
USER EXPERIENCE

Phase I: Participants Co-design

This Phase I process itself is an integral part of the LEAD with EMPATHY leadership development and learning experience for the participant / beneficiary and iACT team.

iACT team introduces LwE curriculum to participants.

- Participants are invited to sit in a circle with iACT team.
- Participants and iACT team introduce themselves and do a playful ice-breaker.
- iACT team introduces the LwE project and curriculum: history, design, goals and objectives, stories of impact from previous participants, and the opportunity.
- An example of the curriculum (the existing version) is shared and passed around the group.
- Time is given for individuals to get in small groups and review the curriculum as is.
- Groups are asked to start considering some key questions for feedback and ideas.

iACT team facilitates a group discussion with participants to generate feedback and ideas for adapting *LEAD with EMPATHY* curriculum content, stories, language, and topics.

- iACT creates a safe space for open and honest feedback and ideas from all participants. Individuals and groups have the option to privately write down feedback or share out loud to the group. iACT staff asks: What do you like? What don't you like? What's your experience when reading through the curriculum? What have we missed? What needs to be changed? How might the curriculum design be a stronger learning tool for you? What else might you need in order to complete the curriculum each week? What else can we design and provide to enhance your experience?
- With participant feedback and input, iACT team finalizes a customized LwE curriculum and overall project design for each beneficiary (Chad, Cameroon, Greece, Southern California). The majority of the curriculum topics likely remain the same; components of the curriculum that are cultural or contextually specific change, such as the stories that exemplify each topic, level of complexity of a topic, images, and language, and any topic participants feel is missing and would be beneficial skills and knowledge.
- **Participants feel heard and included in the process of creating a curriculum that best fits their needs, skills, and aspirations, and they feel excitement and buy-in to completing the curriculum.**



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Phase 2: Participants receive project orientation

One to three months later, iACT team implements the customized LwE curriculum with each participating group.

- Participants are invited to sit in a circle with iACT team.
- Participants and iACT team introduce themselves (again) and do a playful ice breaker.
- iACT team introduces the customized LwE curriculum that was created based on the feedback, needs, and aspirations of the group and provides each participant a copy of the curriculum booklet.
- iACT facilitates a group discussion to help the group start planning how they will complete the curriculum each week: Where? What time? How often? Who is the facilitator? What is the role of the facilitator?
- The group is then given time to discuss amongst themselves and share with iACT their completion plan for completing the curriculum
- iACT team documents each group's LwE completion plan and selected facilitator
- iACT team provides a the group a guide to using WhatsApp and communicating with other groups participating the project in Chad, Cameroon, Greece, and Southern California.
- iACT provides all other project materials that were designed based on the needs and feedback of each group, such as a "starter guide" to help groups kick-off their first peer-led meeting.
- Participants share contact information with each other and leave knowing when their first meeting will take place and where.
- iACT connects each group (Chad, Cameroon, Greece, So. California) via WhatsApp LwE group message and asks each group to introduce themselves.
- **Participants feel prepared and clear on the how they will complete the LwE curriculum. They feel inspired and supported by iACT team members and their peers.**

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Phase 3: Participants begin the curriculum journey with their peers

Participants gather for their first LwE peer-facilitated meeting.

- Participants sit in a circle together.
- With a project stipend, the facilitator provides a beverage and snack for the meeting.
- Following a LwE “starter guide”, the facilitator guides participants in setting group expectations and goals for the curriculum completion. Individuals express their opinions, ideas, hopes, concerns for completing the curriculum and project. The group again defines the role and responsibilities of the facilitator. In addition to the weekly meetings, the facilitator may be responsible for taking pictures during the meeting, sharing feedback and needs to iACT team, following-up with participants who miss a meeting, and communicating on WhatsApp to other groups globally.
- Participants begin with Lesson 1 and slowly complete the first lesson to ensure each participant understands the lesson and how to use the curriculum.
- Upon completing Lesson 1, the group sends a message on WhatsApp to the LwE group message including a group photo!

Participants are consistently meeting and completing the LwE curriculum for up to approximately 4 months.

- Through WhatsApp communication with the facilitator (and NGO partner if necessary), an iACT team member checks-in with each group every two weeks to ensure participants feel connected and supported, and to gather progress updates from each group.
- Some participants may struggle to attend meetings consistently for various reasons. Group members take on the responsibility for helping all participants successfully complete the curriculum. iACT and partners are available for secondary support.
- Facilitators document learnings during the LwE completion: what is working well with the group, what are some challenges the group is facing, etc.
- If communication on the LwE group WhatsApp is quiet, an iACT team member encourages sharing and asks questions to promote cross-cultural conversation.
- **Participants feel connected to their peers and part of an inspiring group of people locally and globally and feel they’re learning tangible skills and gaining confidence to problem-solve and implement solutions in their community.**

Phase 4: Participants pitch their ideas to a captive audience!

Groups have completed the LwE curriculum and are ready to present and pitch their idea(s) to iACT and community members.

Participants share the community problem(s) they aim to tackle and pitch their solution(s)!

- iACT team members and partners are on-site with each group to learn about their solutions and ideas, implementation plans, and to provide feedback. iACT team documents each solution, implementation plan, timeline, and requested resources.
- Solutions are also shared on the group WhatsApp in order to get peer feedback in different contexts.
- Based on budget availability, iACT works with each group to decide how and where to allocate funds for community-based solutions. Participants are empowered to test and pilot their solutions in their community.
- **In addition to implementing their solution, participants feel equipped, confident, and inspired to facilitate LwE with other people in their community.**

Phase 5: Participants are part of a *LEAD with EMPATHY* cohort of leaders.

Beyond the Bridge Builder grant period, iACT continues to connect, cultivate, and amplify the voices, solutions, and actions of LwE participants—the first cohort across refugee contexts to complete the curriculum together.

- Participants and groups remain connected via WhatsApp.
- iACT works with each group and partner NGO to identify additional opportunities to build upon the project and expand the project within their communities.
- iACT seeks opportunities to amplify the voices, solutions, and actions taken by participants as a result of LwE. Are there opportunities to co-write articles or present? Are there conferences that LwE participants can attend? What experts can connect them with?
- For promising community-based solutions, iACT will see funding opportunities to support and scale solutions.
- iACT works directly with each group to prepare for another cohort of users, seeking their input, ideas, suggestions, and leadership in creating an even better user experience and impact.
- **Participants feel a part of a cohort of LwE leaders and feel they have a platform, a growing network of peers, and an opportunity to create meaningful impact locally and globally.**