FINDINGS

of the

COMPREHENSIVE FORMATIVE EVALUATION OF THE GLOBAL BUSINESS ETHICS EXPANDED PROGRAM

Submitted to:

JUNIOR ACHIEVEMENT WORLDWIDE

February 28, 2005

by:

Worldwide Institute for Research and Evaluation

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Worldwide Institute for Research and Evaluation

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1.0 INTRODUCTION

Formative evaluation is the assessment of the quality of an educational program. Formative evaluation focuses on the implementation of the program, identifying factors that facilitate and impede implementation, and stakeholder[1] satisfaction with program outcomes. Successful educational organizations recognize the importance of formative evaluation in improving their programs. Failure to use formative evaluation is costly because formative findings can help redirect time, money, and resources (both human and technical) into more productive courses.[2]

Although most successful educational organizations recognize the importance of formative evaluation, external formative evaluation is infrequently conducted. Educational organizations that rely solely on internal evaluations run the risk of missing key elements of implementation that may be vital to the future success of the program because of "blind spots" created by having a single perspective that is completely in line with the perspective of developers within the organization. Internal evaluations may neglect even to entertain negative questions about a program or its implementation, thereby missing the opportunity to improve the approach being used. The external evaluator is much less likely to be influenced by close association with either the program or its implementers. A fresh outside perspective can identify factors that successfully facilitate implementation as well as potentially serious challenges before they prove fatal to the program's effectiveness and continuation.[3]

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[1] A stakeholder is anyone with a stake in program implementation or outcomes. In this study, stakeholders include students, teachers, school administrators, educational directors, and JA Worldwide staff.
[2] Worthen B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). *Program Evaluation: Alternative Approaches and Practical Guidelines.* New York: Longman.
[3] Worthen, B. R., Borg, W. R., & White, K. R. (1993). *Measurement and Evaluation in the Schools.* New York: Longman.

Given the findings indicated on page 1, Junior Achievement Worldwide (JA Worldwide) is to be commended for recognizing the importance of conducting an external formative evaluation of its programs. Beginning with the launch of the Enterprise Portal in 2002, JA Worldwide commissioned an extensive international formative evaluation of the Global Business Ethics program (hereafter referred to as the GBE program). During the 2004-2005 school year, JA Worldwide expanded its pilot of the GBE program into Eastern Europe and Asia. This report contains the findings from the formative evaluation conducted in these expanded sites.

The purpose of the formative evaluation was to determine how the GBE program was being implemented, general satisfaction with the program, and what improvements were needed. Specifically, the study answered the following evaluation questions:

- What are the various patterns of implementation being used by sites?
- What facilitates or impedes program implementation?
- What types of training are offered and how effective is this training?
- To what extent does the curriculum meet the needs of schools, classes, and students?
- What are the strengths and weaknesses of the technology supporting the program?
- To what extent are stakeholders satisfied with the program?
- What are the greatest challenges program administrators face in successfully implementing the program?
- What revisions or enhancements are needed to ensure quality implementation of the program?

This report contains information that answers these questions about the GBE program, as well as a detailed description of the procedures used to gather this information. This Introduction section provides a brief description of the external evaluators conducting this study and a description of the GBE program. This section concludes with an outline of the remaining sections of the report.

1.1 BRIEF DESCRIPTION OF THE EXTERNAL EVALUATORS

JA Worldwide selected the Worldwide Institute for Research and Evaluation (WIRE) to conduct this study. WIRE is an independent contracting agency that was established in 1978 to provide consultative services to organizations that are seeking to enhance or assess human performance and to evaluate programs or products targeting improved performance.

Project success hinges on the qualification of staff responsible for conducting project activities. WIRE offered JA Worldwide a team of professionals very well qualified to conduct the work associated with this evaluation. The evaluation team members have conducted evaluations ranging from classroom and district-wide studies to award-winning statewide, national, and international studies. They have evaluated various facets of the educational enterprise, including curriculum materials, educational systems, teacher performance, organizational efficiency, and program effectiveness. (Additional information about the WIRE evaluators can be found on the WIRE Website at www.wireinternet.com.)

In conducting studies, WIRE strives to provide clients with useful information in a format that is easy to understand while also providing the level of detail that will help key stakeholders make informed decisions that can improve implementation

and ultimately achieve outcomes. In conducting all study activities, WIRE evaluators strictly adhered to the *Program Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation[4], which assure ethical treatment of all respondents and truthful interpretation of all data obtained.

1.2 BRIEF DESCRIPTION OF THE GBE PROGRAM

The GBE program curriculum presents a unique blend of classroom instruction with Web-based technology support. The activities included as part of the curriculum are designed to facilitate students exploring their personal values and how these values contribute to the decisions they will make both in their personal lives and in the business world. Specifically, the program provides students with opportunities to develop skills in:

- Global communication
- Conflict resolution
- Decision making and critical thinking
- Teamwork
- Analysis of ethical dilemmas

The program is designed to last for 12 weeks. During that time, students discuss and resolve issues in an evolving case study. Using the Website, students discuss ethical issues with other students from around the world, providing them with new perspectives and a cross-cultural understanding of universal values.

[4] The Joint Committee on Standards for Educational Evaluation. (1994). *The Program Evaluation Standards: How to Assess Evaluations of Educational Programs.* Thousand Oaks: Sage Publications.

1.3 DESIGN OF THIS REPORT

Following this Introduction, the report contains six major sections:

- Section 2: Executive Summary
- Section 3: Evaluation Procedures
- Section 4: Training Assessment
- Section 5: Implementation of the Program
- Section 6: Assessment of the Curriculum and Website
- Section 7: Program Strengths and Challenges

Section 2 of this report summarizes the evaluation procedures used in this study and the important findings of the data analyses. The section ends with recommendations for enhancing the program.

Section 3 provides detailed information about the design of this evaluation and the instruments and methods used to collect data. The section closes with a description of the data analyses conducted.

Sections 4-7 present the comprehensive findings from the study, including information about factors that facilitate and impede implementation, ability of the curriculum to meet student needs, and stakeholder satisfaction with the program.

2.0 EXECUTIVE SUMMARY

The purpose of the formative evaluation conducted this year was to assess the quality of the GBE program. Specifically, WIRE obtained information with respect to each of the following areas:

- Training
- Program implementation
- Program curriculum and Website
- Program strengths and challenges

This section of the report provides a brief summary of the evaluation procedures used to collect the data and the most important findings emerging from the data within each area listed above.[5] The section closes with conclusions about the quality of the GBE program and recommendations for improving the program.

2.1 OVERVIEW OF EVALUATION PROCEDURES

All of the JA Worldwide sites piloting the program in the expanded Eastern Europe and Asia regions of the world[6] were included in this evaluation. WIRE evaluation teams met with JA Worldwide staff from each of these sites while they were attending training in their region. Throughout the implementation cycle,

[5] Additional details about program procedures and findings are provided in the following sections of this report.
[6] The specific sites are provided in Section 3.2.

WIRE maintained contact with the program administrators at each site, collecting perceptual data concerning implementation through periodic email surveys.

In addition, WIRE evaluators conducted an extensive site visit to two sites,[7] during the implementation phase of the program, to gain an in-depth understanding of implementation processes and issues. While on site, evaluators conducted individual interviews and focus groups with educational district personnel, school administrators, teachers, and students. The evaluators also conducted classroom observations of the program as teachers presented it in the classroom and as students worked on the GBE Website.

Finally, to enrich understanding of the program and to determine how broadly the findings from the two sites applied to all pilot sites, WIRE arranged to have JA Worldwide staff at each site conduct interviews and focus groups with teachers and students using standardized interview protocols. JA Worldwide staff collected this data at the conclusion of implementation of the program and then submitted the data to WIRE via mail, email, or Website download.

Once all data had been collected or returned to the WIRE offices, WIRE data technicians conducted descriptive analyses to provide frequencies and general themes related to the quality of the program. WIRE senior evaluators then reviewed the data analysis results and summarized the most meaningful findings in this report.

Additional information about the evaluation procedures can be found in Section 3.0.

[7] These two sites were Romania and Bulgaria.

2.2 SUMMARY OF FINDINGS RELATED TO PROGRAM TRAINING

One of the critical factors influencing successful implementation of a program is the training provided to program administrators and instructors. This evaluation assessed both the initial training offered to program administrators by the Director of International Operations for JA Worldwide and the training offered to teachers by JA Worldwide staff within each country. The training offered to program administrators occurred across two or three days and consisted of five components:

- Overview of the program, including a brief description of program goals and program components
- On-line demonstration of the Enterprise Portal and GBE Website
- Hands-on experience with the practical application of the administrator's role in which training participants logged onto and navigated the GBE Website
- Discussion of the evaluation goals and instruments, provided by WIRE evaluators who were in attendance to assess the training
- Review of the funding model and requirements

Teacher training was less intensive at most sites. JA Worldwide staff provided teachers with an overview of the program functions and applications and

introduced teachers to the Website and their specific screens and roles. The typical teacher training lasted for only an hour and did not go in depth about the program.

Observations of both types of training suggested that more time is needed during training to allow participants to practice what they are learning. Program administrators would also benefit from additional experience with program functions related to roles other than their own in the program. Such experience would allow them to fully understand the design of the program, including what teachers and students would and should be doing during the program. Teachers also suggested that they needed more information about program operations. Given the limited experience of most teachers in using technology, it would also be beneficial for teacher training to include basic step-by-step instruction on using the computer and the Internet.

Even with training limitations, program administrators and teachers were positive about the training they received. Both groups noted that without the training it would have been impossible to implement the program. Additional training and "help suggestions" added directly to the Website would facilitate implementation in the future.

More information about program training can be found in Section 4.0

2.3 SUMMARY OF FINDINGS RELATED TO PROGRAM IMPLEMENTATION

One of the major objectives of the formative evaluation was to describe how the GBE program was being implemented and assess the factors that facilitated and impeded that implementation. In particular, WIRE evaluated the initial implementation phases, identified the various patterns of implementation across sites, and assessed the levels and effectiveness of implementation support provided to program administrators and teachers.

2.3.1 Initiating Implementation

Because this was the first time these countries had attempted to implement the GBE program, the initial phases of implementation were particularly important. Less than a third of the sites (27%) were able to translate program materials from the Website without significant difficulties. The other sites experienced various problems, including the inability of the program to recognize some languages, difficulties in accessing the standard English version of materials, and problems getting the translated materials to upload to the Website.

In addition, most sites had some problems initially accessing the GBE Website and assigning classes and students to the program through the Website. Most of

these sites were able to resolve these problems either through persistence or with the assistance of the JA Worldwide staff in Atlanta.

Finally, no site, at the time of data collection, had been able to successfully garner sponsorship from local businesses for the GBE program. Some sites have been able to locate other resources for assistance with printing materials and providing Internet access.

2.3.2 Patterns of Use

Two-thirds of the classes in the study implemented the program using the Enterprise Portal and GBE Website. The other third implemented the program in paper-and-pencil format only. When the program was used in a strictly paper-and-pencil format, it appeared to have less impact on students because not all components of the program were implemented.

There were also differences in the ways the Website was used in class. Most frequently (64% of the time) students used the Website while working in groups in the classroom.

All of the teachers reported being the driving force behind the program, presenting most of the curriculum following the on-line guides. Teachers also reported that they managed the class in terms of maintaining discipline and serving as a resource for answering student-generated questions.

Half of the teachers reported that their students interacted with students from other countries via the GBE Website links. In the other half of classes, the lack of interaction resulted from either a lack of Internet access or technical problems within the Website.

Most of the teachers (80%) reported that their students received grades as part of the program. Grades were given based primarily on students' level of participation and their case study responses. About half of the teachers reported that they provided feedback to students on their performance. This feedback usually took the form of referring students to the GBE Website records, but also included verbal feedback provided in class and written feedback provided in the form of charts and tables posted in the classroom.

Two-thirds of the teachers used the GBE program as a supplement to their regular class. When offered as part of a class, the subject matter varied, but half of the classes were Economics classes. In addition, although many of the sites planned to use consultants in the classroom, none reported being successful in recruiting these volunteers.

2.3.3 Implementation Support

Program administrators in each country uniformly praised the support they received from the JA Worldwide staff in Atlanta. They suggested that questions and emails met with quick responses. The answers provided made it possible to continue or even improve implementation.

The support received came primarily in response to individual contact, resulting in the Atlanta staff providing similar responses to multiple inquires coming from different countries. While this level of interaction answers questions, it is time-consuming and may eventually overburden the JA Worldwide staff in Atlanta.

The GBE Website provides other opportunities for answering questions through help menus and FAQs built into the system. However, most program administrators reported that they did not access the help menus or that when they did, nothing was listed there.

Most teachers reported that they received sufficient support from the JA Worldwide staff in their country. This support generally came in the form of personal contact and response to teacher questions. There was little evidence that teachers within countries used the "Q&A" functions built into the program. Again, it would be useful to have program administrators in Atlanta, as well as program administrators within the specific countries, add program information and suggestions for teachers into the on-line help menus.

Additional findings and specific details related to program implementation can be found in Section 5.0

2.4 SUMMARY OF FINDINGS RELATED TO PROGRAM CURRICULUM AND WEBSITE

The quality of a program can be largely determined from an assessment of the effectiveness of its curriculum and supporting systems. Thus, WIRE assessed the GBE program curriculum and corresponding Website for its ability to meet needs, engage students, and increase their understanding of ethics.

2.4.1 Ability of Curriculum to Meet Needs

The majority of the GBE program presentations include hands-on, interactive activities that encourage student participation and learning. According to stakeholders, the content of the curriculum effectively targets students' needs, school and district objectives, and the objectives of JA Worldwide. Teachers suggested that the curriculum is effective in assisting students in making ethical or difficult life decisions, in understanding standards for ethical business behaviors, and for increasing international communication and cooperation.

Both teachers and students reported that the program is relevant to students' lives. Teachers suggested that the curriculum made students more aware of who they are and what they can do, broached topics for discussion that came directly from today's headlines, and encouraged students to work together and become involved in their learning. Students reported that the information was valuable because it was relevant to their future, helped them make decisions, clarified their values, and provided them with a broader worldview.

2.4.2 Ability to Engage Students

All stakeholders agree, and WIRE evaluator observations confirm, that the curriculum effectively engages students' interests and maintains student attention. For most GBE classes, the level of engagement surpasses what is observed in traditionally successful educational programs. Teachers suggested that several aspects of the program significantly influenced student engagement, including opportunities to discuss topics and express ideas, to communicate with a global partner, and to work in groups. Students also provided a variety of reasons for why the program was interesting. Most of these revolved around its real-life, practical nature and the opportunities to explore and express their

values and opinions. WIRE evaluators observed that students were eager to share their viewpoints and that teachers did a good job of stimulating student thinking by asking challenging questions and relating the material to every day events in students' lives.

2.4.3 Ease of Understanding

The curriculum also clearly communicates concepts to students. The majority of stakeholders, as well as the WIRE evaluators, observed that students are learning, easily grasping concepts as they are actively engaged with the curriculum. Students held discussions, answered questions, and generated their own ideas and applications of the material.

Teachers suggested that the overall curriculum was written at the right level for their students and that the first lessons were easiest with the curriculum becoming more challenging as students progressed. Students suggested that the creative approaches used in this program, including the opportunities to discuss the case study, to correspond with students from other countries, and to generate their own work (such as the maxims), greatly facilitated their understanding.

2.4.4 Effectiveness of the Website

Ideally, the GBE program is to be supported by a highly interactive Website that provides much of the course content along with several components that bring the program to life. WIRE evaluators observed that the Website has this potential but that there were often problems in using the Website that detracted from its effectiveness.

The most frequently occurring problems in accessing and navigating the Website rose from technical "glitches" in the program, problems with slow connections, problems with firewalls and virus protectors, and log-in problems.

Because one of the major assets of the GBE Website is its ability to facilitate interactions between students in the various countries using the global partner link, WIRE collected specific information related to this component of the program. As mentioned previously, only about half of the classes (53%) were successful at using this program component to interact with their global partners. It appears that the lack of success for many of these classes revolves around three key issues: 1) lack of Internet connectivity; 2) non-responses from global partners; and 3) inadequate or incomplete understanding of the function of this component. When students were able to make a successful connection with their global partners, teachers reported that student enthusiasm and engagement with the program increased dramatically.

In addition to the problems encountered with the global partners component, teachers reported that several other program components did not function as intended. Many teachers reported problems with the maxim function in the program. Others suggested that occasionally the group work function did not operate as it should. These functions need to be monitored more closely to determine where the sources of the problems lie. Finally, several teachers reported frustration with the Website releasing all program lessons on the first day of the program. It appears that this glitch (the program is designed to release only one lesson each week of the program) is the result of translations being completed for the entire group of lessons and then uploaded as a unit back into the system. Each of these problems must be addressed to ensure the full impact of the program is realized.

Additional findings and specific details related to the assessment of the GBE curriculum and Website effectiveness can be found in Section 6.0

2.5 SUMMARY OF FINDINGS RELATED TO PROGRAM STRENGTHS AND CHALLENGES

Teachers, students, school administrators, and GBE program administrators all agreed that the GBE program is a valuable program with the potential to significantly impact students' lives. Stakeholders reported many program strengths. Common themes emerged from their responses, including the following:

- It teaches students valuable life skills that they will need for their future
- It provides students with technology skills they would not otherwise have
- It allows students to think critically and to express their thoughts
- It encourages students to cooperate with each other, becoming a team
- The presentation format is interesting and engages student learning
- It provides a training opportunity for teachers to expand their knowledge and acquire new pedagogical skills
- It helps students clarify their values

Perhaps one of the best indicators of participants' satisfaction with a program is their willingness to participate in that program in the future. In this regard, the GBE program is clearly a quality program. The vast majority of teachers (89%) reported that they would like to have the GBE program in their classrooms again, and all teachers reported that they would recommend the program to other teachers who might benefit from it. Students were also quite pleased with the program, suggesting that it was better than most of their other school learning experiences. Further, all of the students responded that they would recommend the GBE program to other students.

While the pilot of the program has suggested that the program has potential, it has also revealed several problems and shortcomings that must be resolved for the program to realize that potential. The significant challenges facing the program include the following:

- Adequate technology facilities and teacher comfort in using these facilities are not yet in place in most schools. This makes full implementation of the program less likely.
- Many teachers do not have a good overall grasp of the program. Subsequently, teachers "do their own thing," which may or may not fit the goals of the program.
- The problems with the global partner component of the program have resulted in many students not being able to engage in global communications, thereby negatively impacting their overall GBE experience.
- Several teachers are confused about how some of the components of the program were meant to operate, leading them to try their own approaches or abandon using those components altogether.
- Many students lack basic English skills so using the program is very difficult, especially when interacting with students from other countries.
- Several program administrators report that the money available for administering the program is inadequate for meeting program demands.

While about a third of all stakeholders did not feel that the GBE program needed revision, the remainder suggested that there was room for improvement. They suggested that additional training on using the Website would facilitate the program. Also having on-line helps and reminders would make the program run more smoothly. Finally, more emphasis needs to be given to scoring student work and using the built-in features of the program as well as other external aids to provide timely and accurate feedback to students.

Additional program strengths, challenges, and suggested revisions can be found in Section 7.0

2.6 CONCLUSIONS

The results from this evaluation suggest that the GBE program is a quality program that has the potential to effectively meet the needs of its stakeholders. Overall, the program implementation is proceeding well. As with any new program, and particularly given the unique international dynamics and technical complexity of this program, there are several areas that have presented challenges to JA Worldwide staff in ensuring that the program is fully operational.

Despite several unresolved problems, the program is already having a significantly positive impact on students and the educational system in numerous countries. All stakeholders are enthusiastic about the program, as evidenced by their comments that they would recommend the program to others. Both teachers and students reported that they have benefited from participating in the program. Teachers gain new methodologies that, when employed, substantially increase learning in their classrooms. Students leave the program better prepared to live in the real world, making sound decisions that honor their values and knowing how to communicate and cooperate with others.

The most significant challenges facing the successful implementation of this program revolve around problems using the Website. Although some of these difficulties will require technical "debugging" of Website routines and functions, many of these difficulties can be resolved through additional "helps" provided in the operating system and through additional focused training on these issues.

The overall findings suggest that as the difficulties observed in the program are addressed and the program implementation improved accordingly, the potential for the program to have a powerful impact on ethics learning and behaviors across the globe is strong.

2.7 RECOMMENDATIONS

Based on the findings from this formative evaluation, the suggestions of stakeholders, and the direct program observations conducted by the evaluators, WIRE makes the following recommendations to JA Worldwide.

Recommendation 1: Use internal messaging systems and help menus to provide answers to common problems. The GBE program possesses powerful untapped tools. Program administrators need to be trained in using these tools and adding solutions to typical problems right into the program where users can go to get answers. Using this tool does not preclude individuals from using the email function for answers, but it would greatly reduce the reliance on email as the only source of answers. Using such built-in tools will free up JA Worldwide staff time, eliminate response times, and standardize implementation practice.

Recommendation 2: Create an off-line implementation guide. This guide could provide not only a hard copy of what is currently available on-line but also an overview of the whole program, giving a "big picture" of what the program is trying to accomplish at each level with bullets of high points and FAQs for quick reference and for those needing reminders during a new installation. Such a guide could be used in conjunction with the first recommendation as a trouble-

shooting reference. Specifically, users of the on-line helps could be referred to specific sections of the printed guide.

Recommendation 3: Create pop-up menus that can be disengaged with continued use. This suggestion may not be feasible but is an easy alternative to the first two recommendations. Many current Windows programs have successfully used such pop-up menus (for example, the "paperclip guy" in Word) to provide helpful reminders and suggestions about program functions. One area where this would be very useful is in assigning students and teachers to classes.

Recommendation 4: Address problems in off-line translations. Because of unique alphabets/characters, it is necessary for some translations to occur off-line; however, in this process not everything gets translated. This could be a one-time problem for each language and might best be handled by going on-line and making appropriate changes, modifications, or additional translations on-line. If this is not feasible, JA Worldwide should provide explanations for how to operate without the changes through the help menus and/or guides.

Recommendation 5: Provide more comprehensive teacher training. While many sites engaged in at least some form of teacher training, this training did not appear to fully prepare teachers to implement the program. Most of the training appears to have focused on assigning students to classes. Additional training is needed to provide teachers with step-by-step instructions on accessing and using the Website, conducting lessons, and using the Website supplements. At a minimum, the training should take teachers through a "typical GBE day." Once initial training has occurred, program administrators will also need to conduct, at a minimum, email follow-ups to see how implementation is proceeding. It may be that program administrators will need additional funding to provide such training.

Recommendation 6: Provide instruction to teachers on maintaining weekly logs of student progress. Teachers need to be instructed on how to keep

separate logs of student progress that they can update weekly to provide more feedback to students. This progress tracking can then be used to motivate other students who can more easily see where top students are and how they got there. This instruction could be included in the formal training given to teachers, in on-line helps or pop-up menus included in the administration screen of the program, and/or in the off-line guide provided to teachers.

Recommendation 7: Provide a better overview of the program to program administrators. It was clear from talking with program administrators that most still lack a good understanding of the overall program. Some type of global program overview needs to be offered to program administrators that provides a quick-glance reference of program goals and steps. Ideally, this overview should be no more than a two-page poster that can be displayed and easily navigated. It should include the sequence of steps that must occur in implementing the program, with suggested timelines for each step and a reference as to where more information on each step can be found.

Recommendation 8: Review and revise the global partners component of the Website. The component of the program that students love best is also the most prevalent source of their frustrations with the program. Most students, at least at the time of this data collection, had not successfully interacted with a global partner. The GBE programming needs to be scrutinized and the bugs that have created problems in assigning partners need to be fixed. Once the technology problems have been remedied, JA Worldwide staff needs to focus on why some groups are not responding. JA Worldwide may want to consider allowing students to respond in their own language and providing some type of translation program, although such programs are often inadequate. JA Worldwide may want to consider partnering countries according to possible language matches. For example, former Soviet country classes could be partnered with each other and then students could be encouraged to respond in

Russian. Eventually, as students receive more training in English (which is occurring in most Eastern European school systems) this problem may diminish.

Recommendation 9: Carefully consider who receives the program. Finally, there should be some guidelines in selecting classes that will optimize the program's utility. As the program is run more frequently, the kinks worked out, and more computers made available, these criteria can be relaxed and expanded to include other classes. Currently, however, using just willing participants may greatly reduce the impact of the program. The specific criteria WIRE suggests includes:

- All students in a class must have basic English skills with several having strong English skills (conversational English does not serve the purpose for interacting with global partners on complex issues such as ethics).
- Students should have access to the Internet for at least part of the day -- whether at school or not is irrelevant, but access is needed to optimize the experience.
- Optimally, the teacher should also have English skills. While this is not absolutely necessary, it would make running the program and interacting with others easier. Specifically, many of the screens and buttons are in English, regardless of the country in which the program is being implemented, adding to teacher confusion and helplessness in directing students' use of the on-line program. If all teachers, at least initially, could read English, then on-line helps could more easily be established. Eventually, most questions and responses will become standard and can then be translated into the various languages.

3.0 EVALUATION PROCEDURES

WIRE conducted the international formative evaluation of the GBE program using intensive data collection methods at several sites. The techniques used in this study went beyond simple survey data to include one-on-one interviews, focus groups, and classroom observations. These evaluation methods were used with JA Worldwide staff, district educational personnel, school administrators, teachers, and students, allowing an in-depth understanding of program issues.

The remainder of this section provides details about the design, sites and participants, instruments, data collection methods, and data analyses used with this evaluation.

3.1 EVALUATION DESIGN

The formative evaluation was designed as a descriptive study using a multi-method, multi-source approach. The use of multiple methods from multiple sources provides in-depth information and ensures that no one source of data biases the results in a way that is inconsistent with actual program implementation. In a very real sense, descriptive studies are somewhat like "blind men trying to study an elephant." The use of only one technique, or collection of information from only one stakeholder group, may result in an accurate description of one aspect of the program (e.g., the trunk) but may be misleading in describing the overall creature. Through the use of multiple perspectives, the whole program becomes clear and understandable.

Therefore, this evaluation employed a combination of techniques and perspectives to study the GBE program. All data obtained in the evaluation were submitted to a "triangulation" process whereby information that was supported from multiple perspectives was used in the final assessment of the program.

3.2 DESCRIPTION OF STUDY PARTICIPANTS

This study included data collected from all expanded sites that piloted the program during the 2004-2005 school year. These sites included:

- Armenia
- Azerbaijan
- Bulgaria
- Croatia
- Georgia
- Kazakhstan
- Kosovo
- Kyrgyzstan
- Macedonia
- Romania
- Serbia
- Tajikistan
- Turkmenistan
- Uzbekistan
- Ukraine

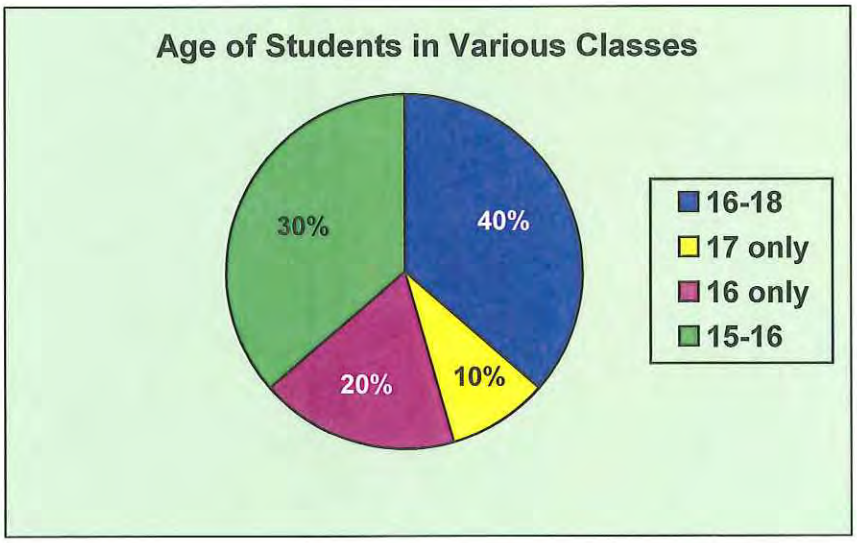
Within these sites, data were collected from the GBE program administrators, JA Worldwide executive directors and educational directors, district personnel from the local educational systems, school administrators, GBE teachers, and GBE students. The number of individuals from each stakeholder category included in the database for this study is provided in the accompanying table.

Stakeholder Group	Number
GBE program administrators	24
Other JA Worldwide staff[8]	10
District personnel and school adm.	15
GBE teachers	28
GBE students	247

[8] This category included executive directors, educational directors, and other program managers.

Most of the GBE program administrators were new to JA Worldwide as well as to the program (having worked on average with JA Worldwide for a little less than two years). The program was implemented in different types of classes and at different grade levels. Out of the data returned to the WIRE offices, 67% of the classes used the GBE program as part of a regular class, while in the remainder of classes (33%) the GBE program was offered as a stand-alone program.

The age of the students participating in the GBE program is presented in the graph below. As can be seen, the majority of classes (70%) were composed of students from across different grades. However, the most frequent age of participants was 16 years. The typical student was enrolled in their junior year of high school.



The average size of the class in which the GBE program was implemented was 19. Several classes had only 8-10 students while others had as many as 30 students.

The percentage of students who spoke English in the GBE classes varied widely. For 31% of the classes, <u>all</u> students spoke at least some English. For 54% of the classes, more than half of the students spoke English, and in 15% of the classes, only a few students (less than 5%) spoke English.

3.3 INSTRUMENTS

A WIRE instrument development team created several measures of program quality that were used with multiple sources to increase the sensitivity of the evaluation. The following is a brief description of each of these instruments used to collect the various forms of data.

3.3.1 Program Administrator Surveys

To assess program administrator perceptions of training, the program, and implementation challenges, WIRE instrument development specialists created a series of surveys for distribution at various times throughout program implementation. Two types of surveys were developed. The first survey targeted the training that program administrators received. This survey, referred to as the **Training Assessment Survey**, asked specific questions related to the effectiveness of the training, program administrators' assessments of their current level of preparation, and their plans for implementing the program as a result of the training received.

The second type of survey developed is referred to as the **Periodic Program Administrator Survey** (because similar surveys were distributed periodically throughout implementation of the program). These surveys were composed of questions that concerned current program implementation practice and perceived program effectiveness. In these surveys, program administrators were asked to describe specific implementation patterns at their site, to assess how implementation was proceeding, and to suggest ways for improving the program. In the last survey developed, program administrators were also asked to react to preliminary findings and recommendations for improvements coming from the evaluation.

The surveys included three types of questions: 1) scaled items, 2) checklist items, and 3) open-ended items. Examples of each type of question are provided in the accompanying box. The first two examples come from the Training Assessment Survey and the last item comes from the second Periodic Program Administrator survey.

Items from the Program Administrator Surveys

Scaled Item: On a scale of 1 to 10 (with 10 being extremely helpful), how helpful was the training?

Checklist Item: The presenters of the training were: (please check all that apply)

☐ informative	☐ boring
☐ knowledgeable	☐ interesting
☐ experienced	☐ understandable
☐ unorganized	☐ not dynamic

Open-ended Item: What difficulties, if any, did you experience in setting up teachers and classes on the Global Business Ethics Website?

To facilitate understanding and increase the response rate, surveys were developed in both English and Russian and kept as brief as possible. The Training Assessment Survey included ten items. The Periodic Program Administrator Surveys included between four and ten items.

3.3.2 Individual Interview Protocols

The key to effective interviews is that stakeholders feel at ease and willing to honestly share opinions and feelings. The use of an interview protocol assists in creating a positive and supportive environment. The WIRE instrument development team created protocols for use with teachers and other educational personnel (school administrators, district officials, etc.) to collect in-depth formative evaluation data. The protocols included a series of structured questions that asked for specific information about the program. The use of structured questions in a standardized manner ensured that similar information was collected across interviews and also maintained a comfortable flow to the interview.

Although there were slight differences in the specific questions used with the protocols for teachers and other educational personnel, most of the questions were consistent across protocols to allow for direct group comparisons. The specific content areas addressed within each protocol included:

- Implementation patterns
- Perceived roles in the GBE program
- Factors that facilitate and impede implementation
- Effectiveness of the curriculum
- Use of the GBE Website
- Satisfaction with the program
- Suggested changes to the program

The interview protocols contained between 20 and 27 questions. Examples of items included in the individual interview protocols are provided in the box below.

Items from the Individual Interview Protocols

In what ways were you involved in the program?

What do you see as the main learning objective of the program?

What do you believe are the program's greatest strengths?

What do you see as the program's greatest challenges?

3.3.3 Focus Group Protocol

The WIRE instrument development team also developed a student focus group protocol to provide additional information about the program. The main

difference between an individual interview protocol and a focus group protocol is the amount of structure provided. Because of the nature of focus groups, it is possible to probe for underlying issues that emerge as other participants offer their perspectives. Thus, the focus group protocol is less structured than the individual interview protocol, providing only launching points for further discussion.

The student focus group protocol included 13 items requiring individuals to discuss their assessments of the GBE program. Students were asked to provide information about activities that worked especially well for them and those they felt needed revising. An example of an item included on the student focus group protocol is included in the following box.

Item from the Student Focus Group Protocol

Did you use computers and the Global Business Ethics Website as part of this program?

Probes

- How easy was the Website to use?
- What about the Website helped you to understand the material?
- What was your favorite part of the Website?

3.3.4 Observation Checklists

The WIRE instrument development team created measures to objectively assess training and program presentations. These measures are referred to as checklists because they predominately include a "list of behaviors," which may be observed during program activities. However, the checklists often also include behavioral rating scales and descriptive notation boxes. A trained observer completes all components of the checklist while attending program activities.

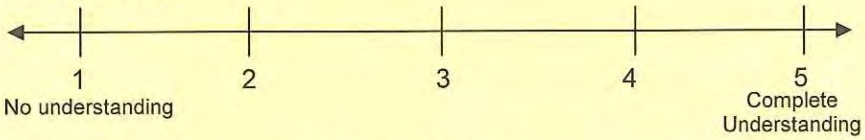
Training observation checklist. The observation checklist created for the training sessions included objective assessments of both the training procedures and the training outcomes. Examples of items from the training observation checklist used in this study are provided in the box below.

Items from the Training Observation Checklist

Type of activities occurring

_____ Presentation of program objectives
_____ Review of program components
_____ Presentation of case study
_____ Role play/simulation of program activities
_____ Working on computers
_____ Question and discussion time

Circle the level of general understanding/comprehension of presentation



What significant questions surfaced during training?

Classroom observation checklist. The WIRE instrument development team created an additional observation checklist to be used in the GBE classrooms. The purpose of this checklist was to identify precise implementation patterns, the level of engagement of students in the program, and the effectiveness of the curriculum in meeting learning objectives.

The classroom observation checklist was similar in construction to the training observation checklist, except that it was composed of four sections. The first section targeted what the teacher was doing during the presentation, the second section focused on the level of engagement of students, the third section

evaluated the curriculum, and the fourth section assessed use of supplemental materials including the Website. Examples of items from the classroom observation checklist are provided in the box below.

Items from the Classroom Observation Checklist

Level of Teacher Involvement

___no involvement
___integral part of presentation
___observing
___answering questions
___maintaining discipline

Rate the level of engagement of students on a 5-pt scale, with 1=no engagement and 5=completely engrossed. [ ]

3.4 DATA COLLECTION METHODS

Data collection began with the first training workshops offered to program administrators in the Spring of 2004 and continued through the entire implementation of the program, ending with a follow-up survey provided to program administrators in January of 2005. During the seventh week of the GBE program, a WIRE evaluation team conducted an extensive site visit to Romania and Bulgaria to collect in-depth data concerning program implementation. Upon completion of the program, JA Worldwide staff collected additional data from teachers and students following the protocol scripts developed by WIRE.[9] Additional details about these data collection activities follow.

[9] WIRE evaluation specialists trained JA Worldwide staff in using the protocols during the program training workshops.

3.4.1 Data Collection at the GBE Training Workshops

WIRE evaluators attended the initial training workshops offered to program administrators in Zlin, Czech Republic, and in Almaty, Kazakhstan. The evaluators attended all training functions where program information was given, across all days.

While attending the training, WIRE evaluators noted the training content, methods, and reactions of training participants. The evaluators used the Training Observation Checklist to record their observations.

At the conclusion of the training, WIRE distributed the Training Assessment Survey to all training participants. The JA Worldwide staff were requested to return the survey to WIRE after returning to their respective countries and reflecting on the training as they began program implementation. Approximately one month after the training, WIRE sent out reminder emails to all training participants asking for their surveys. Twenty-five percent of the attendees returned the surveys. However, all of the returned surveys came only from the Zlin training.

3.4.2 Conducting Individual Interviews

WIRE evaluators and JA Worldwide staff conducted one-on-one interviews with teachers at all sites. Data from 28 teacher interviews were returned to the WIRE offices. Most of these interviews were conducted during face-to-face meetings with the teachers in their classrooms. The interviews lasted approximately 25 minutes.

The interviewer asked questions using the protocol to prompt responses. The interviewer then recorded responses verbatim on the protocol sheet. Interviews were always preceded with information about the purpose of the study and concluded with an open-ended section in which teachers could provide any additional information about the program.

3.4.2 Conducting Focus Groups

WIRE evaluation team members and JA Worldwide staff conducted 20 focus groups with students participating in the GBE program. The focus groups accommodated larger numbers of individuals whose time on an individual basis would have been

prohibitive. The focus groups were conducted with groups of five to twenty-five students with the average focus group consisting of ten students.

Because of the interactive nature of focus groups, it was possible to gather information at a deeper level (engendered by intensive discussion among participants) and gain insights into how widely accepted certain views were among students. All focus group leaders met with each group for 15 to 20 minutes. During the discussion, the leader asked probing questions in response to various answers given and following the protocols provided by WIRE. As the discussion proceeded, students became freer at sharing even their most deeply held opinions. The focus group leader recorded all responses on the protocol sheet and returned the sheet to the WIRE offices.

3.4.3 Conducting Classroom Observations

WIRE evaluators attended the presentations of program activities in nine classes during their extensive site visit to Romania and Bulgaria. These observations occurred in the classroom while teachers were presenting the curriculum or as students were working on the Website.

The WIRE evaluator would remain in the class during the entire presentation. Observation times ranged from 20 minutes to 60 minutes depending on the activities observed. As WIRE evaluators assessed the program implementation, they recorded their observations of behaviors and skills on the Classroom Observation Checklist.

3.4.4 Periodic Program Administrator Survey Administration

The Periodic Program Administrator Surveys were distributed at various times during the program using email attachments. WIRE sent out the first survey to program administrators just after beginning implementation of the program. A second survey was distributed during the 10th week of program implementation. A final survey was distributed after completion of the program, in mid-January. Response rates for the different surveys varied from a low of 15% for the final survey to a high of 56% for the second survey. Across surveys, program administrator information was received from most sites. Responses were best from the Eastern European sites. This may have been due in part to the more proficient English skills of JA Worldwide staff at these sites.

3.5 DATA ANALYSIS AND REPORTING

Over 150 instruments were returned to the WIRE offices from site visits, mailings, and Web-based data entry. Each was tracked, logged, and encoded into a database. Data analyses were conducted to condense the information into this report. A brief description of each of these activities follows.

3.5.1 Quantitative Data Analyses

Several items on the individual interviews, observation checklists, and questionnaires required closed-ended responses, i.e., check marks on pre-selected options, scaled ratings, and numeric answers. These types of data are referred to as quantitative because important information can be gleaned from summarizing the data using quantitative techniques. All quantitative data were

coded from the instruments directly onto computer spreadsheets and then analyzed for frequency of response and other descriptive statistics.

3.5.2 Qualitative Data Analysis

Once the evaluation team completed the site visits, they conducted a debriefing session about findings and conclusions drawn. Notes from these meetings, as well as open-ended responses[10] contained within all instruments, were transcribed verbatim into word processing files. These types of data are referred to as qualitative because important findings come from summarizing the quality or nature of the responses (the meaning indicated). These qualitative data were summarized using a modified form of data analysis known as "matrix analysis." General themes and trends were identified and summarized into overall patterns of perception.

3.5.3 Reporting

The full set of analyses resulted in over 100 pages of output (frequencies, means, summarized statements, and other descriptives). The project manager reviewed these outcomes and interpreted them in terms of consistent findings through a process of triangulation. Only those findings that have significant implications for program quality or are highly relevant to program implementation are provided in this report.

[10] Those composed entirely by the respondent.

4.0 TRAINING ASSESSMENT

One of the critical factors influencing implementation of a program is the training provided to program administrators and instructors. This formative evaluation included an assessment of the training provided to JA Worldwide staff and to GBE teachers. This section includes a description of the training offered and an evaluation of the effectiveness of that training.

4.1 DESCRIPTION OF TRAINING OFFERED

The Director of International Operations for JA Worldwide conducted training with the JA Worldwide staff from each pilot country. JA Worldwide staff from each country in turn provided training to teachers in their respective regions.[11] Descriptions of these trainings are provided below.

4.1.1 Training Offered to Program Administrators

Initial training was offered to program administrators and other JA Worldwide staff from the various piloting nations on two occasions. JA Worldwide staff from the Eastern European countries attended a two-day workshop in Zlin, Czech Republic, and JA Worldwide staff from the other former Soviet countries attended a three-day workshop in Almaty, Kazakhstan. The materials and content of the two workshops were similar except that Russian translations were provided to all

[11] About a third of the sites also reported that they would be providing at least an introductory level of training to consultants that would work with the program. However, none of the sites reported conducting such training.

participants in the workshop offered in Almaty, thereby necessitating an extra day to cover the same content.[12]

While JA Worldwide staff members from various levels within the organization were present at these trainings, the trainings were intended to target those who would be administering the program.[13] Thus, from this point on in the report this training is referred to as program administrator training and participants are referred to as program administrators.

The training consisted of five main components:

- Overview of the program
- On-line program demonstration
- Hands-on experience with the practical application of the administrator's role
- Discussion of the evaluation
- Review of the funding model and requirements

During the overview of the program, the training facilitator reviewed the program goals and provided an advanced organizer of all program components. As part of this overview, program administrators participated as "students" in several ethics program activities, including discussing the case study. These activities generated lively discussion and opened a dialogue about specific program objectives.

The training facilitator also opened a version of the GBE Website and reviewed with the participants the various screens for administrators, teachers, and

[12] An interpreter was hired to provide real-time translations of the workshop activities because many of the JA Worldwide staff from these countries were not fluent in English.
[13] At the time of the training, some sites had not yet hired a program administrator and an Executive Director or other JA Worldwide staff attended training with the intent of relating the training to the program administrator upon returning to their respective countries.

students. The main roles and activities included within these screens were reviewed at a quick pace. This provided a bit more information about the program but did not give the participants an opportunity to experience working with those screens.

One of the main components of the training concerned hands-on experience with the practical applications of the administrator role in the program. Initially, this component was meant to be carried out on the computers, with administrators logging on and going through the various pages of the Website as they would eventually be doing when assigning classes, etc. However, in Zlin there was a great deal of difficulty in getting this function to work. Thus, most of the program administrators from the countries attending this training left the training not fully comprehending their responsibilities or how to carry out their responsibilities using the Website.

This practical application component worked better in Almaty (there had been more time for technical issues to be resolved and the training facilities had better access to the Internet). Individuals from the countries attending this training were able to successfully log on to the system. Through practice and guided instruction provided by the facilitator, most of the training participants successfully navigated the GBE Website and some were even able to begin the translation of materials. Overall, in both sites the practical time was viewed as some of the most worthwhile time; however, it seemed to raise more questions than it answered.

WIRE evaluators also used some of the training workshop time to provide an overview of the evaluation goals and techniques. WIRE evaluators reviewed all of the data collection tasks with the program administrators and trained them on conducting the teacher interviews and student focus groups.

The workshops concluded with a discussion of the responsibilities and obligations of the various sites for receiving the funding and for piloting the program. Time for questions and answers was also provided to ensure that program administrators had a clear understanding of what their next steps should be in implementing the program.

Since the initial trainings, JA Worldwide staff from Atlanta have continued to offer follow-up trainings in the Czech Republic and in Kazakhstan. These additional trainings provided updates to the program, suggestions for program implementation improvement, and initiations to the program for new staff.

4.1.2 Training Offered to Teachers

Most sites offered at least an introductory overview of the program to their teachers. However, as many JA Worldwide staff pointed out, there was no budget allocation for training and thus offering more extensive training and follow-up was difficult.

Most training occurred during one-on-one contact with the teacher as he/she was being recruited for implementation of the program. However, approximately one-fourth of the sites offered more formal training sessions at which teachers from across classes were invited to attend. One site provided a full day of training on program content and functions and then four hours of orientation to the program. However, the training most frequently consisted of only a few hours of introduction to the program.

Most sites reported that the training was predominately composed of describing the various program functions and applications, and introducing the teacher to the Website. Several sites reported that they patterned their training after the training they had received. In addition, many of the sites reported that their

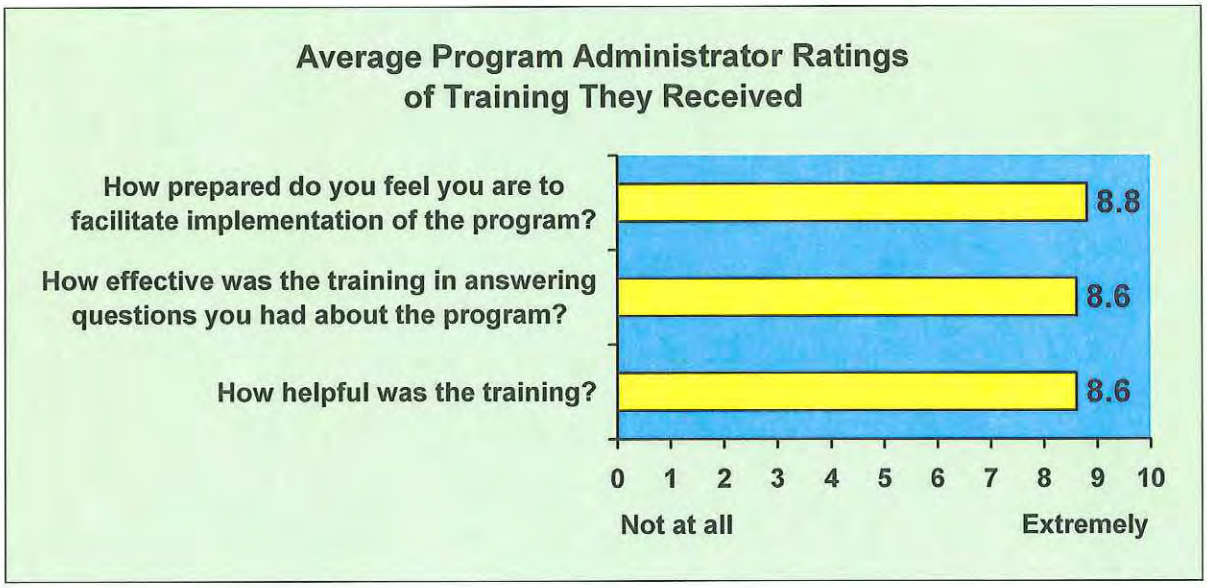
training included a significant amount of time just orienting teachers to using the Internet since most teachers in these countries lack familiarity or experience with computers and Websites.

4.2 EFFECTIVENESS OF TRAINING

It was clear from observations of the program administrator training that more time was needed to cover all topics and allow participants to practice what they were learning. In addition, because participants could only log on as administrators, their practical experience was limited to this role and function. This made it difficult for program administrators to fully understand what teachers and students would and should be doing during the program. Although training participants were presented with the screens that teachers and students would see, they were not taken through a typical day in the program. Such an experience may have more clearly assisted program administrators in understanding program goals and how to assist students and teachers in achieving these goals.

Similar training limitations were observed by JA Worldwide staff during the teacher training. Staff reported that they did not have sufficient time to cover all aspects of the program with teachers. Both staff and teachers pointed out that this left some questions unanswered. Teachers suggested that they still needed more information about program operations. Program administrators echoed this sentiment and also suggested that they left their training with questions about what materials to give to students and teachers and exactly how to navigate all parts of the Website.

Even with training limitations, program administrators and teachers were positive about the training they received. Program administrators suggested that the training facilitator was informative, knowledgeable, experienced, interesting, and understandable. Using a 10 point scale, program administrators rated their training experience highly as indicated in the following graph.



Program administrators suggested that the most important aspects of their training included:

- Receiving an overview of the program that I knew little about
- Clarifying questions about how best to implement the program in my specific country
- Learning how to organize the teacher training in my country
- Meeting my colleagues from other countries and exchanging ideas about the program

Teachers were also very enthusiastic about their training. Several suggested that the information they learned about the GBE program and the methodology they were introduced to was new and exciting. While teachers were not asked to

directly rate their training,[14] they did indicate that it was valuable and necessary for implementing the program.

[14] Because on most occasions the person conducting the teacher interview was also the person responsible for providing the training and thus there may have been occasion for bias or awkwardness in responding honestly to such a question.

5.0 IMPLEMENTATION OF THE PROGRAM

One of the major objectives of the formative evaluation was to describe how the GBE program was being implemented and assess the factors that facilitated and impeded that implementation. In particular, WIRE assessed the following areas:

- Initiating Implementation
- Patterns of Use
- Implementation Support

Initiating implementation refers to sites setting up the program in their region and includes translating program materials, assigning teachers and students to the program, and securing support for the program from local businesses. Patterns of use refers to the specific manner in which the program was implemented, and how this varied by site. Implementation support refers to the support program administrators and GBE teachers received as they attempted program implementation. Findings for each of these areas are presented below.

5.1 INITIATING IMPLEMENTATION

Because this was the first time these countries had attempted to implement the GBE program, the initial phases of implementation were particularly important. In addition, there was less than four months between the time of training and the beginning of the school year, during which time the sites had to choose (and

possibly train)[15] a program administrator, translate all program materials into their specific languages, identify schools and classes that had the necessary technology and English skills to implement the program, and seek sponsorship for the program. Further, once the school year began, JA Worldwide staff had to recruit and train teachers before the implementation launch date. In many sites, this resulted in staff having less than a week to prepare teachers for implementing the program. Given the tight timeline, it should not be surprising to find that most sites had difficulties in initiating implementation. Further details about these problems and how sites handled them are presented in the remainder of this section.

5.1.1 Translation of Program Content and Materials

There was variability between sites with respect to reported problems occurring during the translation phase. Nearly a third of the sites (27%) reported no difficulties in translating the material from the Website. Some sites said they had no problem translating the material once it was provided in disk format but then there was trouble in getting the information to upload to the Website. Still other sites reported difficulties in translating the materials because of limitations imposed by their equipment, the inability of the program to recognize some languages, or because of difficulties in accessing the standard English version.

Specifically, some countries use specialized fonts, which are not included in the worldwide fonts accessible by the Website, thus there needs to be a special incorporation of these fonts. This may also become a problem when sending messages between countries, particularly if one party does not use English. Program administrators in these areas have suggested including GeoWin on the Enterprise Portal to accommodate these specialized fonts.

[15] At the time of initial training, some sites had not yet selected a program administrator and so that person was not able to attend training.

There also appear to be problems in uploading the translated materials, particularly attachments. Some screens, particularly those encased in the html files of the system itself, often do not get translated. This means that some buttons within screens and sometimes entire sections of text appear in English rather than the language of the uploaded translation. This problem may not be entirely resolvable, but at a minimum it should be noted in the system guides and in all training offered to both program administrators and teachers. This problem might also be addressed within the Q&A section of the program. It could be inserted as one of the frequently asked questions and then followed up with information on how to handle it. One program manager suggested that the uploading problems seem particularly to revolve around zipped files that do not provide the entire technical name for files.

Finally, some sites did not get English versions from which to translate the material and this slowed the process. Program administrators at these sites suggested that they would like all existing translated versions and then they could make use of what was most helpful to them.

5.1.2 Logging In and Assigning Classes

A few sites reported that they had no problem in accessing the Enterprise Portal and the GBE program. However, most sites had at least some problems initially, particularly when assigning classes. Most of these sites were able to resolve these problems either through persistence or with the assistance of the JA Worldwide staff in Atlanta.

One of the most prevalent problems occurred when multiple students shared the same email address, which was the case in many schools or areas with limited Internet access. Since each student is assigned to a GBE group according to email address, this makes it impossible to assign all students from a class unless

new email addresses are created. JA Worldwide staff in Atlanta suggested the use of Hotmail.com or Yahoo.com addresses that could be created for free. With the assistance of the Atlanta staff, most sites were able to take advantage of this solution. (However, in one school, at one site, students didn't understand how to use the new emails and the net result was that they didn't use the Website at all.) Again, this problem and its resolution could be added to the helps included in the program for other sites' benefits and should include the parameters for using the new email.

Program administrators at most sites reported that teachers cannot be given the responsibility of assigning students without significant instruction. These teachers have such limited experience with computer-based programs that they need step-by-step instructions, including basic steps, such as how to access the Internet, to be successful. Many sites opted to eliminate this task for teachers with the program administrators at the site entering all class information.

It takes time to get classes organized and then entered. Because of the time constraints placed on sites by the implementation launch date (necessary for ensuring that everyone was working on the same lesson at the same time and would be completed before the new year), it was difficult for some sites to complete this task. Some sites started school only 10 days before the program was to be up and running. The net result was that some sites were late beginning the implementation of the program and, subsequently, their students were behind other sites in the program. Other sites simply did not implement as broadly (with fewer schools) as originally intended.

Another problem that occurred in some schools, at multiple sites, was that some students did not receive passwords via their email. There did not appear to be a consistent pattern for when this occurred, thus the reason for this problem is not clear.

Another inconsistent problem occurred when student profiles were mixed up. Students would be registered in a class, and when the administrator moved on to the next teacher, the recently assigned students "popped up" in that next class. There also appeared to be a problem when the program administrator or teacher wanted to change the grouping of students. After the administrator had changed the composition of a group, the next time the student logged on they were once again in their original group. Creating new groups didn't seem to solve this problem. However, if the administrator continued to make the change occasionally it would "stick."

Several program administrators suggested that they needed better instructions for assigning teachers and students and that this may overcome some of the problems. Currently, when one enters the system there are only three options and this doesn't address all possibilities. The program administrators suggested that the guide included in the program is helpful but it needs a section added on "how to" and "what for." Furthermore, program administrators suggested that they need access to all accounts, even when the teacher sets up the account, because they don't know when there are problems and they can't fix them when they do exist.

5.1.3 Sponsorship of Program

No site, at the time of data collection, had been able to garner sponsorship from local businesses for the GBE program. Some of the problems included:

- Not enough sponsors in the region
- Businesses are not aware of the program and its potential
- Business don't have "support or volunteering" mentality; they look simply at profits and the bottom line and don't see how this program will impact profits

- Poor economic situation
- Tax structure does not motivate private companies to donate
- Need data to show that program works (does what it claims)

Some sites have looked for other resources, including other foundations and granting institutions both in their countries and from the United States, to help with printing materials for students and teachers and for Web access.

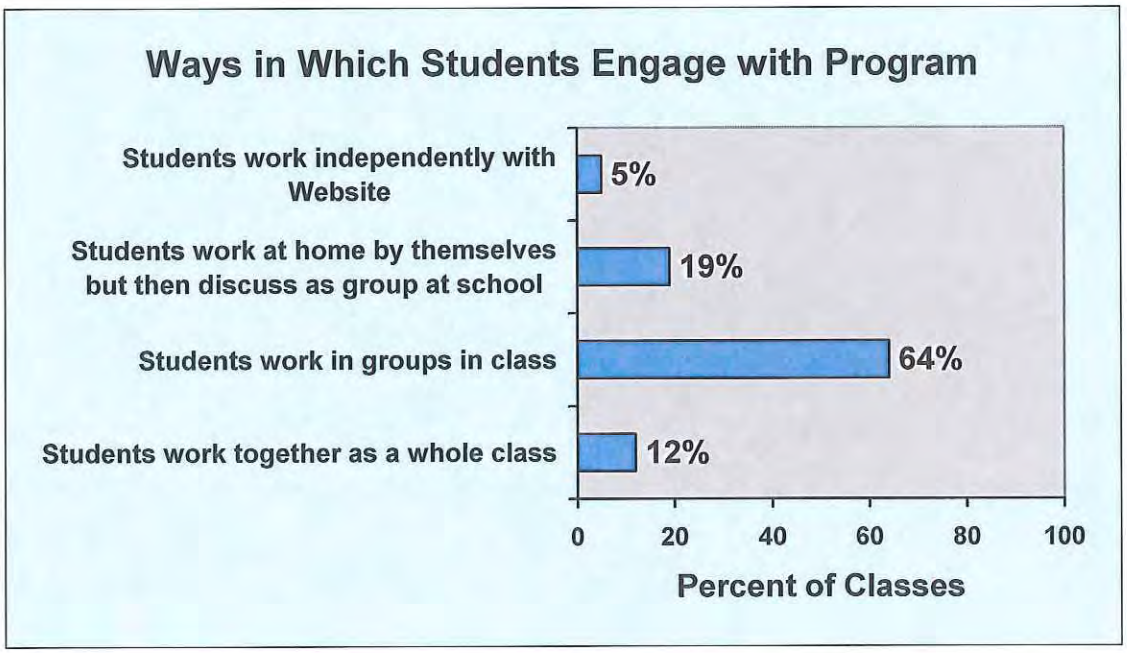
5.2 PATTERNS OF USE

Ideally, the GBE program is designed to be implemented in conjunction with the GBE Website. The teacher facilitates the program, leading group discussions, monitoring student use of the Website, and providing feedback to students. The teacher may use the program as a supplement to their regular class or as a stand-alone class. In addition, consultants (business volunteers) support the program by assisting teachers with discussions and providing additional real-world examples of program concepts.

None of the sites reported achieving this ideal model. Indeed, there was a great deal of variability in how different classes were using the program. Two-thirds of the classes (67%) in the study implemented the program using the Enterprise Portal and GBE Website. The other third implemented the program in paper-and-pencil format only. JA Worldwide staff were quick to point out that when the program was used in a strictly paper-and-pencil format it appeared to have less impact on students because not all components of the program were implemented. In particular, not using the Website prevented those classes from having the experience of the interactive dialogue between countries. These

classes did not have the benefit of alternative viewpoints and perspectives on universal values and ethics.

In addition to the main difference of using or not using the technology, the way in which the Website was used also varied, as indicated in the graph below.



Most students are at least discussing their work on the Website in some type of classroom forum.

Teachers were involved in various ways with the GBE program. All of the teachers reported that they were the driving force behind the program, presenting most of the curriculum using the on-line guides. Nearly half of the teachers (40%) saw themselves also as facilitators of the computer-based resources, leading discussions on topics the students were uncovering while working on the program. Teachers also reported that they managed the class in terms of maintaining discipline and serving as a resource for answering student-generated questions.

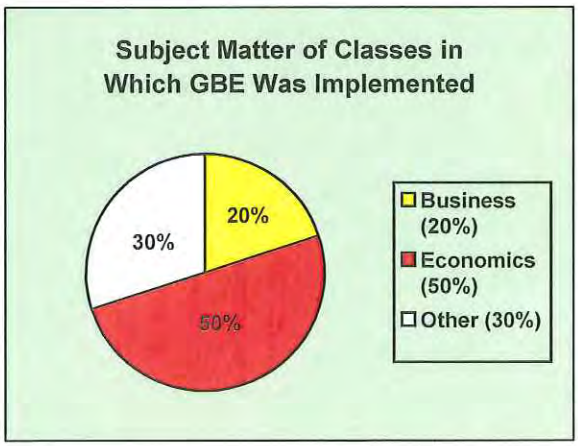
Half of the teachers reported that their students interacted with students from other countries via the GBE Website. The lack of interaction in the other half of classes resulted from either a lack of Internet access[16] or Website problems. Even when students were successful in contacting their global partners, several teachers and students mentioned that these interactions were limited. Seldom were classes successful at interacting with more than two countries, and some were only able to interact with classes from their same country. Sometimes the English responses were so poor that students could not understand the interaction. However, when the interaction worked well, students really enjoyed this part of the program, often suggesting that it was their favorite part. Teachers also noted that students became more interested and active in the program after having such interactions.

[16] Several classes were using the program in paper-and-pencil format only.

Most of the teachers (80%) reported that their students received grades as part of using the program. Grades were given based primarily on students' level of participation and their case study responses. Many teachers (27%) reported that they were confused about how to score student work. Several reported that they needed more information specifically on how to score group work.

In addition, 75% of the teachers reported that they had accessed student scores recorded within the GBE Website. These teachers reported that after some initial difficulties they became familiar with the Website and could easily access student scores and rankings. However, most of these teachers also suggested that it was not clear how these scores had been generated. Several suggested that they weren't sure where the points were generated from and how the specific elements/components and students' relative point values were generated. Several teachers reported that they did not understand why one student's score was higher than another student's score. The cumulative scores confused a few teachers, suggesting that it made it difficult to know what students achieved within any particular week of the program.

About half of the teachers reported that they provided feedback to students on their performance. This feedback usually took the form of referring students to the GBE Website records, but also included verbal feedback in class and written feedback in the form of charts and tables that were posted in class.



Two-thirds of the teachers used the GBE program as a supplement to their regular class. When offered as part of a class, the subject matter varied as indicated in the accompanying pie chart. However, the GBE program was most frequently implemented in Economics classes.

In all but one class, the GBE program lessons were presented once a week. The exception occurred because of the class starting late and needing to meet twice a week to catch up with other classes.

In addition, although many of the sites planned on using consultants or volunteers in the classroom, none reported being successful at recruiting these volunteers. None of the teachers reported using volunteers, and no data was received from the volunteers themselves.

Awareness of the program did extend beyond the classroom in a few sites. Slightly less than two-thirds of the teachers (62%) reported that parents were not aware of the program. The other 38% of the teachers indicated that parents were aware of the program, in part because students shared their experiences of working on the Website while at home. The teachers who suggested parents were aware of the program reported that parents liked the program and thought that it was a good idea and the learning students achieved would help improve their communities.

5.3 IMPLEMENTATION SUPPORT

Implementation of a program can be facilitated or hindered by the level and quality of support that administrators and instructors receive. Findings within both of these areas are described within this section.

5.3.1 Support Provided to Program Administrators

Program administrators in each country uniformly praised the support they received from the JA Worldwide staff in Atlanta. They suggested that questions and emails met with quick responses. The answers provided made it possible to continue or even improve implementation.

The support received came primarily from individual contact with either Courtney Gordon or more recently with Virginia Botha. That is, when program administrators in a particular country encountered a problem or had a question about the GBE program, they would email (or sometimes call) the Atlanta administrator. The Atlanta administrator would then respond directly to the inquiry with an answer or solution. This often resulted in the Atlanta staff making similar responses to multiple inquires coming from different countries. While this level of interaction answers questions, it is both time-consuming and may eventually over burden the JA Worldwide Atlanta staff.

The GBE Website does provide other opportunities for answering questions through help menus and FAQs built into the system. However, most program administrators reported that they did not access the help menus or that when they did, nothing was listed there.

5.3.2 Support for Teachers

Most teachers reported that they received sufficient support from the JA Worldwide staff in their country. This support generally came in the form of personal contact and response to teacher questions. Program administrators at many sites reported that having email access to teachers through the program was making their job easier than with other programs where they had to contact

teachers by phone or in person. However, program administrators at other sites pointed out that many teachers don't have easy access to a computer and thus the function did not serve its intended purpose at those sites. Almost half of the teachers (40%) suggested that they used the email function built into the GBE program. Few of these, however, used email to respond to students.

There was little evidence that teachers within countries used the "Q&A" functions built into the program. Only 8% of the teachers reported that they had accessed any of the on-line helps, and all of these revolved around end-of-chapter suggestions located within the on-line guides. Again, it would be useful to have program administrators in Atlanta, as well as program administrators within the specific countries, add program information and suggestions for teachers into the on-line help menus. These could also serve as prompts to ensure that specific program features were being adequately implemented.

6.0 ASSESSMENT OF THE CURRICULUM AND WEBSITE

The quality of a program can be largely determined from an assessment of the effectiveness of its curriculum and supporting systems. Thus, WIRE assessed the following aspects of the GBE program curriculum and its corresponding Website:

- Ability to meet needs (e.g., learning needs, personal needs of students, objectives of school districts, objectives of JA Worldwide)
- Need for modifications
- Ability to engage students
- Ease of understanding
- Effectiveness of supplementary materials

This section provides the most frequently occurring findings within each of these areas. These findings were obtained through observing the program as well as interviewing all stakeholders with respect to these areas.

6.1 ABILITY OF CURRICULUM TO MEET NEEDS

When asked what they saw as the main learning objective of the program, teachers responded with the following:

- To assist students in making ethical or difficult life decisions

- To help students understand standards for ethical business behaviors
- To increase international communication and cooperation

Teachers indicated that the program successfully met these learning objectives.

The majority of teachers (82%) also reported that the GBE program curriculum fits well with their schools' objectives. They suggested the program nicely supplemented ethics within the applied section of their Economics classes. They also suggested that it complemented their coursework. All of the teachers who did not feel it was a good fit taught courses other than Economics (e.g., physics, mathematics). These teachers suggested that there wasn't much overlap with the content of their courses and so the relevancy for the program was difficult to establish.

Both teachers and students reported that the program is relevant to students' lives. Using a 10-point scale, with 1 corresponding to "not at all related to the students' culture" and 10 corresponding to "completely related to the students' culture," teachers rated the program at 8.2. Furthermore, the majority of teachers (83%) rated the program as an 8 or higher, suggesting that the program is culturally relevant. Teachers suggested that what made the curriculum relevant to students' lives was that it:

- Made students more aware of who they are and what they can do
- Broached topics for discussion that came directly from today's headlines
- Encouraged students to work together and become involved in their learning

The few teachers who felt that the program was not as relevant as it could be suggested that some of the content was more true for American culture than for their own culture. This appeared to be particularly true for some of the business situations in the case study.

The vast majority of students (95%) also reported that the information presented in the program was valuable. They suggested that its value came from the following reasons:[17]

- It is relevant to my life (30%)
- It is relevant to my future in business (25%)
- It helps me make decisions, solve problems, and develops my thinking (25%)
- It helps me to clarify my values (15%)
- It provides me with a broader worldview (5%)

When students were asked specifically how realistic and useful they had found the case study, 61% suggested that it was very realistic and reflected real-life

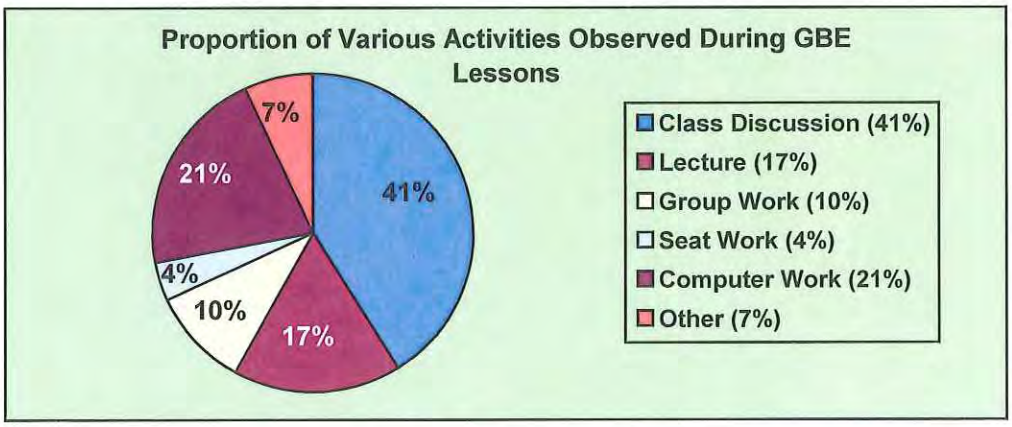
events. For the 39% who did not feel it was realistic, the students suggested that the case study seemed a bit exaggerated, more like a television version of life, and didn't seem congruent with business situations in their countries.

[17] The frequency of endorsement for each reason is provided in parentheses after that reason. Note that students may have provided more than one reason.

Finally, teachers were asked if they had to modify the curriculum in any way to better meet the needs of students. Most teachers (80%) reported that they had made no changes and did not feel that any change was necessary. For those suggesting that they had modified the curriculum, these modifications always took the form of making the content more relevant to their specific countries.

6.2 ABILITY OF CURRICULUM TO ENGAGE STUDENTS

Educational research suggests that curricula that include hands-on, interactive activities encourage learning at a greater level than curricula that include only didactically passive activities. To determine which type of curriculum the GBE program most closely resembled, WIRE evaluators observed the nature of activities during their visits to the classroom. The specific activities that occurred are presented in the accompanying pie chart. As the figure shows, the majority of the GBE program presentations include hands-on and interactive activities (e.g., computer work, class discussions). The "other" category also includes several hands-on activities, including role playing and games.



In addition, teachers reported that the interactive nature of the curriculum was at the very heart of what they liked about the program. Because the techniques used with this program expanded the repertoire usually occurring in most of their classes, teachers felt that the GBE program encourages participation at a much

greater level than is typically observed in the classroom. The observations of the WIRE evaluators and the perceptions of program administrators support this finding and suggest that the GBE program is effective at capturing and maintaining the attention of its audience.

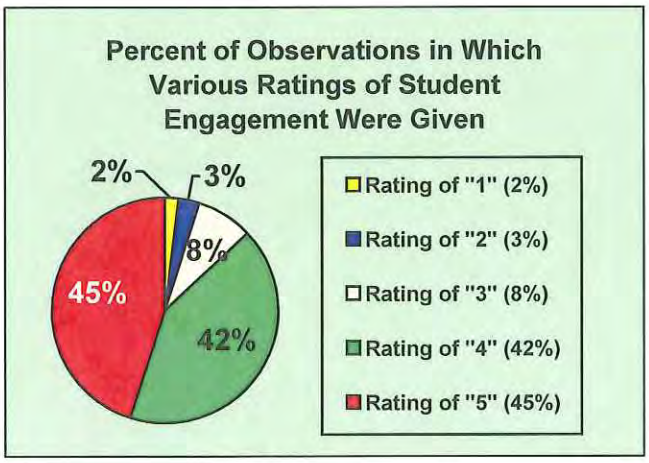
Teachers rated the curriculum on a 10-point scale, with 1 corresponding to "no engagement" and 10 corresponding to "complete engagement," for its ability to engage students. The curriculum received an average rating of 9.4. Teachers suggested that the aspects of the program that were most influential in maintaining student interest included opportunities to:

1. Discuss topics and express ideas
2. Communicate with a global partner
3. Work in groups

The majority of students agreed with the teachers' perceptions that the program was engaging. Eighty-nine percent of the students reported that they found the information presented in the program interesting. Students provided a variety of reasons for why the program was interesting. The most frequent of these responses are listed below, along with the percentage of students making that response (students sometimes provided more than one reason).

- It is practical, provides real-life examples (47%)
- It provides new information (24%)
- It will be helpful in my future (24%)
- It teaches me to be more ethical, how to solve ethical problems (18%)
- The tests allow you to discover your values (12%)
- You correspond and share your ideas with people all over the world (12%)
- It is interactive (6%)

For the few students who did not find the program interesting, they suggested that the over-emphasis on theory made the program boring. Some also suggested that they already knew the information presented in the program.



Observations of students in the classroom confirmed the overall stakeholders' perceptions that the program was successful at engaging students. WIRE evaluators observed students as they participated in the program and rated their level of engagement on a 5-point scale, with 1 corresponding to "no interest" and 5 corresponding to "complete attention." The results of these ratings are presented in the accompanying pie chart.

On average, the evaluators rated the engagement level of students at a 4.3, with the vast majority of observations (87%) resulting in a rating of "4" or "5." This level of engagement is higher than that traditionally observed in classrooms and suggests a highly effective educational program.

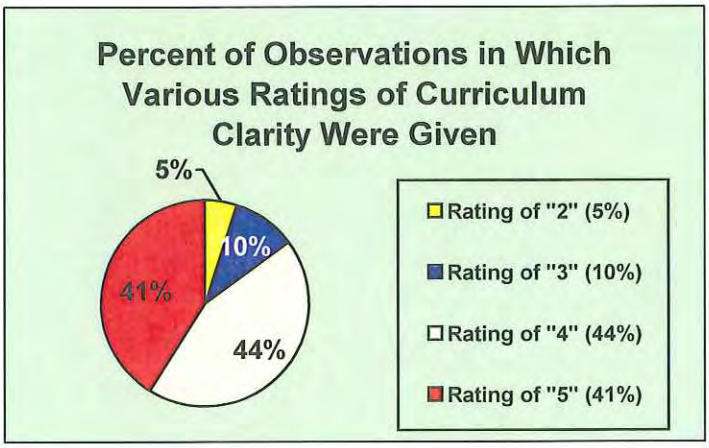
The WIRE observers noted that students were "eager to express their opinion." During the observations, students were generating many ideas and considering multiple perspectives. For several observations the evaluators recorded that teachers were doing a good job at stimulating students' thinking by asking challenging questions and relating the material to every day events in students' lives.

In most classroom situations, engagement is lost during group activity times. Thus, as a further measure of student engagement, evaluators recorded the behaviors of students as they worked in groups on the GBE program activities. For 85% of the group activity observations, evaluators recorded that students remained on task and worked cooperatively with each other, while for 5% of the group observations, students were engaged competitively with each other. The evaluators recorded that students were off-task or unengaged for only 10% of the group activities. WIRE evaluators noted that the GBE classrooms were often arranged to encourage group interaction with desks facing each other, rather than in standard rows. Both program administrators and school administrators commented that this arrangement represented a significant departure from traditional classrooms in their country. They also reported that the GBE classes were more "lively" than other classes in their schools.

6.3 EASE OF UNDERSTANDING

An effective program curriculum ensures that students will easily grasp concepts. Observations of the program revealed that students did understand and actively engaged with the GBE curriculum. The students could hold discussions, answer questions, and generate their own ideas and applications of the material.

WIRE evaluators rated the clarity of the curriculum in communicating concepts while observing the presentations in the classes they attended. Using a 5-point scale, with 1 corresponding to "very unclear" and 5 corresponding to "very clear," the evaluators gave the ratings provided in the next pie chart. (Note that none of the observations received a rating of "1.")



On average, the evaluators rated the clarity of the curriculum at 4.2, with 85% of the observations receiving a rating of "4" or "5."

Not only did the evaluators perceive that the program

was effective in increasing student understanding of its concepts, but teachers also rated the program highly in this area. On a 10-point scale, with 1 corresponding to "no understanding" and 10 corresponding to "complete understanding," teachers rated the format and presentation of materials' ability to assist students' understanding strongly. The average rating was 9.0, with all teachers giving the curriculum a rating of 8 or higher. Teachers suggested that overall the curriculum was written at the right level – particularly for students from the upper grades (juniors and seniors). They suggested that the first lessons were easiest and that the curriculum became more challenging as students progressed. They further suggested that lessons being presented in the non-traditional manner of the GBE program greatly assisted student comprehension. Finally, they noted that the teachers' ability to add relevant examples to the curriculum and encourage students to think through the issues also had a large impact on students' abilities to grasp the concepts. (A similar finding was recorded by the WIRE observers.)

This finding, that the GBE curriculum is easily comprehensible, is particularly important given that many of the teachers reported that students were not very familiar with the concepts presented in the curriculum. On a 10-point scale, with 1 corresponding to "completely new" and 10 corresponding to "completely familiar," teachers rated the concepts within the GBE curriculum on average as 5.8, with 15% of the teachers giving it a rating of only 1. The concepts that teachers reported as being most difficult for students to understand included the very last topics as well as the content related to "bribery" and "real values in action."

Students were asked if the information presented in the program was easy to understand. All replied "yes" to this question. But students were also quick to point out that the program challenges them to think and provides them opportunities to express their thinking. Some students suggested that they had to read the material twice to completely comprehend it. They also suggested that

while the concepts were easy, making the correct decisions based on these concepts was more challenging. Some students reported that they did not agree with the "right" answers espoused in the curriculum or felt that the answers contradicted a value the student held.

To further identify the components in the curriculum that were most and least effective in creating understanding, students were asked to identify their most and least favorite activities. The activities that students suggested were their most favorite included:

- Corresponding with students from other countries (42%)
- Discussion centered on the case study (26%)
- Writing the essays (16%)
- The maxims (5%)
- Other forums for discussion (5%)
- Working in teams (5%)

Students liked these activities because they allowed them to express their opinions and share their opinions with others. They also suggested that they liked the creative approach of the activities.

Slightly more than half of the students (57%) reported that they had no "least favorite" activity. However, 14% reported that writing the essays was their least favorite activity because it took so much time to complete and because they liked verbally expressing their thoughts better. Another 14% suggested that the volume of reading was what they liked least because it was time-consuming and they became tired. Seven percent of the students suggested that the test was their least favorite activity because they didn't have enough time to complete it.

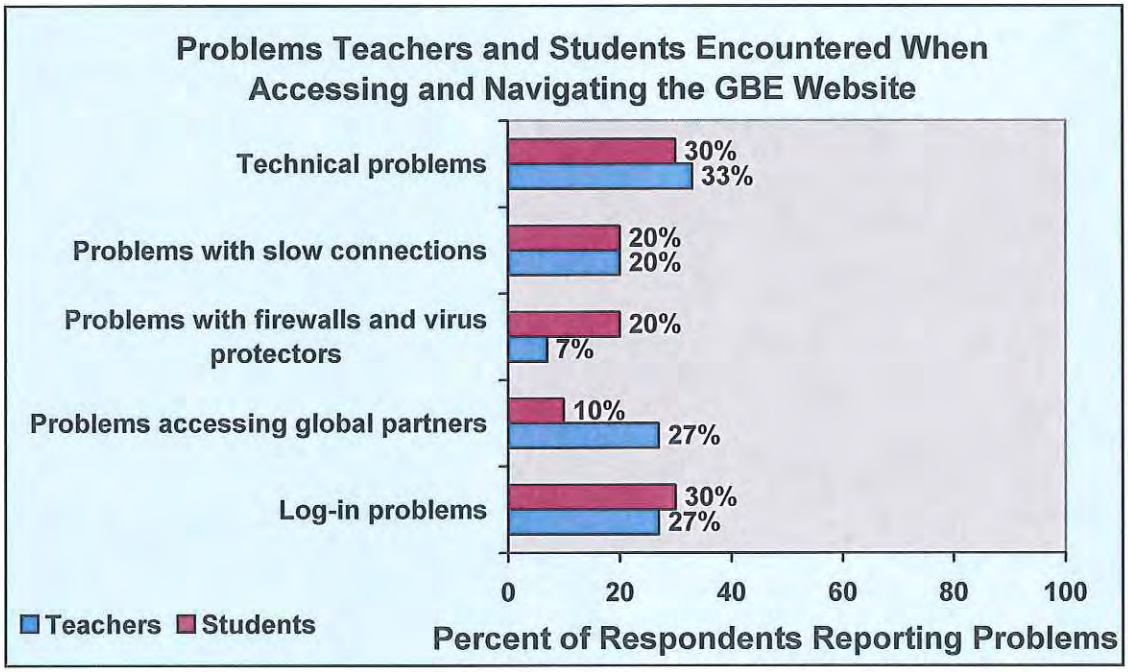
Interestingly, 7% of the students suggested that communicating with their global partners was their least favorite activity, in direct contrast to most students' favorite activity. This discrepancy in findings can be explained by considering the reason students gave for this being their least favorite activity. Students suggested that this was their least favorite activity because they never got a response to their communications. The frustrations associated with these dashed expectations were enough to take one of the most popular activities and make it the least favorite for some students.

6.4 EFFECTIVENESS OF THE WEBSITE

Ideally, the GBE program is to be supported by a highly interactive Website that provides much of the course content along with several components (such as the global partnership links) that bring the program to life. WIRE evaluators observed that the Website has this potential but that there were often problems in using the website that detracted from its effectiveness. Following up on these observations, teachers and students were asked to describe their GBE Website experiences and to identify factors that facilitated and hindered that experience. Their responses, as well as the WIRE observations, are provided in this section.

6.4.1 Ease of Accessing and Navigating the Website

Teachers and students were asked, "How easy was the program to access and run via the Internet?" Sixty-four percent of the teachers and 95% of the students found the Website easy to access and navigate. The disparity between the two groups is most likely a function of the differing levels of exposure and experience with using computers and the Internet. As already mentioned, many teachers had no previous experience with this type of technology. The specific problems that teachers and students encountered are presented in the graph below.



Technical problems included the scroll bar not working, maxims disappearing or becoming inaccessible, screens not opening or opening without content there, and occasionally the system crashing.

Teachers handled these problems by going to others for help. These others included their spouses or children who had computer experience and most often the JA Worldwide staff in their country. Some teachers went so far as to change

Internet providers. Even when these measures were taken, 14% of the classes had to discontinue using the GBE Website as part of their program experience due to unsolvable problems.

When students were asked what about the GBE Website helped them to understand the material, they responded with the following:

- The teacher assisted with making the Website more user-friendly (29%)
- The structure was easy to follow (21%)
- On-line helps (like the vocabulary) (21%)
- It was clear and understandable (14%)
- On-line discussions (14%)

Students suggested that their favorite part of the Website was:

- Link to the global partners (29%)
- Maxims (21%)
- Case study (14%)
- Other communication forums, like the chat room (14%)
- Test (14%)
- Library and other resource materials (8%)

6.4.2 Interactions with Global Partners

Because one of the major assets of the GBE Website is its ability to facilitate interactions between students in the various countries using the program (as noted by all stakeholders), WIRE collected specific information related to this component of the program. As mentioned previously, only about half of the

classes (53%) were successful in using this component to interact with their global partners. It appears that the lack of success for many of these classes revolves around three key issues:

1. Lack of Internet connectivity
2. Non-responses from global partners
3. Inadequate or incomplete understanding of the function of this component

The first issue cannot be solved by JA Worldwide but must be recognized as a drawback for those classes that must use the program in a paper-and-pencil format. The non-response issue may be a technical problem with the Website. Certainly it appears that the program did not always assign global partners to classes or even assigned the same partners over and over again. However, there also seems to be an interaction with the language skills of the global partners. Classes/groups in the various countries may be reluctant to respond either because they do not understand the English correspondence or because they do not possess the capabilities to respond in kind. This possibility is further supported by the responses some groups received that were garbled or unreadable because of incoherent uses of the English language. Finally, WIRE observations revealed that many teachers and students did not fully understand what they were supposed to be doing with this component. Some classes/groups were inserting their "groupwork" or journaling responses into the global partner response boxes. Often this work was greater than what the box could hold and created system problems.

When students were able to make a successful connection with their global partners, teachers reported that student enthusiasm and engagement with the program increased dramatically. When students were asked directly how valuable they found this interaction, they reported the following ways in which it added value to the program:

- It opened dialogue between countries (45%)
- It allowed us to learn about other nations and cultures (38%)
- It is the most important part of the program (19%)
- We got to meet new people (14%)
- It allowed us to improve our language skills (14%)

6.4.3 Other Problems Encountered When Using the Website

Besides the problems encountered with the global partners component, teachers also reported several other areas that did not function as intended. These problems must be addressed to ensure the full impact of the program.

Many teachers reported problems with the maxim function in the program. Specifically, teachers sometimes cannot view the maxims that students have created or they "disappear" out of the system over time. This makes scoring the maxims and providing feedback to the students extremely difficult.

Several teachers reported frustration with the Website releasing all program lessons on the first day of the program. That is, students had access to all 12 units of the program from the first time they logged onto the Website. As a result, some students read all the materials before responding to the first class's activities. Having advanced knowledge of what was to come in the case study, etc., made the classes less interesting and diminished the overall impact of the lessons that would have been possible had they unfolded over time. It appears that this "glitch" (the program is designed to release only one lesson each week of the program) is the result of translations being completed for the entire group of lessons and then uploaded as a unit back into the system.

Occasionally, the group work function doesn't appear to work as it should. When one student signs off on the group work response, the next student is able to access it but there is no indication of the previous student's approval. Thus, the group work never goes to the teacher's pending box and the teacher has no record of the student's response. The group work function needs to be monitored more closely to identify where the source of the problem lies.

7.0 PROGRAM STRENGTHS AND CHALLENGES

This final section of the report presents findings related to stakeholders' perceptions of program impact, their personal satisfaction with the program, and revisions they feel are needed. Only the most frequent responses, endorsed by at least 5% of any stakeholder group, are reported below.

7.1 PROGRAM STRENGTHS

To provide an assessment of the strengths of the GBE program, teachers and program administrators were asked to identify those components of the program that they felt worked particularly well. The most frequent responses provided by teachers included:

- It encourages students to cooperate with each other, become a team (33%)
- It allows students to think critically and express that thinking (30%)
- The presentation format is interesting and engages student learning (30%)
- It provides valuable and useful information on business (30%)
- It teaches computer skills (28%)
- It builds self-respect in students (28%)
- It creates responsible citizens (17%)
- The competition adds an incentive for students to do their best (10%)

- The content, especially the case study, is effective (5%)
- It helps having a program in our own language (5%)

The most frequent responses provided by program administrators included:

- It teaches students valuable life skills that they will need for their future (52%)
- It provides a training opportunity for teachers to expand their knowledge and acquire new pedagogical methods (40%)
- Students enjoy the program (34%)
- It provides students with technology skills they would not otherwise have (28%)

As a further assessment of the strengths of the program, students were asked to describe the most important thing they learned while participating in the GBE program. Their most frequent responses included:

- I am a better decision maker (28%)
- I have been able to clarify my values (22%)
- I now realize that business is more than just accounting, it also incorporates relationships and compromise (22%)
- I now know how to use the Internet to interact with others (17%)
- I learned about other cultures (17%)
- I now understand the importance of ethics (17%)
- I learned that in everything you do you have choices (17%)
- It will help me with my career (13%)
- It has made me consider different perspectives (10%)

- It has helped me build connections with people (10%)
- It has been a good means for improving my English skills (8%)

Perhaps more importantly, at least in terms of the sustainability of the program, school administrators and regional educational representatives are aware of the program and also believe that it has merit. These individuals suggested that the program has all the elements of a good class: it engages students, employs new and innovative methods and technologies, and challenges students to think critically, allowing them to explore their values and express their ideas. They suggested that the program effectively prepares students for their life after they leave high school because it provides them with practical examples and an opportunity to apply what they are learning.

7.2 PERSONAL SATISFACTION WITH THE PROGRAM

Perhaps one of the best indicators of participants' satisfaction with a program is their willingness to participate in that program in the future. In this regard, the GBE program is clearly a quality program. The vast majority of teachers (89%) reported that they would like to have the GBE program in their classrooms again. They suggested that it was good for the welfare of the students, providing important concepts that were useful and practically applicable to students' lives. They suggested that students were interested in the program and subsequently learned from it, which is what successful education is all about. The few teachers who did not embrace the idea of implementing the program again suggested that the technology associated with the program was the main drawback. Either they lacked the skills or the school lacked the facilities to run the program effectively.

Interestingly, however, all teachers reported that they would recommend the GBE program to other teachers who might benefit from it. Specifically, teachers suggested that the following types of teachers would benefit most from the program:

- Teachers who want to develop their own creative potential and are open-minded about exploring and adopting new pedagogical methodologies (52%)
- Teachers who love students and want to see them learn (38%)
- Economics or philosophy teachers (34%)
- Those with access to and comfort with the technology to support the program (28%)
- Teachers with a business orientation (16%)

Further, program administrators at most sites reported that teachers were likely to remain interested in the program and that they would not have trouble in recruiting teachers in the future. Program administrators suggested that it was easy to "sell" the program to teachers because of the new approaches to learning offered by the program. They suggested that the team building, computer literacy, international communication, and discussion opportunities make the program very appealing. Teachers like to be identified with "progressive and integrative" approaches to learning.

Students were also quite pleased with the program, suggesting that it was better than most of their other school learning experiences. They suggested that the GBE classes were unique and different from traditional high school classes. Specifically, students suggested that the GBE program, unlike other classes:

- Was fun and interesting (34%)
- Focused on real-life (27%)

- Included the Internet and technology (27%)
- Was interactive (21%)
- Provided useful information (18%)
- Encouraged expression of student opinions (18%)
- Included group work and encouraged the group to become a team (16%)
- Included communication with other students and cultures (14%)

Further, all of the students responded that they would recommend the GBE program to other students. Nearly one-third of the students (32%) suggested that all types of students would benefit from participating in GBE. Another 18% suggested that the program would be particularly useful for students going into a business-related career. Fifteen percent of the students suggested that it would be helpful for students to be good communicators, and particularly if they have English skills, to fully benefit from the program. Finally, 12% of the students suggested that younger students, in 9th or 10th grade, might benefit most because that is when they need to clarify their values and still have time to make changes in their life choices.

7.3 SIGNIFICANT CHALLENGES IN IMPLEMENTING THE PROGRAM

Program administrators and teachers were asked to report on the greatest challenges they felt the GBE program faces in becoming fully effective. Their responses, in order of importance and agreement, follow.

- Adequate technology facilities are not yet in place in most schools. There is such limited access to computers that it is difficult for students and teachers to keep up with the program. This makes full implementation of the program less likely.
- Program impact is optimized when run in conjunction with the Website. However, some sites have only a few classes where everyone is registered. It is much more difficult for JA Worldwide in Atlanta, or within the specific countries, to monitor what is happening in those classes that are not using the Website. In addition, while students do appear to receive benefits from participating in a strictly paper-and-pencil format, program administrators and teachers suggested that the impact was not as great as when they could interact with their global partners via the Website.
- Many teachers do not have a good overall grasp of the program: its specific goals, their roles, and the sequence and timing of activities. Subsequently, teachers "do their own thing," which may or may not fit the goals of the program.
- Many teachers lack the experience and comfort with computers and the Internet to adequately navigate the Website. This results in teachers not being able to use some program functions, including the on-line guides and being limited in the help that they can provide to students.
- While the global partner component of the program has the potential to be one of the most powerful aspects of the program, in its current functional state it leaves many students without access to global communications. At best, this detracts from the overall impact of the program. However, there is evidence that it might actually negatively impact the program due to the strong sense of frustration some students experience in their inability to successfully use this component.

- Several teachers reported being confused about how some of the components of the program were meant to operate, leading them to try their own approaches or abandon using that component altogether. Specifically, some teachers do not understand how and when to assign group work and the difference between group work and journaling. Not only were teachers unclear about what assignments they should be making, but many also reported that they did not understand how they should be scoring, recording, and viewing student work. Some teachers were confused by the cumulative totals provided in the student scores component of the program, suggesting that they were not clear where the scores came from or what students had or had not done within any particular week of the program.
- Many students lack basic English skills so it makes using the program very difficult, particularly when interacting with students from other countries. One site is teaching students basic English along with the program to be sure that it runs effectively.
- Senior-level students sometimes have so much going on in their academic lives that adding another program like GBE can be overwhelming or may result in their lower levels of participation. Some program administrators and teachers have suggested that the program might be run more effectively at the earlier high school grade levels.
- Some program administrators reported that students would like to take the program in English rather than their native language to help increase their English skills. Program administrators believe the possibility exists in the system for a student to be registered for both languages but don't know how to make this work.
- Several teachers suggested that the program needs to be longer. Specifically, they suggest that 45-minute periods are too short to cover the topics, particularly if students are engaged in good discussions or

debates. One teacher even suggested that the classes ought to be four-hours in length.

- Several teachers also reported that electronic learning is new for students and that they will require time to get used to it and for the program to have full impact.
- Several program administrators reported that the money for administering the program is insufficient. Many of these sites use all of their allotted money just to gain Internet access, which leaves nothing for administrating and monitoring the program.

7.4 SUGGESTED PROGRAM REVISIONS

Finally, all stakeholders were asked to provide suggestions for how the GBE program might be revised to improve its effectiveness. The most frequent responses, by stakeholder group, are provided in the table on the next two pages. It is interesting to note that many of the stakeholders suggested that no revisions were necessary; this included 25% of the program administrators, 27% of the teachers, and 31% of the students.

While the different stakeholder groups focused on different aspects of the program, reflecting their unique engagement with the program, a few common themes did emerge. It is clear that additional training on using the Website would facilitate the program. Also having on-line helps and reminders would make the program run more smoothly. Finally, more emphasis needs to be given to scoring student work and using both the built-in features of the program as well as other external aids in providing timely and accurate feedback to students.

Suggested Program Revisions By Stakeholder Group (continued on next page)

Student Suggestions	Teacher Suggestions	Program Administrator Suggestions
• The global partner communication system needs to be dramatically improved. It is very frustrating to attempt to communicate with other students from around the world but receive no response, an incomprehensible response, or a response from someone else in your same country.	• Consider revamping the Website so that it is a little less technical, more user-friendly, and can be run on slower, less powerful systems without creating disruptions to the program. Also consider adding "tips" on how to use the technology in teacher training activities.	• Have a detailed guidebook that describes all implementation steps for both program administrators and teachers. Many areas do not have the expertise, at least initially, to run such complex programs without step-by-step instructions. As they get more experience, the guidebook will be less necessary. In addition, these guidebooks should be provided in hard copies as reference manuals that can be accessed off-line.
• The case study scenarios are too long. Many of the details could be eliminated without detracting from the content and making the material shorter.	• The global partnership component needs to be revised so that all students can access students from other nations and cultures.	• Hold training with teachers early and often. This training should include a "run through" of a typical GBE lesson and should include information on how to access and navigate the Website.
• Consider revising some of the content to more accurately reflect the situations in non-American countries. Also consider changing the story from year to year so that students can participate in the program more than one year.	• Fix the technical problems in the program (no specific problems were identified with this suggestion, although it was made by several teachers).	• Consider including training for students on how to use the Internet and GBE Website.
• Need to have better access to our scores.	• Provide additional training on scoring student work and providing feedback to students	• Add attractive images to the Website to make it a bit more slick and engaging.

• Include reminders in the program about tasks that need to be completed. Also consider including reminders for upcoming deadlines through email.	• Because of the subjectivity of grading, teachers shouldn't grade their own students. Perhaps teachers of global partners could score the other groups work to avoid bias.	• Students should be able to see their scores – or at least train teachers on how to access and provide scores to students. Consider training teachers on how to use EXCEL files to monitor students' week-by-week progress in the program.
• Extend the length of the program and/or allow students to participate in the program for multiple years.	• Extend the length of the program or the length of a typical class period to accommodate full discussion and inclusion of all suggested activities.	• When students register late because they are a newcomer to the school or class, they don't get partners because it is past the deadline. This means these students will not receive the full impact of the program. There should be some mechanism for making them a fully participating student.
• It would be nice to have background information on the country that we will be partnering with during the global interchanges.	• At times, we need to change the grouping of students but this does not seem to work very well. May need to consider allowing larger groups than just five students.	• Be careful that when there is turnover of program administrators that some type of training is provided to the new staff. It would be helpful to have more guides and/or pop-up menus to which the new staff could refer.
• Expand the program to include more classes and students.	• Provide training to students on using the technology.	• Although the technical side of the program is explained, there is little emphasis on the "whys and what fors," which would help in running the program. A better understanding of the program goals should be provided to program administrators.
• Offer the program in English.		• Need additional training money to provide adequate training for teachers.