Entity/initiative strives to have a positive effect on the natural environment	Analyze project ideas (merge these indic)
3039	Long term commitments to protect the environment are created and adhered to	
3080	Entity is aware of the interconnectedness between the environment and their sphere of activity	Number on homework 2 (quality of this homework)
3068	Entity contributes positively to society by working to address social problems and global issues	Analysis of project ideas
3072	The project's activities / events have an emotional effect on participants	Analysis of the testimonials Possible follow-up questions

3074	Values and lifestyles change as a result of participation in the project's activities. The lifestyle is more sustainable, includes more conscious pro-environmental behaviors (environmentally significant in sustainable way).	Did e-GLO 2 have an impact to your lifestyle? If yes, give an example Drop outs? Why?
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