

Creating Communities of Impact: The Case of an Egyptian Community Learning Program

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By: SeGa

Sarah Mitkees, Ed.M, Evaluation and Research Specialist
s.mitkees@aucegypt.edu

Yosra Maged, Learning Program Manager
ymaged@segateam.com

Abstract

Stemming out of an Egyptian Social Enterprise's (SeGa) mission to develop educators through active deep learner experiences, SeGa developed its community-learning program, Sawaa'ed, with the main goal of developing, sustaining, and enriching community education efforts. Launched in 2015, Sawaa'ed's learner-centered approach aims at empowering community educators, leveraging their skills and providing them with the necessary tools and methods, while introducing the notion of learner-centered education through its unique experiential learning program. Aiming to evaluate the real impact Sawaa'ed program has yielded thus far through a sound, research-based methodology, this paper presents the results of research conducted with a number of case studies of the program's participants, highlighting the impact Sawaa'ed program has on community educators, and informing the program's development for further impact. Grounded in "the ancient craft of storytelling", yet "with the more current evaluation approaches of naturalistic inquiry and case study", Brinkerhoff's (2003, 2005) Success Case Method is used to evaluate and present the program's impact. With the Success Case Method's main focus on most successful experiences, stories of the most successful participants are studied and analyzed, to better understand how their program participation shaped their experiences, and the transformation they were able to bring about in their community work afterwards. The aim of this paper is twofold: first, to articulate the impact Sawaa'ed program has on its participants, and on promoting community education efforts at large; second, to present how simple, yet sound research methodologies, exemplified in the adopted Brinkerhoff's Success Case Method, can inform practice in community settings, hence, foster sustainable development in communities in Egypt.

Executive Summary

As part of an initiative to ground its community learning and education efforts in research, SeGa –a social enterprise that particularly aims at developing human developers, recently established a research and evaluation unit to inform its community learning program, Sawaa’ed. Launched in 2015, Sawaa’ed’s learner-centered approach aims at empowering community educators (learning facilitators, learning designers, and learning program managers), leveraging their skills and providing them with the necessary tools and methods, while introducing the notion of learner-centered education through experiential learning. An evaluation project has been conducted to assess the achieved impact of Sawaa’ed program, pinpointing its most used parts, factors fostering its successful application, as well as informing how to expand its impact. Using a community psychology participatory approach involving the program’s stakeholders, Sawaa’ed’s internal research and evaluation team conducted an evaluation using Brinkerhoff’s Success Case Method, studying the high success cases who were able to effectively use what they have learnt in their communities, to understand how the program is achieving its intended outcomes, as well as to better inform a deeper and more sustainable impact of the program in the community. The project lasted for almost one month and its results pinpointed the achieved impact, as well as recommendations for future enhancement. The simplicity of the conducted evaluation project provides a model for how simple, yet sound research methodologies, exemplified in the adopted Brinkerhoff’s Success Case Method, can inform practice in community settings, hence, foster sustainable development in communities in Egypt.

General Purpose of the Evaluation Project

The main purpose of the project was to:

- Pinpoint and illustrate the impact of Sawaa’ed program to ensure it is achieving its intended results.
- Improve the program based on the participants’ experiences.
- Highlight the factors that foster or impede the application of the program.

Project Procedures

The procedures that were used throughout the project cycle included:

- An initial meeting with Sawaa’ed stakeholders to understand the priorities and scope of the evaluation project, which resulted in a set of evaluation questions that guided the project (see Appendix 1 for the list of questions).
- Selection of the high success cases with whom the evaluation project was to be conducted.

- Conducting in-depth interviews with the high success cases to better understand their experiences.
- Data analysis of the interviews to answer the evaluation questions shedding light on the achieved impact, the factors fostering their success, as well as the most used parts of the program.
- Coming up with initial recommendations for extending the program's impact.
- Sharing findings and recommendations with Sawaa'ed stakeholders and revising final recommendations for enhancing the program.

Summary of Results

Achieved Impact

1. Enhanced learning design and facilitation.
2. More powerful learner experiences.
3. Contribution to repositioning the standards of community education and the role of educators.

Recommendations

1. Target participants who have the space and opportunity to apply what they learn in Sawaa'ed, have previous training experience, and are passionate about community education.
2. Offer advanced levels in facilitation and design for more practice.
3. Consider incorporating more application in Sawaa'ed's foundational level
4. Continue pinpointing the separate role of learning design.
5. Train both facilitators and learning designers in community organizations.
6. Expand Sawaa'ed's community of practice.
7. Continue modeling Sawaa'ed as a team.
8. Emphasize the notion of 'Active Deep Learner Experience'.
9. Provide more references on Active Deep Learning.

Sawaa'ed Program

Stemming out of SeGa's mission to develop human developers through active deep learner experiences, SeGa developed its community-learning program, Sawaa'ed, with the main goal of developing, sustaining, and enriching community education efforts. Launched in 2015, Sawaa'ed's learner-centered approach aims at empowering community educators (learning facilitators, learning designers, and learning program managers), leveraging their skills and providing them with the necessary tools and methods, while introducing the notion of learner-centered education through its unique experiential learning program. Referred to as a journey, which the participant completes along five sessions over a period of five weeks, Sawaa'ed aims at providing its participants with concepts, techniques, and tools of active deep learning to enable them to design and facilitate better learning experiences for their learners. Throughout the participant's journey, mentorship and feedback are provided, while certain participants work on missions in between their weekly sessions.

Sawaa'ed program is offered free of charge to support community education efforts in the civil society, including NGOs, student activities, as well as informal groups of trainers and teachers. Sawaa'ed aims to provide its participants with:

- Living a real experience of active deep learning, while being experientially introduced to its active deep learning concepts and mindset.
- Experiential training on some basic skills to design and facilitate learner experiences.
- An exposure to new experiential, reflective, and cooperative techniques and activities.
- The ability to use different active deep learning concepts and tools to achieve a deeper and more sustainable impact in community education.

Sawaa'ed program is designed and grounded in the learner experience model developed by SeGa, named FIRST, particularly designed as a model for the facilitation of an Active Deep Learner Experience. FIRST model is comprised of main domains, each represented by one of FIRST's letters as follows:

- F:** Focusing on the learner's behavior
- I:** Interacting within positive group dynamics
- R:** Reviewing actively
- S:** Sequencing activities
- T:** Transforming learning into performance

The model is mostly concerned with creating and maintaining an active deep learner experience mobilized by the pivotal role of the facilitator, thus, the ultimate goal of Sawaa'ed program becomes leveraging the skills of facilitators to be able to provide active deep experiences for their learners. FIRST considers its five letters to represent five domains of the learner's experience, where each domain is further mapped to 3 principles with the associated behavioral competencies depicted by the facilitator while facilitating trainings. For example, **F**, which represents 'Focusing on the

learner's behavior', is further mapped to 3 competencies (detailed below) represented in:

1. **'Individualization'** and focusing on the individual experiences and needs of learners.
2. **'Probing and Assessing'** to monitor and support the participants' learning through activities and observations.
3. **'Trust the Learner'** building on the learners' previous experiences and encouraging their participation in trainings.

Choosing an Evaluation Model

Exploring a number of training evaluation models, together with understanding Sawaa'ed's current evaluation needs, it has been decided to adopt Brinkerhoff's Success Case Method (2003), for this evaluation project. Grounded in "the ancient craft of storytelling", yet "with the more current evaluation approaches of naturalistic inquiry and case study", Brinkerhoff's (2003, 2005) Success Case Method has been used to evaluate and present Sawaa'ed program's impact. With the Success Case Method's main focus on most successful experiences, stories of the most successful participants have been studied and analyzed, to better understand how their program participation shaped their experiences, and the transformation they were able to bring about in their community work afterwards.

Choosing The Success Case Method

The simplicity and speed, together with the rigor of the Success Case Method (Phillips & Phillips, 2016), were among the main factors behind selecting the model for this evaluation project. Despite how widespread other models might be in training evaluation, such as Kirkpatrick's four-level model (1976), the richness of the qualitative data obtained through the Success Case Method when interviewing the success cases in depth, has been a key factor behind the team's selection of the model, since a key goal was to deeply elucidate the impact of the program, depicted in acquired benefit, when applying what has been learnt. This useful extension of the case study research to more than single cases, has its "great advantages in turning up fine details", that is often obscured when researching large numbers in "which very limited data is gathered" (Scriven, 2008) as in other evaluation models; this has been an impetus behind adopting Brinkerhoff's model for this evaluation project. Moreover, the factors fostering the impact trainees achieve –a focus in Brinkerhoff's model, is key when understanding how to further expand the impact, which is very often overlooked in other traditional evaluation models (Brinkerhoff & Dressler, 2015), despite the fact that most cases of trainings' failure to achieve impact are due to the lack of supporting factors (Brinkerhoff, 2006).

Embarking on a new evaluation initiative within Sawaa'ed program, selecting a simple model that can yield the benefit of the evaluation work in a quite short time has been another motivator for the team to adopt the model. With the deep interest and enthusiasm the team had for pinpointing the impact of the program, seeing the

results of the first evaluation project was important to inform the program's enhancement and informed development. Thus, a collaborative decision was made to select Brinkerhoff's Success Case Method given its simple and straightforward steps.

Steps of The Success Case Method

The Success Case Model classifies the trainees and the impact they achieve out of learning, to three main categories (Brinkerhoff, 2006):

- A group of trainees who are able to use what they learnt in very effective ways (High Success Cases).
- Another group of trainees who have not used what they learnt at all (Low Success Cases).
- The rest of the learners lie in between these two groups with different levels of success.

Aiming to understand how to expand the high success cases for further training impact afterwards, in depth interviews have been conducted with the high success cases to understand the factors that fostered their success, and gain more insight about their experiences. Guided by Brinkerhoff's model, this has been mainly conducted through the following steps:

1. The selection of high success cases (the model suggests selecting the low cases as well, to understand what hindered their application if this is one of an evaluation project's aims, but it was not a need in the case of this project).
2. Conducting in-depth interviews with each of the selected success cases.
3. Coming up with resulting conclusions and recommendations for further future impact.

Sawaa'ed Impact Model

The intended impact of the training, presented by Brinkerhoff as the 'Impact Model', pinpoints the intended training program outcomes (to be assessed in an evaluation project) in the below tabular format. This acts as the basis for the study of the Success Cases and the interviews conducted with them. The content of the table below has been based on the objectives originally defined by Sawaa'ed stakeholders. The impact model has been revised throughout the course of the project, to finally come up with the one presented below. The impact model has acted as an initial guide for the evaluation project and where to look for impact.

Program Capabilities (The skills and knowledge that the training targets)	Critical Actions (Intended behavioral applications of the program capabilities)	Key Results (Intended application outcomes)	General Sawaa'ed Goals
Knowledge of some concepts, techniques, and tools of active deep learning.	Design of curricula and training sessions, using active deep learning tools and techniques.	Enhanced quality of designing and facilitating community learning experiences.	Create cultures appreciative of and implementing active deep learning within community learning organizations.
Ability to use different active deep learning's concepts and tools.	Facilitation of training sessions using active deep learning tools and techniques.	More powerful learner experiences.	Reposition the standards of community education and the role of educators.
Understand the underlying science of active deep learning tools and methods.			
Understand the importance to design and facilitate learning experiences using active deep learning.			
Acknowledge the responsibility to implement Sawaa'ed's approach in community learning.			

Before moving on to the methodology, findings, and results of the evaluation project, below is a sample impact profile depicting one of the high success cases, who has effectively used what has been learnt in practice, achieving much of the intended outcomes highlighted in the above impact model.

Impact Profile: Success Case Story

Deena¹ attended Sawaa'ed program in April 2016. She has been working in the field of training for 10 years. Deena joined Sawaa'ed program with the main aim of leveraging her skills as a trainer to deepen the impact of her work when using active learning.

The impact findings are:

Impact at a Glance

- Enhanced facilitation of sessions.
- Better learner experiences.
- Better quality of program designs.
- Curricula and programs redesigned.
- Organization applied for a prize with redesigned curricula.

The Impact Story

Deena works as a trainer and instruction designer at a community education organization, and conducts other trainings on her own. She is responsible for preparing educational programs for adolescents, teachers, and parents through both schools and public trainings; she particularly focuses on the characteristics of the adolescence period and how to make the best out of this period whether as an adolescent, or parent/teacher of an adolescent. Moreover, she works on developing curricula and programs that aim at fostering values amongst children, as well as on training trainers on implementing such programs.

What She Used

The “learner centered” approach she learnt in Sawaa'ed, made her focus on what the learners acquired, what they will do, and what they will learn, which in turn informed how she designed her programs to achieve that. She highlights that she learnt in Sawaa'ed to use the learning activity such that it serves certain learning goals. She now focuses on learning outcomes classifying them into Knowledge, Skills and Attitudes, as learnt in Sawaa'ed, when focusing on what she wants to achieve through the learning activities ensuring the inclusion of the three types of outcomes.

Beforehand, Deena used to include a lot of learning material in her trainings, now she decreased the content focusing on the knowledge that will serve the learners' development of certain skills. She focuses more on activities and on giving the learners more space to participate. She highlights how Sawaa'ed program made her focus on the depth of learning, for she designs learning activities taking that into consideration, encouraging her learners to think and reflect on what they learn, as in

¹ Pseudonym is used

guiding learners to draw their dreams and express themselves sharing their thoughts with other learners.

She pinpoints the impact of the RAR model she learnt about in Sawaa'ed, which focuses on preparing the learners making sure they are ready before being involved in educational activities, then reviewing and reflecting on what has been learnt. She says that the RAR model now enables her to get feedback about what she does in her sessions, where she acknowledges how important it became to prepare the learner before listening to her and, hence, receive what she will say when being ready leaving a stronger impact on the learners. Furthermore, she highlights the impact Sawaa'ed had on a personal level as well, saying that it became "a way of life" to the extent that she now uses the RAR model in her everyday life with her children.

What She Achieved

Sawaa'ed enhanced Deena's facilitation of sessions, where she now conducts her trainings using active deep learning tools and techniques. She now makes sure not to exceed 15 minutes whenever she presents, to retain her learners' attention level. She uses energizers to leverage the learners' energy level in trainings even if there are large numbers in the trainings, she creatively engages her learners in energizing activities even when they are seated in their places if the training room is not large enough for movement.

Sawaa'ed helped Deena enhance the design of programs, where she worked on enhancing the curricula of children's programs offered through the community education organization she works for. In enhancing the curriculum design, she encouraged her team to take into consideration, dividing the material being taught into chunks of 15 minutes, rather than pouring information that children can end up forgetting. Moreover, she made sure to add learning activities that had a specific learning objectives and purpose as learnt in Sawaa'ed ensuring to get the learners' feedback after the activity to review and reflect on what has been learnt.

Deena highlights the specific difference on how she works before and after attending Sawaa'ed program, saying that she now prepares her learners before every learning activity. She uses different types of activities including, opening activities, as well as energizers. She further emphasized that Sawaa'ed enhanced techniques she was already using enabling her further development. She appreciates learner centered education, where she now asks her learners to come up with what they will do or change after sessions, as opposed to merely offering them written advice before to execute after the training; for she now believes that learners will be most impacted with what they come up on their own. She now uses role plays in her trainings to let mothers of adolescents experience and live what their children are going through. Deena emphasizes that this was mobilized by her Sawaa'ed experience, for "you can't just tell the learner everything, the learner needs to experience what is to be learnt", as she said. Learning that everything in the training is an activity makes her pay great attention that every part of the training engages the learner even if he did not move from his place.

Impact

On Learners:

- Deena witnessed what she describes as “a state of happiness” among her learners, when they do not feel overloaded at the end of the training.
- She encourages her learners to come up with what they will do after the training, which fosters putting learning into action.

On the Organization:

- The team she works with started adopting the new techniques she introduced in her program designs, where the team decided to re-design some of its curricula.
- For the first time, the organization she works for applied for a prize offered to best programs for children across different Arab countries. They applied for the prize after redesigning their program and curricula using active deep learning tools and techniques, and are currently waiting for its result.

What Helped. And What Did Not

Facilitating Factors:

- Having the space at work to design and facilitate trainings using the active deep learning approach.
- Obtaining support from a colleague at work, who attended Sawaa’ed program and helped her in application.
- The passion she has for training motivated her to apply what she learnt.

Barriers:

- The active deep learning approach is not common in community learning settings, which often impedes acceptance from others she works with, who do not adopt the same view of learning.
- Being bound when required to deliver certain material in a limited amount of time.
- Inaccessibility of supporting references, particularly in Arabic, for consultation on more ideas for her training programs.

Methodology

Generating Evaluation Questions

Before starting the evaluation project with the success cases, as the one highlighted above, a meeting was conducted with Sawaa'ed stakeholders and the program's internal evaluation team to agree on the priority areas for the scope of this project. Accordingly, a list of priority questions for the evaluation project was agreed upon, which was the base for the evaluation (see Appendix 1 for the list of questions). This culminated into the following research question directing the current evaluation project.

Research Question

What is the current achieved impact of Sawaa'ed program? How can this impact be maximized? What parts of the program are the most used by participants?

Sample

Before deciding on the final sample, Sawaa'ed stakeholders' recommended a list of potential participants who were most likely to have successfully applied what they learnt in Sawaa'ed program to a great extent. This assumption was built upon informal follow up conducted by the program stakeholders with the selected participants since the time they completed Sawaa'ed program.

When choosing the interviewees, researchers first selected 7 among the list of recommended participants considered to qualify as high success cases. Three of them were then excluded after the interviews; one was a 'false positive' success case in Brinkerhoff terms, and the other two were excluded due to the different context of their application since they were teachers, thus were different than the other 4 community educators. This difference in the application context was not anticipated earlier by the researchers, but was further elucidated in the interviews informing future research as shall be pinpointed later in the Future Research section.

The selected sample consists of 4 Egyptian community educators (both facilitators and learning designers) who participated in Sawaa'ed program, where two are females and two are males. The participants have a wide range of experience in the training field; the four participants have experiences of 2 years, 6 years, 10 years, and 13 years. The two female participants joined the same Sawaa'ed round in April 2016, while the two males joined other rounds in August 2015 and in September 2016. Choosing this sample, that had work experience in both facilitation and learning design in the community, was informative clarifying the ways in which Sawaa'ed program had an impact on their attitudes, skills and knowledge on both the facilitation and design levels.

The interviewees serve the community through offering learning sessions to individuals from different ages and backgrounds. Two of them work within community-based organizations and the other two are independent educators who

provide their training sessions on their own. The two female participants target mothers and teachers training them on several topics, such as positive parenting and characteristics of adolescence. One of the male participants facilitates workshops related to project management and the other facilitates outdoor events to help young adults explore their passion using a coaching and experiential approach.

Interview Protocol Design

Semi-structured interviews were to be conducted with the participants for data collection, thus when designing the interview protocol, questions were mainly meant to elucidate each participant's experience with Sawaa'ed program to better understand their application after the program. The questions were mainly based on the program's impact model, presented earlier in the paper, while being guided by the generated evaluation questions referred to in the above section. Following Brinkerhoff's model, interview questions were meant to check, what parts of the program were used, what results were achieved, what helped and what got in the way, as well as suggestions participants had. As also recommended by Brinkerhoff, the interview questions included ones that tested rival hypotheses to further verify the participants' claims when using the program in application. This included questions such as, "*Were these all new skills and knowledge, or did you already know how to do what you shared?*", and "*...if there has been an enhancement in the community work (for example, in sessions' design and facilitation), were the new skills/knowledge the reason? Could this have happened without the newly acquired skills?*" (see Appendix 2 for the interview protocol and questions). After designing the interview questions, the protocol was shared with Sawaa'ed stakeholders for feedback and confirmation.

Data Collection

Participants were first sent an email with initial information about the project (see Appendix 3), in order to get their consent for participation in the research project. According to Brinkerhoff's model, the interview protocol and questions were based on the impact model that pinpoints Sawaa'ed's intended training outcomes. There was an initial set of questions in place, which guided the interviews, but additional questions were added as the discussion went, for the focus was on each one's personal experience. The questions were open ended and closely related to the topic, thus allowing for deeper narrations of experiences.

Semi-structured interviews were conducted over the phone with each of the participants. Two researchers of Sawaa'ed team were responsible for the data collection phase, one researcher conducted the interviews, while the other listened and took notes. This was beneficial for the post-interview discussions after each interview, pinpointing the main observations and consolidating feedback that served the data analysis phase afterwards. It has also been decided to have one interviewer conduct all the interviews for higher reliability, ensuring that all interviews were conducted in a consistent manner. Average time of the interviews was 1 hour and 6 minutes. Interviews were conducted in Arabic to have the participants express themselves in the most comfortable way.

Data Analysis

Success Cases Analysis: Findings and Results

After the data was collected, analysis of the notes taken during the interviews was done. A thematic analysis of the data was conducted aiming to answer the project's research question. The data was analyzed according to the achieved impact, the program's most used parts, as well as how to maximize success cases, and hence the impact of the program.

I. Achieved Impact

In this section, the impact Sawaa'ed program had on the participants is presented. This impact is described in detail under three main parts that show the different aspects of the achieved impact. The first part demonstrates how Sawaa'ed program helped the participants enhance their learning design and facilitation, the second part pinpoints the extended impact that affected the learners who attended sessions facilitated by the four participants creating more powerful learner experiences, while the third part highlights the impact on the community level, particularly in the contribution to reposition the standards of community education and the role of educators.

1. Achieved Impact: Enhancing Learning Design and Facilitation

All four participants indicated that their quality of designing and facilitating learning experiences was enhanced after joining Sawaa'ed program, which is one of the key results indicated in the program's impact model, as mentioned earlier in the paper. One of the participants transformed his old traditional way of training to activity-based facilitation. He says that becoming a facilitator is one of the main differences he experienced after attending Sawaa'ed program, while he is now keen to invite the learners to participate "*instead of him being the only source of learning within the session*", as he said. Even with the same content of the session, he is now able to convey it in a different style using the tools and techniques he learnt in Sawaa'ed. For example, he used to divide the learners into groups and ask them to read a piece of the content and explain it to each other. Now, he utilizes 'Jigsaw', a technique he learnt in Sawaa'ed program, to form cooperative learning groups and share content in a more creative and interesting way.

Another participant referred to some of her improved behaviors in design and facilitation after completing Sawaa'ed program. She increased the duration of her sessions and minimized the number of learners. She believes that these enhancements gave her the opportunity to extend the amount of time the learners had to discuss and share their experience over the time of her presentations. She also mentioned using one of the grouping techniques she experienced in Sawaa'ed program, which helped her be more organized when dividing the learners into groups even if the training room is small. During group discussions, she noticed that her listening skills improved, since she now concentrates more on being attentive to learners' comments, while being patient to coach them and get their deep insights.

The third participant declared that he is now able to link and summarize the different parts of his sessions in an interesting way using the tools he learnt in Sawaa'ed program. Non traditional ways of linking and summarizing learning content are very important in his sessions particularly given that his sessions are zero content-based, where content is mainly shaped by the learners' contributions since his programs are mainly about personal transformation. Therefore, unless he is capable of continuously connecting and wrapping up the generated content, his learners will lose the core benefit out of it.

The fourth participant found that it is useful to ask the learners for feedback in the end of her sessions and most importantly to focus on listing what they acquired from the session in this feedback, as well as what they will apply next. She seems to be inspired by the principle promoted in Sawaa'ed program, which pinpoints how significant the role of the facilitator is in supporting the learners to plan their forthcoming actions after trainings guiding them towards desired performance and impact goals. In addition, she revealed that since she started using some of the design techniques learnt in Sawaa'ed program, the designs of her programs were enhanced, and that the team she works with got influenced by her new style. This impact was expanded when the whole team decided to re-design some of its curricula and, for the first time, have their organization participate in a competition for best curricula designed for kids across different Arab countries.

Structure in Program Design

All four participants valued how Sawaa'ed helped them to design and facilitate their learning sessions with more structure, for they learnt the different types of activities that could be used and how to arrange them within the flow of the session design. One of the participants referred to a "Toolbox" he developed on his own after completing Sawaa'ed program, which made his work easier and more organized since he now has a pool of ideas ready to be used for his activities. Another participant found how invaluable Sawaa'ed's framework was for structuring the design of any active deep learning session to the extent that she was able to design 15 new topics in less than a year, when she had only designed 2 topics in a year-time before participating in Sawaa'ed program. This progress shows how powerful the mindset, skillset and toolset she learnt in the program, and how this has led to an enhancement in the quality of designing and facilitating her community learning experiences.

Deep and Meaningful Activities

Two of the participants used the quote "*depth is what matters the most*" to describe the mindset they gained out of Sawaa'ed program, when referring to the ultimate goal of their learning sessions. One participant highlighted that "depth" helps her learners to think, reflect and express themselves, which leads to the intended objectives of the activities she facilitates within the session. She also worked with her team on redesigning the curricula they previously prepared to customize and add meaningful educational activities in order to create a deep impact out of the sessions.

The other participant stated that he used to engage the learners in activities without taking into consideration what exactly they will learn or benefit. However, after Sawaa'ed, he became keen to take into consideration both the "What" and the "How" of his design and facilitation approach that makes his sessions both interactive and full of useful content. A shift in his perspective towards community education and training seemed clear in his words when he said, "*Sawaa'ed turned my mind around*", for he questioned himself, "*How come I used to train with that traditional ineffective way?*"

Learner Centered approach: Bottle and Cup Activity

All the participants were influenced by the "Learner Centered" concept, a very important concept in the program, which was introduced and modeled through a metaphor in the first session of Sawaa'ed program. During this metaphor, the "bottle of water" represented the session content, and the "cups" referred to the learners. Through an activity, one of the two bottles of water was poured randomly across the cups, and then the second bottle was only half-emptied taking into consideration filling a minimum amount in each cup. The aim of this activity was to reinforce the difference between learner centered and teacher centered approaches experientially through modeling useful and non-useful behaviors.

The enhancement in mindset and application levels of one of the participants was clear and directly related to the metaphor. This participant used to be content-centered and her sessions mainly focused on the knowledge she provided her learners with. Since participating in Sawaa'ed, she now focuses only on what is important for her learners, leveraging their level of skills, giving them more time to apply within and between sessions. She stated many times the term "cups" to describe her learners when they cooperate in group activities and learn from each other by integrating their knowledge and experiences; exactly similar to the activity in the program when one cup was filled with water from another cup that has more, indicating the flow of learning between participants. "*I became a real facilitator, not a trainer anymore*", she said proudly and added that she stopped loading her sessions with unnecessary content to leave larger space for the learners to interact. She also applies the "Bottle and Cup" approach with her kids while helping them do their homework. She takes care not to overwhelm them with too much knowledge since she remembers that Sawaa'ed metaphor showed her how the overflow of water in the cup is useless, just the same as the excess of knowledge provided to the learner.

Another participant shifted his mindset from being focused on completing all the session content to being concerned with only what the learners understood and what they are able to do by the end of the session. This paradigm shift pushed him to minimize the amount of content he delivers, as he stated, "*I am no more the expert trainer who knows and says everything, now I only talk 30% of the session duration*". The behavior indicated in this statement is tied with the modeling of the bottle, which fills the cups only with the needed amount of water, highlighting that the facilitator is not concerned to present all his knowledge and expertise to the learners, for what matters is what the learners really grasp out of the session.

After attending Sawaa'ed program, another participant decided to eliminate a big portion of the content she used to deliver in order to leave the space for the learners to practice the required skills through participating in different activities in the sessions. For example, she replaced her old way of giving tips to the learners by letting them brainstorm, generate ideas together and plan how to put them into practice when planning how to go next, with what they have learnt in the session. Thus, she now totally adopts the learner centered approach and is keen to design the suitable necessary activities that invite the learners to participate in every single moment in the session "*in order to maintain the active state of learners*", as she said.

Learner Centered Approach: Trust the Learner

Two participants mentioned that they trust their learners since they completed Sawaa'ed program. "*The learner is my partner*", said one of the participants, adding that, "*any learner has previous valuable past experiences, which I can extract and build upon*". One participant commented on the 'Trust the Learner' concept saying, "*I used to spoon-feed my learners and I used to be the last person in the world to trust my learners*". But now after joining Sawaa'ed, she engages and empowers her learners to highly participate in her programs. As a real application for this concept, she enhanced her follow up system with the learners. She already administered a Facebook group that includes all learners who attended her sessions to invite them to share questions, applications, and experiences with each other. She used to have many posted questions to which she had no time to respond. After Sawaa'ed program, she is now confident to delegate the responsibility of responding to questions to her learners so that they can support each other and share learning. This style of learners' cooperation could perhaps help in raising the standards of community education and development by creating powerful communities of active practitioners and influencers.

Understanding the Underlying Science

Three of the participants appreciated that Sawaa'ed program gave them the opportunity to know and explore the underlying science of active deep learning. One of the participants said that he used to include a few tools and activities in his sessions, ones that he saw other trainers and coaches applying in their trainings. He believes that Sawaa'ed program was an eye opener for him, and made a real difference when he understood why to use active-based learning with a blend of deep learning techniques.

Another participant realized the value acquired from Sawaa'ed, when she found herself capable of reading and understanding the science of active learning, after joining the program, which was not the case before, where she could not grasp the theories, concepts, and techniques of active learning in the literature. "*I joined Sawaa'ed program aiming to develop myself, deepen my knowledge about experiential learning, and to understand the underlying science*", said one of the participants. He mentioned learning specific concepts in Sawaa'ed program, which helped him leverage his quality of design and facilitation of programs. For example, he used to let his learners try and fail in certain learning activities within the session

in order to make them learn from their mistakes. He did not know that what he used is an application of the 'valuable failure experience' concept until he learnt about in Sawaa'ed program. Therefore, he started to search and read about this concept, became confident when using it, and ready to further explain it if someone asks. The more he deepened his knowledge, the more he was able to customize the application according to the sessions' objectives or the learners' profiles. In addition, he found out that what he has already been doing while preparing the learners before facilitating any activity, as well as reviewing after the activity, was part of the 'RAR' model introduced in Sawaa'ed program. He highlighted that the added value he got out of Sawaa'ed was learning the science underlying this model, which in turn enabled him to explore further references on Active Reviewing to sharpen his knowledge level. "*These references are a treasure for me*"; he proudly declared.

2. Achieved Impact: Creating More Powerful Learner Experiences

All four participants indicated that the impact of participating in Sawaa'ed program went beyond just enhancing their own design and facilitation, to affect the learners' experience. "*The learners are in a state of happiness*", said one of the participants describing her learners' experience by the end of her session. She highlighted that the learners now feel relaxed, since she does not overwhelm them with too much knowledge, and only includes the minimum amount needed to help learners apply the intended skills of the session. Thus, they feel confident about their ability to apply what they learnt.

The second participant noticed that learners easily understand and remember the content of the session, which he facilitates using the active deep learning approach he learnt in Sawaa'ed program. Given that learners participate and practice what they learn within the session activities, they have a high potential to implement and transform learning into performance. This objective is the ultimate goal he aspires to attain especially in his sessions on project management, through which he aims to leverage the learners' skills. In fact, during his follow up with learners after each program, he was happy to find them to have successfully applied what they learnt.

Similarly, another participant noticed the quick application of her learners to what they learn immediately after participating in her sessions. She sees two factors to be behind this result: first, learners are more satisfied and convinced by the action items they generate and discuss themselves, unlike being told what they are supposed to do; the other factor she sees is facilitating the readiness of the learners before activities, which helps them to be affected on an emotional level as well.

The fourth participant observed the impact on his learners differently. Some of his learners were surprised and amazed that they were able to talk, interact, and express themselves among other learners, particularly in discussions related to private personal issues. This participant mentioned that after joining Sawaa'ed program, he started to include some cooperative activities in his program, as well as some discussions to provide a space for the learners to interact, engage with each other, and disclose their feelings and thoughts without any fear. He found this to be particularly helpful given the personal nature of his program, where it is a learning and coaching program that involves a lot of personal disclosure, thus, sharing is very important to

help learners understand themselves, find their passion, as well as identify their barriers and plan how to overcome them to reach their dreams. Therefore, the impact of designing cooperative activities in his learning program and linking that with the 'learner centered' concept, has created a more powerful learner experience helping the learners reach the intended outcomes.

3. Achieved Impact: Repositioning the Standards of Community Education and the Role of Educators

Sawaa'ed as a Model for Community Learning

Three of the participants commented on some of Sawaa'ed program's features that they found to position it differently from other community programs they knew of. The unique features they referred to were in fact intentionally designed in Sawaa'ed program with an aim to promote and reposition the important role of community education raising the standards of learning in the field, as indicated in the impacted model earlier in the paper as a goal Sawaa'ed program holds. The participants' comments in that realm emphasized that Sawaa'ed program is on track towards achieving that goal.

The first participant admired the fact that Sawaa'ed program is designed, facilitated, and organized by a whole team and not just by one person. Since then, he started to involve his team more to work with him and, subsequently, his learners commented that now the sessions he provided with support of the team were better organized and facilitated. He was also inspired by the WhatsApp activities used by Sawaa'ed team to engage participants between the program's weekly sessions. Therefore, he started to design similar activities adding WhatsApp as another online platform for learners' engagement, parallel to using Facebook. In his opinion, integrating this to his program increased the learners' readiness before the sessions inspiring their thoughts beforehand, when they were presented with inspiring questions that invoked their insights. Additionally, he highlighted that having Sawaa'ed promote volunteering among one of its program's features, inspired him to ask for volunteers among learners who participated in his previous sessions. He said that this was mobilized when he saw how graduates of Sawaa'ed program were offered the space to volunteer in the program afterwards as a means to give back value to others in the community.

Another participant stated that after joining Sawaa'ed program, she now focuses on how to model the behaviors she teaches. She became aware of this when noticing that the facilitator of Sawaa'ed program was authentically modeling all the behaviors he taught. She revealed that her learners noted and appreciated how she now models what she says. Moreover, she highlighted how attending Sawaa'ed program and learning its facilitation approach has raised the bar for how she views different community education programs. Whenever she attends training, she compares it to Sawaa'ed program in terms of the quality of the provided learning, the facilitator's skills, and the financial investment. In her opinion, the value offered in Sawaa'ed program is clearly better than other programs she attended.

Experiential Learning in Practice

The program's design and facilitation using an experiential approach seemed to position Sawaa'ed differently as a model for community learning, where three of the participants mentioned being influenced by the deep impact they witnessed in that regard. Two of them already knew about the active learning techniques through previous trainings and lectures they attended before Sawaa'ed, however, they said to have only learnt about this 'theoretically' and have never seen it in practice. When describing how Sawaa'ed is different, one of the participants said, "*Clearly, Sawaa'ed is the only program that made me understand and experience active learning to be able to apply its techniques*", while another participant said, "*I remember almost everything we did in Sawaa'ed program although I never studied or reviewed my notes*". The third participant realized that after Sawaa'ed program she does not want to convey everything directly to her learners anymore, she decided, instead, to let them experience what they learn and discover things on their own, which clearly depicts empowering her learners when enabling them to experientially explore what they learn. For example, in her trainings, when teaching about the experiences adolescents go through, she used role-plays to allow the learners to simulate and act as teenagers to be better able to convey what adolescents experience and go through when faced with tough situations.

Personal Impact

Although Sawaa'ed program's objectives are mainly focused on the mindset, skills, and tools that help educators enhance their learning design and facilitation methodology, the program also aims at creating impact on the community educators on the personal level, as indicated in the impact model earlier in the paper. Therefore, Sawaa'ed's program design includes some parallel learning outcomes to instill values in the participants, such as discipline, respect, constructive feedback, avoiding sarcasm, and cooperation. For, the program stakeholders believe that the more educators are affected by these values, the more likely it would be that the society can regain the forgone high-status of education, given the role of educators can have in building societies.

Three of the participants expressed how they found Sawaa'ed to impact them on a personal level. One of the participants said, "*Sawaa'ed is a way of life*" and added, "*I adopt Sawaa'ed style in my daily interactions with my kids*". This statement indicated that the program's impact was not only limited to the participants' mindset and skills applied in training sessions, but also affected their personal life. Another participant found that Sawaa'ed helped her leverage her self-confidence and supported her to be more tolerant with learners, unlike before when she used to easily get frustrated when learners asked many questions during the sessions. She also mentioned that since joining Sawaa'ed program she became more humble and flexible to accept that she does not know everything and others could be more knowledgeable than she is. Moreover, she stated that she now applies one of Sawaa'ed's concepts with her kids while helping them do their homework. She takes care not to overwhelm them with too much knowledge since she learnt that an excess of knowledge given to the learner is useless.

The third participant was greatly affected and inspired by Sawaa'ed program on a personal level as well. He was amazed to find Sawaa'ed program offered for free to the community, where at the same time the participants are committed to the program's requirements. He appreciates the eagerness of Sawaa'ed's technical and operations team in their follow up with the learners throughout the whole program duration, although they do not charge the participants at all. He already had a similar follow up system with his learners, but now after attending Sawaa'ed he invests more attention to the quality and objective of this system. He explains that he found that one of his own personal values that drives him to follow up on the development of his learners, was reinforced when he learnt in Sawaa'ed program that *"we do not just seek to create an impact, we seek to sustain the impact"*. Moreover, he added that the facilitator of Sawaa'ed program modeled a great example for an authentic and respectful knowledgeable educator in the community, unlike several educators he came across, who in many cases claimed unreal experience, incorrectly assuming that their sessions impacted the skills and attitude of the learners. Reference of the nature of this participant's learning sessions, in which he used coaching techniques to bring about personal transformation, he used to say to his learners, *"If you want to change, you will change"*. He found this notion to be further emphasized when learning this meaning in the program elucidated in the quote, *"The learner will not learn unless he wants to learn"*.

Impact on the Mindset of Educators

One of the important concepts introduced in Sawaa'ed program in its first session is showing the difference between the three roles of learning specialists: the facilitator, the learning designer and the subject matter expert, which seems to have greatly affected the participants. Two participants mentioned that this concept was an eye opener for them, when discovering that the community educator does not have to do the three roles together and that each role requires a unique set of skills different than the other. Being aware of this notion, one participant began to reflect on his role relating it to his areas of strength; *"I was wondering in which role I would perform better"*, he added. Now he believes he fits better in the role of the facilitator, thus, he is searching for learning designers to join his team and design the sessions for him.

Another participant was very satisfied to know that there is a separate role represented in the 'Subject Matter Expert', who is responsible for the preparation of the knowledge content. This participant recognized that he is good at facilitation and design, and he became confident, after joining Sawaa'ed program, in accepting that it is fine not to be knowledgeable enough to fulfill the role of the subject matter expert, for he does not have to play all three roles. Sawaa'ed program aims at promoting the mindset of the different roles among the community educators, in order to raise the awareness about the importance of specialization hoping to leverage the quality of facilitation and learning design offered in the community, and thus create impactful learner experiences.

II. Most Used Parts of Sawaa'ed Program

As explained in the previous section, there were many parts from Sawaa'ed program used by the participants. These parts will be briefly referred to in the next paragraph to have an overview of the mostly used concepts, tools, and techniques introduced in the program.

Participants stated that they applied the 'learner centered' and the 'trust the learner' concepts during the facilitation of sessions to be geared towards benefiting their learners. Also, they utilized some important techniques in the design of sessions, such as 'Sawaa'ed design structure' that helped them organize their session flow, as well as the 'cooperative strategies' like 'Jigsaw', which actively engage the learners in group work during sessions. Additionally, participants found a great value to add some 'role plays' and 'discussions' in their designs to enable the learners to share experiences, and practice the skills they need to acquire through the sessions. Furthermore, participants were keen to involve their learners in 'deep meaningful activities' similar to the ones they experienced in Sawaa'ed program, aiming to create the intended deep impact through active-based learning. Some of the participants mentioned that they used two other concepts they learnt in Sawaa'ed program such as the 'valuable failure experience', as well as 'linking and summarizing', which enhanced the assimilation of the session content by their learners.

In the coming paragraphs, other parts from Sawaa'ed program will be described in further detail, to highlight how they were used by the participants impacting the quality of their facilitation and learning design, thus creating more powerful learner experiences.

1. Program's Most Used Parts: RAR Model

RAR represents the initials of three phases: **R**eadiness for the learning activity, **A**ctivity facilitation and **R**eviewing actively after the activity. Developed by Sawaa'ed program, this model is introduced during the session, where it can be used on both the design and facilitation levels to add 'Deep' learning to the 'Active' learning experience, thus create meaningful learning activities in the sessions. Three participants said to have improved in their application level of both facilitation and design using the RAR model. After joining Sawaa'ed program, one of the participants was convinced with how crucial the reviewing phase was after each activity, where she started to focus on reviewing in order to raise the learners' awareness about what they acquired and were able to do. In addition, she generalized the model to adapt it to different contexts and introduce it to her learners. For example, she applied RAR on the process of doing the homework with children in her parenting sessions, where the mother could prepare her child for the activity (represented in doing the homework), following that by reviewing what was learnt. She concluded that the RAR model is one of the main reasons behind leveraging her skills and abilities designing programs, where she succeeded to design 15 topics in less than a year.

Another participant highlighted the change in mindset she witnessed after learning the RAR model, to the extent that she can never forget the model and uses the reviewing phase to get feedback from her learners so she could take corrective actions and

improve her facilitation. The third participant has already applied the two phases of Readiness and Reviewing before participating in Sawaa'ed program. However, he highlighted that the added value he got out of Sawaa'ed was learning the science underlying this model, which in turn enabled him to explore further references on Active Reviewing to sharpen his knowledge level.

2. Program's Most Used Parts: Energizers

Energizers are special activities used within the session when the learners' energy level lowers down, which participants learn about in Sawaa'ed program. Three participants mentioned that they started to use energizing activities after joining Sawaa'ed program, where two of them created their own toolbox including many ideas for energizers ready to be used in their sessions. The third participant has creatively designed and facilitated new activities suitable to energize the learners while seated. Although such activities were mostly introduced in Sawaa'ed program to be done with small numbers through movement, when faced with potential barriers having large number of learners or small space in the training room, she was able to adapt to the session setup and activate the learners as well. For instance, she uses pens, papers, drawings or hand games as simple tools to energize learners without any need for movement.

3. Program's Most Used Parts: Openers and Pre-openers

Openers are the activities used at the beginning of the session for many purposes, such as ice breaking between learners, reviewing past session content or assessing the learners' level of understanding, also introduced in Sawaa'ed program. Examples of these openers were used by three participants in the beginning of their sessions with variety of ideas. One of the three participants also applied pre-opening activities during the bus ride on their way to the experiential program with his learners, even before the actual start of the session, preparing them for the learning session and helping them make the most out of it.

4. Program's Most Used Parts: Think-Pair-Share

Being one of the two types of cooperative learning strategies introduced in Sawaa'ed program, the three-stage activity called 'Think-Pair-Share' was put into practice by three participants, where each one had a different objective. One participant found that Think-Pair-Share was very useful with the learners who like to talk a lot, as well as with the shy learners who do not participate much. In fact, this cooperative activity created more space for the various personalities of her learners to discuss things in pairs or groups and share ideas, thoughts and experiences. Another participant was able to let the learners reflect using Think-Pair-Share, so as to give time and focus to the reflection part through the three stages. Moreover, this helped diversify and deepen the level of reflections generated within pairs or groups. As stated by the third participant, after joining Sawaa'ed program, he started to include in his program some cooperative activities, such as Think-Pair-Share, as well as some discussions to provide a space for the learners to interact, engage with each other and disclose their

feelings and thoughts without fear. He found this to be particularly helpful given the personal nature of his program, where it is a learning and coaching program focused on personal transformation that involves a lot of personal disclosure.

5. Program's Most Used Parts: Change the Learner State Every 15 Minutes

Sawaa'ed introduces a useful rule, which states that any learner should not remain in the same state for more than 15 minutes within a session; instead, he should be activated in a different manner including moving, thinking, writing, or being involved in a discussion. Two participants pinpointed that adopting the rule of 'changing the learner state every 15 minutes', has enhanced the quality of both designing and facilitating their community learner experiences. One participant mentioned that while redesigning some curricula with her team, she followed this rule to the extent that she split any half an hour content presentation into a 15-minutes mini-presentation, and another 15-minutes active reviewing. Despite the fact that not all her team joined Sawaa'ed program, she positively influenced them to change together the design of their programs in that manner.

III. How to Maximize Success Cases

This section introduces ideas induced by the evaluation project suggested to contribute to maximizing the success cases among more Sawaa'ed participants. These suggestions are introduced as: proposed criteria for the selection of participants, driven by the factors fostering the success of the interviewed participants. Additionally, suggestions highlighted to be needed for further success by the participants are mentioned for further consideration by Sawaa'ed team.

1. How to Maximize Success Cases: Participants' Selection Criteria

All participants mentioned some external factors and personal characteristics, which helped them to successfully apply what they learnt in Sawaa'ed program. These factors were analyzed to come up with the optimum criteria guiding the selection of future Sawaa'ed participants, to proactively choose potential target groups. The four participants agreed on one common factor, which is having the space and opportunity to practice Sawaa'ed's methodology in their trainings and education work. They further described the privilege of being able to concurrently apply what was learnt while attending Sawaa'ed program, which helped them to instantly put the methodology into practice and get feedback from Sawaa'ed team. Moreover, the participants also highlighted that the nature of their sessions helped them to better employ the concepts and techniques, since they provided their sessions in the form of workshops. In addition, participants appreciated that they do not face any restrictions or limitations from top management as in the case of some training work in the private sector that often deprives trainers from freely customizing their learning designs or adopting new facilitation approaches. Thus, when targeting participants in future rounds in Sawaa'ed program, it would be important to take these factors into consideration among the selection criteria, in order to create similar success cases, thus maximize the impact of the program.

Furthermore, some participants mentioned other factors that fostered their application. Among these factors, two participants pinpointed that being driven by their passion for training had a great impact on their success in applying what they learnt, unlike considering training as a job just to earn a living. Having one of the participant's design team members previously join Sawaa'ed program, was another factor that helped her promote the active deep learning methodology in their organization. On another hand, some personal traits, such as flexibility and creativity, qualified one of the participants to be able to quickly and easily assimilate the concepts and techniques introduced in Sawaa'ed program.

2. How to Maximize Success Cases: Suggestions from Participants

More Application and Mentorship

Two participants recommended developing Sawaa'ed program to include more time and space for application. One of them proposed adding more activities where participants could practice what they learn in facilitation, as well as share ideas and examples on design. The other participant suggested adding a second phase to extend the program; during this phase participants can apply design and facilitation skills in workshops with the observation, feedback, and support of Sawaa'ed technical team.

In December 2016, Sawaa'ed launched a new version of the program, which was quite recent, thus, none of the interviewed participants were part of it. In this new version Sawaa'ed's program design was upgraded to help participants practice what they learn in the sessions more, which happens to satisfy some of the recommendations mentioned above, where the program now includes additional hands-on assignments to increase application. It also includes a five-week mentorship phase, during which each participant is required to submit a graduation project applying the acquired design skills. However, this new version still falls short in the application of the facilitation skills, given that it is considered as just a foundational level program. Thus, perhaps the development of advanced levels after Sawaa'ed's foundational level, can give more space for the practice of the facilitation skills, earlier indicated as a need by some participants.

More References

Two participants proposed to have Sawaa'ed team provide more references on active deep learning. The first participant appreciates how important it is to deeply understand the underlying science in order to support the practical side in his experiential sessions. He is eager to get more references to go beyond the basics of facilitation and design, offered in Sawaa'ed program. The second participant specifically suggested guiding participants to more references, particularly in Arabic.

Community of Practitioners

Two participants suggested creating a community of practitioners that bring together all participants who joined Sawaa'ed program since its launch in January 2015. This could offer a space to share experiences with other Sawaa'ed graduates, as well as benefit from each other's applications and feedback. In addition, participants can use an online platform to share further references and ideas.

Spread Sawaa'ed

The two participants who work in community-based organizations requested to include their team members in coming Sawaa'ed rounds. They believe that if the whole team adopts the active deep learning approach promoted in Sawaa'ed program, it will have a great impact on three levels: the quality of the learning offered in their organizations, the facilitation and design skills of the educators, and finally on the learner experiences. They aspire to spread Sawaa'ed's active deep learning approach, not only in their organizations, but also in the community aiming to have it as a culture afterwards within community education. This could in turn make learners easily accept this new learning approach, which they are not used to in trainings, thus may often resist proactively engaging in trainings.

Recommendations

After conducting the data analysis, the research team met with Sawaa'ed stakeholders to discuss the findings and results of the research project, to collaboratively generate recommendations for future action. This section presents some of the recommendations agreed upon among the team aiming to maximize the program's success cases, and thus impact.

1. Target Participants Who Have the Space and Opportunity to Apply What they Learn, Have Previous Training Experience, and are Passionate About Community Education

The factors fostering the success of the interviewed participants were analyzed for future consideration, in order to maximize the success cases among more Sawaa'ed participants. The top criteria for selecting Sawaa'ed participants includes choosing facilitators and learning designers who have the space to apply what they learn in the program, who have previous training experience, and who are passionate about community education.

2. Offer Advanced Levels in Facilitation and Design for More Practice & Consider Incorporating More Application in Sawaa'ed's Foundational Level

The research project's findings confirmed what Sawaa'ed stakeholders assumed about the current design of Sawaa'ed program, that it is mainly focused on the paradigm shift of the participants' mindset through experiencing the active deep learning methodology. Being aware and confident about this hypothesis now as pinpointed through the data analysis, it reflects the need of practice beyond this phase, thus Sawaa'ed stakeholders proposed to either develop advanced levels for both

facilitation and learning design, or to incorporate more application in the current foundational level of Sawaa'ed program.

3. Continue Pinpointing the Separate Role of Learning Design

The project's findings clarified that introducing the separate role of learning design, and its associated skills in Sawaa'ed program, alongside the well-known facilitation role, was an invaluable contribution to the community educators. There seems to have been a witnessed absence in the understanding of this role independently from the role of facilitation. This finding encouraged Sawaa'ed stakeholders to continue emphasizing and pinpointing this separate role along with its accompanying skills with an aim to raise the level of awareness to the different specialization tracks that community educators can pursue, as a means to leverage the quality of community learning.

4. Train Both Facilitators and Learning Designers in Community Organizations

Promoting the concept of specialization among community educators, Sawaa'ed stakeholders suggested to proactively target community learning organizations with an aim to qualify both facilitators and learning designers within each organization. This stems from the need highlighted through the project, to have one's organization's team adopt the active deep learning skills and mindset, together with the need of both roles within each organization build teams capable of providing learning experiences that can drive impact in the community.

5. Expand Sawaa'ed's Community of Practice

Building on the participants' recommendations to create a community of practitioners, several ideas have been suggested to maximize the benefit of this community. The community of practitioners could be a great opportunity, connecting both facilitators and learning designers for the sake of future co-operation. Also, participants could use this as a space to get feedback from the community on their different applications of either design or facilitation, thus fostering the chance for constructive feedback, together with opening the opportunity for mutual learning.

6. Continue Modeling Sawaa'ed as a Team

According to the interviewed participants, one of the important features of Sawaa'ed program's model is that there is a whole dedicated team behind the implementation of the program. Stakeholders are keen to continue highlighting this feature with an aim to raise the standards of community learning models. Thus, Sawaa'ed stakeholders suggested the integration of several aspects to the program design to further pinpoint the role of the team behind Sawaa'ed. The physical presence of the program's project manager as well as the mentor of every project round has been emphasized as important. In addition, the program design would include a continuous mention of the

role of the whole team, whether during the sessions, or in between the sessions through the used online platforms.

7. Emphasize the Notion of ‘Active Deep Learner Experience’

Sawaa’ed stakeholders have found that the notion of ‘Active Deep Learner Experience’, a key part of the program, has not been brought up by the participants despite how important they consider it to be. Being aware of this after the evaluation project, it has been suggested to the customize the current design of the program to highlight two important parts: the first is clarifying how to have learning as ‘deep’, and not only active-based, the second is stressing on how to design a ‘learner experience’, which goes beyond just designing the curriculum. Sawaa’ed team consider these two points to be extremely important since they are core to the uniqueness of Sawaa’ed’s methodology in comparison to other traditional active learning trainings and instructional design programs.

Top Findings

To conclude the project’s findings, this section briefly mentions the most important findings of this research project.

The achieved impact of Sawaa’ed program was illustrated in three forms which are: the enhancement of participants’ facilitation and learning design, their ability to create more powerful learner experiences, and finally the contribution in raising the standards of community education.

The research results revealed that the **enhancement in learning design and facilitation** was a result of some concepts and techniques in Sawaa’ed program, such as the design structure framework, the use of deep meaningful activities, the learner centered approach, as well as some scientific concepts underlying the active deep learning methodology.

In addition, the reasons behind participants’ success to **create more powerful learner experiences** has been identified in minimizing the amount of the session content, activating and engaging the learners to practice what they learn, as well as using some techniques, like cooperative learning strategies and discussions.

As for Sawaa’ed program’s **contribution in repositioning the standards of education and the role of educators in the community**, this was found in some aspects of the program, such as its experiential design, the commitment and follow up of Sawaa’ed team despite having the program offered for free to the community. Other aspects were also clear to be important, such as the modeling of the behaviors taught about in Sawaa’ed by the program facilitator, and the use of activities on WhatsApp, which serves as the remote engaging platform along the whole duration of Sawaa’ed program. Another important aspect depicting the personal impact on the educators attending Sawaa’ed program, was that it affected some of their personal

traits, their relationships with their kids, as well as their connection with their learners during and after their learning sessions. These educators have been also impacted on the level of the mindset , particularly when exploring the difference between the three roles of learning specialists.

To highlight **the most used parts of Sawaa'ed program**, participants mentioned applying the RAR model, the energizers, the openers, the Think-Pair-Share activity, and the concept of changing the learner state every 15 minutes.

The **factors fostering the success of the interviewed participants** were analyzed to come up with selection criteria for future participants. This includes choosing facilitators and learning designers who have the space to apply what they learn in the program, who have previous training experience, and who are passionate about community education.

Limitations

One of the limitations in this project was conducting the interviews in Arabic, which could be a source of some subjectivity during the translation process. Besides, Brinkerhoff (2006) suggests not recording the interviews for confidentiality purposes, which was followed as suggested to have participants at ease as well during the interview process, so one of the two project's researchers was responsible for taking all notes during the call. While this might be a source of strength for useful post-interview discussions that served the project well, the interviews, however, were not completely documented, had it been recorded and transcribed afterwards.

Another limitation was that the selected sample is not representative of all Sawaa'ed participants, and thus cannot be generalized. Selection was done based on Sawaa'ed stakeholders' recommendations informed by their informal follow up with the selected interviewees, since the time they have completed Sawaa'ed program. In addition, the sample consists of four of the most successful participants applying what they learnt in the program, so the results do not indicate that all Sawaa'ed participants will act or think in the same manner. However, this was done on purpose since Brinkerhoff's model selects the most successful cases, to extend such success cases in future replications of the program.

Furthermore, the main source of information and data was through the participants during the interviews. Thus, when they talked about their learners' experiences, researchers mainly depended on the participants' own observations, since these learners were not interviewed to get further evidence and validate the participants' claimed impact on their learners' behaviors.

Future Research

If the conducted project were to be continued, it would be recommended to study a larger and more diverse sample, as well as people from different backgrounds to explore different application contexts. The interviewed sample participated in Sawaa'ed six months ago or more, whereas the program has gone through recent

customizations and add-ons, which has been in its pilot phase since December 2016. While the research project will serve the program well understanding the real need and value of these modifications to better inform the program stakeholders, a follow up project studying new participants joining this new piloted version will add to the depth of this knowledge. It would thus be interesting to study more people who experienced Sawaa'ed's new piloted version to be able to better see the impact of the program's new design when comparing different groups.

It would also be interesting to study people from other Sawaa'ed target participants, such as educators in different learning entities, NGO's and student activities, to better understand how Sawaa'ed may impact the mindset and skillset of different people in the community. This could be of use since facilitators and learning designers in societies within the Middle East nowadays are diversified in many contexts, where such community development programs would positively impact both understanding and application of active deep learning, thus better affect community education.

Another potential area of research could be exploring the underlying science of the model upon which Sawaa'ed design is built. This model, titled 'FIRST' as previously mentioned in the paper, has been developed over the past 10 years through a mix of practical experiences, scientific concepts, models, and theories. Exploring the current model within the larger context of scholarship could indeed be of value for both the program and contribution to science.

In the beginning of this project, a misconception arose resulting from mistakenly assuming similar experiences for different types of participants. Therefore, 2 out of 7 initially recommended participants for the project's sample were excluded due to the different context of their application since they were teachers, thus were different than the other community educators. To benefit from this finding, it has been suggested to conduct a separate research in the future for the teachers who participate in Sawaa'ed program to be better able to investigate their experiences, needs, and application contexts.

Finally, to further verify the interviewed participants' claimed impact on their learners, a new research project has been recently initialized in order to assess the learner experiences first hand. This shall also validate the findings of the current research project, when particularly assessing Sawaa'ed's impact on learner experiences.

Appendix 1

Evaluation Questions

1. What is the benefit of Sawaa'ed for the community (success stories of individuals/communities):
 - a. to improve quality of learning and training in community?
 - b. to qualify trainers and teachers in community?

2. How does the active and deep learning experience affect the participant's personality, and behavior inside and outside the Sawaa'ed learning journey?

3. What is the change in the participant's attitude/character/mindset on the personal level (for example, as a parent, citizen etc ...)?

4. How has the participant been affected by the following on the personal level, professional level, organizational level, community level:
 - The pillars of the 5 sessions
 - The concepts and principles in the sessions
 - The skills/tools in the sessions
 - The activities in the sessions

5. How convenient is Sawaa'ed's active deep learning approach for different types of community learning, and for different community settings?

6. What are the success factors of certain case studies?

Appendix 2

Interview Protocol and Questions

First, start by thanking the interviewee for their time and willingness to participate in the project. As a follow up to the consent email they received and read, briefly highlight the purpose of the project and interview. Assure confidentiality mentioning that only pseudonyms will be used when presenting the results of the project, and that only the project's team will be entitled to know the participant's identity. Open the floor for any questions or concerns before starting the interview. Start the interview questions when participant is ready.

1. How did you join Sawaa'ed program? What motivated you to participate?
2. How did you apply what you have learnt in Sawaa'ed program? With whom did you use it, and in what context?
3. In your work in the community, did you find your Sawaa'ed experience to impact your skills and knowledge as a trainer/teacher and/or as an instruction designer? If so, how? (Question focuses on Program Capabilities (KSA) –column 1 in the impact model)
4. Were these all new skills and knowledge, or did you already know how to do what you shared? (Question tests rival hypothesis)
5. Is there a difference you find in how you work (designing & facilitating sessions) in your community program after attending the program? If so, how?
6. Reference to the above question, if there has been an enhancement in the community work (for example, in sessions' design and facilitation), were the new skills/knowledge the reason? Could this have happened without the newly acquired skills?
Moreover, is there any negative consequence of this new change in performance? (Question tests rival hypothesis)
7. What parts of Sawaa'ed's program were the most you used? What parts of the program were the least you used? And what parts were not used at all?
8. On a personal level, did you find any impact out of your participation in Sawaa'ed program and in applying Sawaa'ed afterwards in your work? (If a clarification for the question is needed, ask if there is anything in that regard to be mentioned on the personal level or on one's mindset, for example)
9. What parts of the training affected you the most on the personal, professional, organizational, and community levels?
10. (To be asked *only* if the learners' experience was not already mentioned through the above questions): Has working differently impact the learners? If so, how and how can you tell of this change (any measures, feedback, ...)? (Question focuses on column 3 in the impact model)

11. Is there a valuable outcome(s) you found as a result of applying Sawaa'ed tools, techniques and concepts? If so, why are these results important? Has this contributed to larger organizational goals (*can also be asked as: has there been an impact on the organizational level*)?

12. If answer to the previous question was positive, ask: Was the enhanced performance necessary for this outcome to happen, or could it have happened otherwise? (*Question tests rival hypothesis*)

13. How can you further tell of the achievement of this outcome(s)? Was there any particular feedback you received in that regard? (*The purpose of this question is to further verify the impact they share – was it feedback they received from others, an enhancement in the level of learning they witnessed, change in the learners, etc ...encourage giving examples here*)

14. What were the factors that facilitated your implementation of what you have learnt in Sawaa'ed? Any particular work requirements, motivators, or support you received? Were there any particular tools or references you used that helped?

15. What factors hindered your application of some of what you have learnt in Sawaa'ed?

16. What suggestions do you have to increase success (i.e. applying what was learnt) (additional program resources, better tools, more training, etc)?

17. Is there any sample work (materials, session recordings, ...) of what you have done that you would like to send/share with us?

Finally, ask if the interviewee has any questions or anything that they would like further clarification for. Thank them for their participation.

Appendix 3 Consent Email

السلام عليكم ورحمة الله أستاذة <اسم المشارك/المشاركة>،

أولاً أود أن اتقدم بخالص الشكر لترحابكم بالمشاركة مع فريق سيجا في مشروع تقييم أثر رحلة سواعد.

أنا <اسم الباحث/الباحثة> القائم/ة بمشروع البحث لقياس أثر برنامج رحلة سواعد بالتعاون مع الزميل/ة <اسم الباحث/الباحثة>. مشاركتكم لنا بخبرتكم العملية بعد الرحلة ستساعدنا كثيراً في تحسين البرنامج بما يتناسب أكثر مع إحتياجات المشاركين، وسيساهم هذا في إثراء البحث في مجال التنمية المجتمعية بعد دراسة مدى الفائدة على النشاط المجتمعي.

سنفهم منكم أكثر عن تجربتكم التطبيقية من خلال الإتصال في الموعد المحدد <تاريخ الإتصال> في <ساعة الإتصال> إن شاء الله. ستكون المكالمة لمدة حوالي ساعة وسنطرح فيها بعض الأسئلة لنفهم أكثر عن تجربتكم، سأقوم أنا بالإتصال بكم وستقوم زميلي/تي <اسم الباحث/الباحثة> بالمساعدة في كتابة النقاش بيننا للإستفادة منه فيما بعد. كجزء من منهجنا البحثي نحب أن نشارككم أنه ليس من الضروري أن تجاوبونا عن كل الأسئلة المطروحة متى احببتم ذلك و إن رغبتم في عدم إكمال المشاركة في أي وقت فلكم مطلق الحرية. إن كانت لديكم أية استفسارات قبل أو بعد الإتصال فعلى الرحب والسعة. نستأذنكم في التأكيد بقراءة هذا 'الإيميل' قبل المكالمة.

مرة أخرى لكم جزيل الشكر،

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