The impact of community-based learning programs on developing concepts of civic responsibility and intercultural sensitivity in female university students in Sudan

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The Impact of Community-Based Learning Programs on Developing Concepts of Civic Responsibility and Intercultural Sensitivity in Female University Students in Sudan

A Thesis Submitted by
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To the Department of Psychology, American University in Cairo
In partial fulfillment of the requirements for
the degree of Master of Arts in Community Psychology

Under the Supervision of Professor Carie Forden
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Abstract
Community based learning (CBL) could be defined as a transformational learning approach that promotes students' civic participation and community engagement (Davidson, 2002). CBL’s main objectives are academic, professional, personal and social growth. Additional objectives include awareness of different social challenges impacting the community, and being socially responsible and active (Celio, Durlak, & Dymnicki, 2011). Given the rapid social, political and cultural change happening in recent years in Sudan, and that women in particular, have been given a reduced role in public life and leadership. An in-depth assessment of service learning and its role in developing positive personal, professional and civic engagement outcomes for female students is needed. This research explored how an intensive university CBL program influenced female university students’ civic attitudes, personal and professional growth, and intercultural sensitivities. It further explored whether school discipline had an impact on the learning outcomes of CBL on students. Results showed that overall the learning outcomes for students were equally contributed between CBL and classroom knowledge. CBL positively influenced students’ civic engagement, personal growth and helped develop their professional skills. Meanwhile, students attributed development in their educational and academic skills more to their classroom knowledge. Both first year and fourth year students had high levels of intercultural sensitivity, yet there were no differences between students who experienced CBL and students who did not, on the Intercultural Sensitivity Scale (ISS) scale. Meanwhile, through the interviews students expressed high levels of intercultural sensitivity due to their CBL experiences. In terms of the learning outcomes of CBL, schools of Medicine, Pharmacy, and Management had better outcomes than school of Rural Extension Education and development (REED), Psychology and Health Sciences.

Keywords: Sudan, Community Based Learning, Intercultural Sensitivity, Sudanese Women, Civic Engagement, Empowerment, ISS Scale, CBR Outcomes Survey
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### Impact of CBL on Civic Engagement

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Partnering with Communities

**Intercultural Sensitivity**

Creating Social Change

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The Impact of Community Based Learning Programs on Developing Concepts of Civic Responsibility and Intercultural Sensitivity in Female University Students in Sudan

Introduction

Academic institutions need to play a greater role in providing services to the community while educating students. This can be done through various methods, one of which is community-based learning (CBL), named for its dual role in promoting student learning as well as community development. In Sudan, community-based learning is particularly needed for many reasons. The historical, political, and social scene of Sudan reflects the impact of British colonialism, civil war, and Islamist ruling ideology, among other major factors, on the livelihood of Sudanese people, and the educational system was one of the major areas affected by these unsettling circumstances. Young women specifically may benefit from CBL experiences. According to research, CBL experiences have many outcomes for students, such as positive civic attitudes, political awareness, personal growth, and academic achievement, all of which can help support, develop and shape the role of women in society. This research will explore how an intensive university CBL program influences female university students’ civic attitudes, and intercultural sensitivities.

The Country of Sudan

Sudan is the third largest country in Africa with a total area of 1,886,068 square kilometers (“Sudan Population 2019 (Demographics, Maps, Graphs),” n.d.). It is bordered by Egypt to the north, the Red Sea to the northeast, Eritrea and Ethiopia to the east, South Sudan to the south, the Central African Republic to the southwest, Chad to the west and Libya to the northwest. According to UNICEF, Sudan has an estimated population of over 40.2 million people in 2017 (SDN - UNICEF DATA, n.d). The urban population represents 33%, while the majority of the population is rural. The country has more than 597 tribes with more than 400 local dialects, while the official language is Arabic and the majority of the population are
Sunni Muslims with a minority of Christians. Thirty-nine percent are claiming Arab descent, while minority groups of Arabized ethnic backgrounds are represented in Copts, Beja, Nubians, among other groups. Forty-one percent of the population are under 15 years old, 20% between 15 and 24 years old, 31% are between 25 and 54 years old and just under 4% are 55 to 64 years old (“Sudan Population 2019 (Demographics, Maps, Graphs),” n.d.). The literacy rate in 2015 was estimated at 75.9% for the total population representing 83.3% for males, and 68.6% for females (“Sudan Demographics Profile 2018,” n.d.). Most of Sudan’s GDP growth since 1999 has been through oil, until the recent succession of the south which resulted in the loss of three quarters of that resource (Nadine, 2017).

Women’s Status in Sudan

The Thomas Reuters Foundation developed a poll in 2013 to rank women’s rights in the Arab States. The poll surveyed themes adapted from the “UN Convention to Eliminate All Forms of Discrimination Against Women” which was signed by 19 Arab League States; Sudan did not ratify the convention. Sudan ranked at 17 from the 22 Arab countries surveyed. It was reported that 12.1 million women and girls were victims of female genital mutilation (FGM). According to country laws, Article 40 of the Muslim Personal Law 1991 states that girls can legally marry from the age of 10, and a third of the women aged between 20 and 24 were married by the age of 18. The risk of maternal death was 1 in 31, for every 100,000 births, there were 730 maternal deaths (The Thomas Reuters Foundation, n.d.).

Since gaining independence in 1956 Sudan has fluctuated between military and civil regimes until the 1989 coup by the Islamic party which resulted in the ruling of the Islamic party lead by Hassan Al Bashir. Since independence and until the 1970s, the activism of women secured important concessions such as the extension of universal suffrage in Sudan to women. During the periods of civil governance, women’s political rights were always reinforced. Meanwhile, an Islamization of the legal system was slowly implemented. This
started in 1967 when the Islamic law courts act was passed, followed in 1972 when the judicial authority act was passed, merging the civil and Islamic law courts. More importantly, in 1983, president Nimeiri, who started his ruling as a communist made a shift to Islamism and made Islamic law the sole source of all law. This was a main step in the discriminatory actions that followed against Sudanese women which only became worse after the 1989 coup (Tønnessen & Kjøstvedt, 2010). After 1989, Sudan became exposed to the dogmatic ideology of political Islam. This was in essence the government’s misunderstanding of Islamic law and the opportunity to move their agenda forward. This ideology impacted women and their social roles. For example, family law of 1991 as codified by the Islamists state that the age of consent for marriage is puberty. This law was described by activists as a backlash to women’s rights (El Nagar, Bamkar, & Tønnessen, 2017).

Sudan has suffered the longest civil war in Africa and continues to experience unrest. According to Bérenger & Verdier-Chouchane (2016) these years of conflict have had a major impact on Sudanese women’s rights and modified their social roles. Sudanese society identifies women’s roles within a specific frame, subordinate in nature. This means that women’s access to education, employment and other services and opportunities is significantly hindered. This is in addition to ongoing discrimination against women through social norms and customary laws such as the practice of FGM, and child marriage. It is important to note that a recent reform of the law in June, 2020 criminalized the act of FGM.

**Education and Women in Sudan**

The lifelong expectancy for education for women is around seven years; 41% receive schooling for less than 2 years According to data from the 2009 Northern National Baseline Household Survey (NNBHS) and the 2009 Southern National Baseline Household Survey (SSBHS) across the states of Sudan, living conditions of 7,913 and 4,969 households, boys and girls aged 10–14 show that 73% of boys attend school versus 67.4% of girls. In addition,
the school attendance rates and gender gaps are higher in urban than rural areas. According to the surveys, there are several reasons for girls not attending school among them were money (30.62%), cultural reasons (15.68%), and the need to support family (13.93%). (Bérenger & Verdier-Chouchane, 2016). Educational attainment is a main step in reducing gender inequality. Furthermore, education for women is hindered by many factors such as the geographical proximity, financial capability, cultural norms, and crippling gender roles especially in rural areas. (Nadine, 2017). Research showed strong evidence of child marriage as both a reason and an outcome of lack of education for girls (El Nagar, Bamkar, & Tønnessen, 2017). Women play a main role in the development of their communities. According to research, as the head of the household a mother having an education, especially secondary education and above, increases the chance that her children will receive an education and is negatively correlated with child labor (Bérenger & Verdier-Chouchane, 2016).

**The Role of Education in Political Change in The History of Sudan**

The educational system in Sudan suffers from major problems, stemming mainly from policies that were set during the colonial period, and impacted by the recently deposed government of Al Bashir which came to power 30 years ago. Some of these issues include changing the curriculum to Arabic language to reflect the Islamic interpretation of the ruling party which impacted many disciplines that relied on English material, as well as discrimination against students from south, west and east of Sudan most of which were not native Arabic speakers (Bishai & United States Institute of Peace, 2008). The Jamaican prime minister, Michael Manley has said that

Even in a multi-party situation, the central truth remains that education is a political agent because it must, in its very nature, either tend to preserve the status quo or promote change, depending on how it is organized, who organizes it and the purpose
to which it is put (Manley, 1974).

During the fluctuation periods in state ruling between military and civil regimes after independence, civil society organizations, including student unions, were main actors in the overthrow of the regime of Aboud in October 1964. This was repeated with the regime of Numeiri in 1985. Since president Nimeiri’s rule became influenced by the strict political Islamist ideologies, campus life has been mostly static, focusing mainly on academia with no real activities that can contribute to students’ learning outside the classroom. This environment contributed to the alienation of universities from the communities around them (Bishai & United States Institute of Peace, 2008).

**Community-Based Learning**

While most universities focus on the academic knowledge of students, research confirms that university civic engagement and community based learning (CBL) or learning through doing are becoming important and popular pedagogical approaches in many academic institutions around the world. Many educational institutions began integrating classroom knowledge with hands-on experiences in the community in order to have a lasting impact on students’ learning and development (Academic Success Center - Valencia College, n.d.). This combination provides students with the space to discover answers to their questions and apply what they learn to a social cause while also developing greater academic, social, and personal knowledge (Stewart & Mc Knichy Casy, 2013). Community-based learning addresses complaints that academia forces students to focus on theories without real preparation for the reality of the workplace and the skills they will need, such as leadership, solving problems and working in teams, among other necessary skills (Munter, 2002). Moreover, formal education has been criticized for creating false hope and aspirations for youth, like promises of immediate employment and participation, which are not always guaranteed, leading to feelings of resentment in youth who are not rewarded with these
outcomes. Therefore, modern educational approaches that include positive social roles, and youth participation are highly encouraged (Stewart, 2012)

According to the philosophy of John Dewey, which some consider the foundation of CBL, there are two aspects to the educational process, the psychological part which represents the interest of the individual, and the sociological part which represents the interest of the society. Dewey believes that education occurs only when there is attention to both aspects (Munter, 2002). This philosophy is adopted by many educators and educational institutions today. According to Mettetal & Bryant (1996) teaching should not depend only on the transfer of knowledge, but should have a strong impact on the lives of students and how they view the world. Likewise, the philosophy of Paulo Freire is considered the foundation of critical CBL. With a focus on power, social justice, and oppression, Freire (1973) advocated for social transformation, and argued for an empowering educational practice that is grounded in theory while keeping social justice as its primary goal (Vargas & Erba, 2017).

According to systems theory, to insure students’ success, their needs must be considered within the larger social context. In his ecological model, Bronfenbrenner (1977) indicated that individuals are social beings actively seeking and participating in many contexts, including historical and social contexts, all of which shape their beliefs about the world. This model helps explain the relationship between the individual’s background, personal attributes, family, school, and the community through proximal processes (Christenson, Reschly & Wylie, 2012). The ecological model also supports the idea that the context in which civic activities are performed is critical. For example, research suggests that civic learning approaches and objectives are impacted by the social, political and economic contexts of their countries and institutions (Watson, 2011). This could mean that the types of interventions, the tools used, and the approaches performed by the students, are all identified
through different contexts. It also implies that participation of students in community service through CBL is likely to have an impact on their personalities and the formation of possible educational, social, and personal values such as the development of social responsibility. Furthermore, Ballard (2014) emphasized the role of context as a major influence on youth civic involvement; saying that peer values, family, and cultural practices, in addition to the structure of the neighborhood and the environment of the school, are all linked to youth civic involvement. Accordingly, we need to highlight the importance of having more research on the different types of CBL, the objectives of CBL, and the environment in which it is applied, as without this kind of scrutiny we will not get accurate information on its impact.

**Civic Engagement and Community-Based Learning**

Civic engagement is “a process in which people take collective action to address issues of public concern” (Checkoway & Aldana, 2013 p. 1894). According to Rhodes (2009) civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make a difference. This means that promoting the quality of life in a community, as well as civic engagement, includes actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. In a more specific context “University civic engagement is seen as an active process where the campus mission supports the use and cultivation of the skills and knowledge of members of the campus to improve the quality of life in the community” (Bringle and Hatcher, 2007, p. 80). According to Yorio & Ye (2012) civic responsibility means the intention and actual participation of students in citizenship behaviors.

Community based learning (CBL) can be defined as a transformational learning approach that promotes students’ civic participation and community engagement (Davidson, 2002). The main objectives of CBL are academic, professional, personal and social growth.
Additional objectives include awareness of different social challenges impacting the community, and being socially responsible and active (Celio, Durlak, & Dymnicki, 2011). Service-learning is another term, often used interchangeably with community-based learning, that highlights the major role played by the community in the process of CBL. (Jacoby & Mutascio, 2010). According to Stewart (2012), civic engagement pedagogies such as CBL programs can provide the means and skills for youth to be civically involved in their society and prepare them for future civic engagement. This aim is confirmed by Bringle and Hatcher (1995) when they state that CBL is

a course based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 112).

This is one of the most cited definitions for CBL as it 1) highlights the importance of CBL to both students and the communities involved; 2) it emphasizes the importance of a clear reflective practice to insure success and sustainability of the approach, and finally 3) it includes the goal of achieving civic responsibility as students.

Following a similar description, Jacoby (1996) defines CBL as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Koopmann 2013, p. 2). Similarly, according to (Munter 2002, p.151) “service learning is a way in which abstract concepts can be applied in a real world setting to improve student learning.” Moreover, McCarthy (2004, p. 131) states that “service learning links academic instruction with community service guided by reflection”. 
The differences in the definitions of CBL could be attributed to the way it is defined and practiced in the institutions as well as its application in the classroom and community settings (Blankson et al, 2015). Nonetheless, the definitions all share key words to defining service learning, or community-based learning practices CBL, that highlight its features and benefits to all parties involved, as well as how to enhance the process, these include: 1) development of different academic skills in students (Bringle and Hatcher, 2007; Stewart, 2012); 2) social and personal growth in students; 3) commitment to civic participation; and 4) meeting identified community needs (Celio, Durlak, & Dymnicki, 2011; Bringle & Hatcher 1995; Davidson, 2002). Other definitions go beyond the direct impact on students’ skills set and civic participation to the importance of the reflection process and lessons learned in moving forward with the whole practice (McCarthy, 2004; Bringle & Hatcher 1995).

**History of Community-Based Learning**

The practice of CBL in higher education in the USA began in the 19th century through calls from academic institutions for civic minded students and citizens. Liberal arts colleges with religious background started the movement by creating a tie between the mission of the institution, the curricula, and moral and religious values, with the goal of graduating students who were ethically and morally responsible (Soria & Mitchell, 2016). In the 20th century during the 1960s CBL started taking a more structured form in academic institutions. The development was attributed to many factors including popular movements such as the civil rights movement (Mullen, 2010). During that time, civic education focused more on political aspects which were taught in high school. Simultaneously, concepts such as volunteerism and community service became popular especially with the establishment of the Peace Corps (Bryant, Gayles, & Davis, 2012).

CBL as a pedagogical tool was initiated in Oak Ridge Universities during 1964 at the state of Tennessee. The Universities there were successful in the placement of 39 students as
interns in agencies within their community. This was the first official program developed based on the philosophy of CBL to integrate a practical element to their educational approach (Angelique, 2001).

**Academic and Civic Impact of Community-Based Learning**

According to Weisbrod, Ballou, & Asch (2011) (as cited by Odongo, 2018) contribution of youth in positive change is an outcome to one of main three missions of higher education, which are teaching, research and public service. CBL differs from civic engagement in its focus and background as an educational tool, as it mainly aims to support the students’ theoretical knowledge with the practical experience, while supporting the development of the targeted communities (Edutopia, n.d.). Through doing community based service, students build an emotional and psychological commitment to their learning. CBL also encourages students to apply their learning through services they offer to the community, as a result students end up with a deeper understanding of the knowledge they gain during their studies.

While the lack of opportunities is a clear barrier to civic involvement, having opportunities does not necessary guarantee civic involvement (Ballard, 2014). Therefore, careful thinking and planning should go into the design and implementation of CBL programs to ensure that available and appropriate opportunities are aligned with students’ goals and community needs. In recent decades, educational institutions have become more interested in supporting CBL, in order to cultivate values such as civic responsibility and engagement. One example of this is the Campus Compact which includes presidents from 500 colleges and universities in the US with the sole purpose of developing civic values and engagement in students through CBL (Bryant et al, 2012). In the US, policy makers have integrated CBL in schools as an educational intervention stemming from their belief that if
executed well, CBL has the potential to enhance students’ civic engagement and teach them ways of addressing community needs (Metz, 2014).

The service provided by the students to the community can be offered in different forms depending on the identified needs of the community, whether it is direct hands-on services that impact and involve the recipients, indirect services like advocacy which could be promoting and raising awareness of issues of public interest, or research which involves students more than recipients and supports the community through reporting findings on issues important to the public (Lake and Jones, 2008).

**Community-Based Learning as a Tool of Youth Civic Engagement**

To have an impact on their society as engaged citizens, youth must be exposed to varied activities and opportunities that help shape their identities (Stewart, 2012). There are many characteristic features of CBL, two are social justice and community development. Therefore, CBL differs from other activities like internships and job trainings, in that it seeks to empower students and their communities, and incorporates intentional reflection and structured learning. It changes the notion that students are passive consumers of information, and supports them in becoming active and responsible citizens, moving beyond awareness of their own needs and personal development, to becoming agents of change in their communities. The impact of this change should be long lasting, not only for the students, but also for the people and communities they are serving (Munter, 2002).

The key important difference between CBL and philanthropic acts, is that CBL is a reciprocal relationship with mutual benefit between the participants (students) and the recipients (community). Rather than focusing on the deficiencies of the community, and building on the concept that only outside experts can create change, CBL creates a partnership between students and community members in which both are learners and both are exchanging experience and knowledge. This process leads to the empowerment of both
parties (Munter, 2002). These CBL outcomes are similar to many definitions of community development in the literature which share common concepts of sustainability, participation, capacity development and empowerment (Amer, El-Sayeh, Fayad, & Khoury, 2015).

While CBL is evident in the literature as an educational approach, there is no consensus as to the type of activities and services applied under that frame which generate a specific outcome. Rather, the outcomes of CBL differ according to many variables such as the requirements of the curriculum, the institutional culture and goals, the course instructor, and the identified needs of the community among other considerations. Similarly, Koopmann (2013) states that, the outcomes of CBL depend greatly on the quality of the offered service as well as the type of service. For example, even though civic awareness is a primary goal of CBL, the benefit of it depends on many factors such as the type of courses students take, the support of the institution which they do their service through, the pedagogy approach they adopt, as well as community partners (Blankson et al, 2015).

According to research, the community development element of CBL is not complete without reflection. The experience alone is not enough to ensure that change will follow, but with reflection, discussing what happened and documenting it, we can create change, including better CBL programs and follow up with the community on the implemented interventions to ensure that the intended objectives of the program were met (Munter, 2002; Angelique, 2001). Following the theory of experiential learning by Kolb (1984) reflective observation was identified as the way in which students learn from experience (Bringle, 1995). Reflection is always required of CBL processes before, during and after it is offered (Learning to Give, n.d.). Furthermore, a critical step in the CBL process is reviewing the objectives of the interventions with the community, asking how it was applied, and what could be improved to maintain the quality of the offered services. Moreover, reviewing the objectives of CBL with regard to students is an important step in evaluating the impact of the
practice on their personal and professional growth (Learning to Give, n.d.). Research further indicates that reflection is a primary learning tool in effective CBL. More importantly, according to Vargas & Erba, (2017) if critical reflection is not performed after CBL activities, it may have a negative outcome and reinforce prejudices.

**Implementation of Community-Based Learning**

Eight principles of good practice in implementing CBL programs were proposed by the National Society for Experiential Education (Odongo, 2018). These principles are: 1) authenticity, meaning that students have to implement in a real world setting; 2) intention, which indicates the importance of having everyone involved understand the goal of the interventions as well as the way in which it will be implemented; 3) planning, which means students must be prepared with the knowledge and the tools they will need; 4) reflection, to make sure students take the time to absorb the experience, learn from it and decide how to move forward; 5) orientation and 6) training, that there should be a collaborative process where the learner and the different partners involved discuss the objectives of the program and how they intend to implement it; 7) monitoring, through a system that monitors the progress of the program to insure that learning happens; this is naturally followed by an evaluation to assess the outcomes of the program; and finally 8) acknowledgment, as with partnerships like these, there are usually many parties involved, therefore gratitude and appreciation in recognition of accomplishments makes for good implementation of CBL.

**Key Components of CBL**

With regards to the components of CBL, research suggests that effective implementation of CBL is directly affiliated with four main components; the community, students, faculty, and the educational institution. Each of those partners have a specific role in the process (Bringle, 1995). And while each of the previous components play a leading role in the designing, monitoring and actual application of CBL, it is important to distinguish and
highlight each of these roles, in order to assess the priority and importance of their contribution to CBL. Moreover, it is critical to understand the need for all four components to be present simultaneously in CBL. For example, it is argued in an article by Bringle (1995) that faculty’s lack of training or knowledge about the pedagogy of CBL can lead to poor designing and guidance for students which in turn could result in bad application. In addition, it can get confused with concepts such as volunteerism, even though others argue that volunteerism, and political activity are forms of civic engagement (Ballard, 2014). Furthermore, inadequate understanding of the approach could lead to confusion with other learning methods. On the other hand, if faculty understand and promote CBL then it is likely that this will gradually lead to change in the culture of the whole institution (Bringle, 1995). This is further explained in Bringle’s research, as he elaborates on the role played by faculty in securing strong community partnerships that play an essential role in the CBL process. Through partnerships academic institutions create a network base on mutual benefit-sharing and positive societal change. Therefore, researchers emphasize the role of faculty members otherwise called by Bringle (1995) as “champions” of CBL in fashioning tasks that suit students’ level of education and knowledge, and which will benefit the community, while balancing other responsibilities of the students. Another aspect of the leadership is making sure students understand the supervision and responsibilities they will have while working with the community (Munter, 2002).

A schematic triangle serves as a framework for implementation of CBL as shown in Figure 1 (Vickers, Harris, & McCarthy, 2004) emphasizes the reciprocity and interdependence between these partners to achieve a common desired goal.
To illustrate the importance of relationships between the different components of CBL as identified by McCarthy (Vickers, Harris, & McCarthy, 2004), they developed a schematic triangle where experience, knowledge and reflection are the main variables in the process of CBL and are all interdependent, interrelated, and interconnected.

The authors further explain the need for these interrelated relations, stating that learning will not occur without reflecting on the intended experiences, moreover the experience will not be useful without the proper knowledge to support its execution. Finally, moving forward and building on lessons learned to develop better interventions and more
outcomes will only occur with good reflective processes (Vickers, Harris, & McCarthy, 2004).

**Factors that Impact Student Interest in Civic Engagement**

A case study conducted by Stelljes in 2008 focused on seven exemplary CBL students using semi-structured interviews, with the aim of finding specific conditions that lead to long-term commitment to improve social conditions. Stelljes concluded that intensive service experiences followed by students’ reflection on identity, position within their society, with a clear and strong integration of classroom learning, along with experiential learning, were key conditions for future commitment to social involvement and civic responsibility (Knapp et al., 2010). This is further supported by the study of Astin & Sax (1998) as cited by Jones, Dixon, & Umoja (2005) which found a positive correlation between participating in CBL and future civic participation.

In addition, Ballard (2014) conducted a study that aimed to explore different challenges and motivations for students to be civically involved from the perspective of students with varied socio-economic status, diverse ethnic backgrounds and from different schools. Twenty-two semi-structured interviews were conducted with youth aged 16 to 18 years old, with different levels of interest in civic engagement. They represented four schools, two with higher socioeconomic population with participants mainly of Chinese and Indian backgrounds, and two schools with students from low socioeconomic population with Mexican and Guatemalan backgrounds. The results identified two main barriers and four categories of motivation for youth civic involvement (Table 1). Regarding the categories of motivation, six participants from the lower socioeconomic schools reported that they became civically involved because of a community need or personal issue that they identified within a personal level. Six participants from high socioeconomic schools described their motivation as a personal belief in civic engagement and giving back to their communities. Four high socioeconomic youth
saw their civic involvement as a way to achieve self-interests such as building a resume, preparing for the future, or becoming civically aware. Finally, three participants related their motivation to receiving an invitation to participate in civic action and otherwise expressed no interest in getting civically involved.

As for barriers to civic involvement, participants described two types of barriers; personal such as a lack of interest in getting involved civically, and systematic such as youth feeling like they cannot be civically involved; feelings of incompetence, lack of resources, knowledge, and experience. The difference between the personal and the systematic reasons then means that with personal reasons students often have a choice in getting civically involved, but systematic barriers mean that students do not always have the choice because of limited resources, lack of knowledge, time, and opportunities. The disempowerment they expressed through these barriers was most evident in students who went to schools with low socioeconomic status, but also appeared in some of the responses of students with high socioeconomic status (Ballard, 2014).

**Table 1**

*Motivation & barriers to civic engagement (Ballard, 2014)*

<table>
<thead>
<tr>
<th>Population categories</th>
<th>High socioeconomic background</th>
<th>Low socioeconomic background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Personal believe in civic engagement</td>
<td>Community need &amp; personal issues identified personally</td>
</tr>
<tr>
<td>Motivation</td>
<td>A way to achieve self-interests like building a resume</td>
<td>Being invited to participate in civic action</td>
</tr>
<tr>
<td>Barriers</td>
<td>Lack of interest in civic action</td>
<td>Feelings of incompetence, lack of resources, knowledge &amp; experience</td>
</tr>
</tbody>
</table>

**Impact of Community-Based Learning on Students**

Research suggests many positive outcomes of CBL on students. These outcomes include civic engagement, personal growth, professional skills, and academic skills.
According to research, academic achievements include 1) high capacity to implement learned material to the real world, 2) development of critical thinking, 3) understanding self, 4) connecting practice to theory, 5) developing creative thinking skills and analytical skills. While personal growth mainly includes, increase in self efficacy & self-esteem. Professional skills focus more on developing skills, such as communication, team work, and leadership ability. Social outcomes focus more on students’ understanding of their social problems, and their impact on the community and increasing the probability of committing to future engagement with the community. Finally, educational experience includes supporting students’ discovery of their passion, their college experience, and their career choices (Megahed, Purinton, El-Shimi, Skaggs, & Amer, 2017).

Taylor and Raykov (2014) implemented a study to assess the long term outcomes of community CBL. The study analyzed survey data from 525 students with a response rate of 29%. These responses were of students around 24 years old, 80% female, who took a community based CBL course between 2005 and 2012 at the University of Alberta, in Edmonton, Canada. The sample included 438 community based students and 87 classroom students who did not participate in activities off campus. The study concluded that more than half the respondents of the community based courses believe that their participation is important for developing leadership skills. Responding to real life social issues was a major outcome as 61% reported it as so. The ability to work with others was another one with 69% responses. More than 95% believed that their participation in community based work was important for developing networks, as well as social and employment skills.

Identity Development

According to developmental psychologists, youth start the process of forming their identity between the ages of 13 and 25. This developmental need is best fulfilled when they have a clear role to play in their society (Stewart, 2012; Holden, Messeri, Evans, Crankshaw,
CBL provides opportunities for students to have purpose and develop a collective attitude that in turn equips them to support their communities (Munter, 2002). According to Ballard (2014), the amount of opportunities provided to youth through their schools and neighborhoods are main predictors of future civic involvement. Through hands-on experiences students develop identity, independence, and learn the benefits of collaboration. This makes CBL a useful tool in making students recognize their potential, become aware of the challenges in their communities, and therefore become active and responsible members in it. CBL does not only support the growth of the community but that of the students as well (Munter, 2002).

**Self-Efficacy**

CBL builds a sense of personal efficacy in students, which translates to their ability to perform tasks, solve problems, and have a positive impact on others. This sense of efficacy is carried over by individuals to high levels of civic engagement (Knapp et al., 2010). A longitudinal outcome study following four cohorts of students while they were undergraduates and for two years after they graduated from Tufts University, Massachusetts, United States. Found that civic actions played a central role in the understanding of social problems and their relation to society. Another finding was increased self-efficacy as a result of participating in community actions and activities. Finally, it was found that there was an increase in the individual’s appreciation of being more knowledgeable about the community as a result of taking part in collective and individual political activities (Minnesota Campus Compact, 2011). Stewart (2008) analyzed the results of a survey on 119 students who participated in a CBL program in their first year, through the 10 item community service self-efficacy scale. He found a significant increase in students’ self confidence in contributing to their communities.
Empowerment

As reported by Holden et al (2004, p. 551) “Empowerment refers to the process by which individuals gain influence of events and outcomes of importance to them, and embodies an interaction between individuals and environments that is culturally and contextually defined.” Moreover, research on empowerment is usually linked with three concepts; power, education, and participation. Many definitions include aspects where communities, groups and individuals gain control over their lives and acquire some form of power. (Jiménez-Morales, Soler Masó, & Trilla Bernet, 2017). CBL experiences that work on youth’s strengths, and include them in the planning, designing, and implementation, and evaluation of these activities, could be empowering. These activities might include research, management, mastery experiences and group projects based on community participation (Jiménez et al, 2017; Morton & Montgomery, 2011).

A CBL study by Vargas and Erba (2017) at a Southeastern public university in the United States, in the form of a radio show called “Radio Latino” was developed. To meet the need for university CBL courses that enhanced cultural competence, and a sense of citizenship in undergraduate university students as well as the empowerment of working class high school Latino students. The project continued for five years, and consisted of 48 undergraduate students, while a total 41 teens participated in the project for at least one semester. An assessment of the project concluded the following outcomes; teens who participated in the program for a year or more reported development of self-confidence, and sense of self efficacy. Participants who joined the program for less than a year also reported one of the following outcomes; developed a sense of belonging, hands on skills of program production, improved interpersonal communication skills by engaging in on air conversations and interviews with new people beyond their social circle. They built their resumes, and developed their cultural competence through developing relationships with people from non-
Latino backgrounds, and Latinos/as of the middle class. Finally, the most significant gain for teens was the sense of empowerment they reported by having a social voice through this medium. Undergraduate students also benefited from the project, they reported having better awareness of social issues, a sense of civic responsibility and development of cultural competence skills. (Vargas & Erba, 2017)

**Intercultural Sensitivity**

Research suggests a significant increase in students’ cultural sensitivity as an outcome of well-integrated CBL activities, this is clear in the reduction of stereotyping, appreciation of other cultures, and the positive regard to others (Eyler and Giles, 1999; as cited in Mullen, 2010). According to Yorio & Ye (2012) the experiences students go through during their participation in CBL expose them to people with different cultures, races, backgrounds, which not only enriches their learning experience but further helps them appreciate, understand and have tolerance for others. A survey of 153,015 first year students from 227 universities and colleges in the U.S., students found racial understanding to be an important value to students personally and a major strength. Furthermore, 44.2% believed that their knowledge of people from different cultural and racial backgrounds was somewhat strong (Eagan et al. 2014), indicating a need for further opportunities to develop this understanding.

It is important to note that there is no clear understanding of the type of CBL curriculum and approaches influencing these students, as well as a lack of information on the institutional approach and culture they are exposed to which calls for further research to identify these gaps.

Sudan is a diverse country with a history of conflict, so there is a real need to promote cultural sensitivity, acceptance, and skills of cultural competence. For example, in their literature review, Tønnessen & Kjøstved, (2010) criticized female political elites in Sudan, and questioned their consideration and representation of the needs and wishes of grassroots’
women; they further questioned the channels of communication between elite women and grassroots women. For example, while elite women are concerned with social problems that underprivileged Sudanese women experience, they often plan these projects without involving grassroots women in the discussion of how to implement these projects in their communities. This point highlights the need for other methods of communication and interventions between elites and grassroots in the considerations for collaboration and advocacy between the two groups. To the extent that CBL can promote cultural sensitivity, and working across cultural differences, which may be an effective strategy for bridging the gap between partners and community members.

**Academic and Interpersonal Skills**

Documented CBL outcomes include improved student achievement in core academic courses, cross cultural understanding, development of problem solving skills, and the willingness to take risks (Munter, 2002; Holden et al, 2004). Furthermore, research found a high positive correlation between leadership skills, social capital, connection with the community and CBL (Metz, 2014). For example, a CBL program implemented in Palestine with the aim of developing Palestinian youth participation for positive social change, found the following outcomes:

- stronger civic identity
- higher sense of responsibility
- increase in cultural sensitivity
- better communication skills
- intellectual growth
- development of critical thinking & creativity
- a stronger sense of belonging and opportunity
- increased self-confidence
better work ethic. (Stewart, 2012)

Another noticeable change in Palestinian youth after the program, was their awareness and self-regulation of their own cognitive processes which impacted their ability to apply what they learned in the program to different situations, and according to the program objectives that would lead to their empowerment, active citizenship and social change (Stewart, 2012).

Civic Engagement

There is a strong correlation between students’ participation in CBL and the likelihood that they will be civically engaged in the future (Knapp, Fisher & Bristol, 2010). In a study that aimed to assess the impact of CBL on the social development of university students, Knapp et al (2010) surveyed students using a pen and paper questionnaire at the beginning of the semester before they applied the service project and then surveyed them again at the end of the semester. The sample consisted of 75% women and 25% men from 52 CBL courses, representing all university levels. Keeping methodological limitations such as pre-college service experiences in mind, it was found that the number of weeks and hours that students volunteered was correlated with a high level of commitment to later involvement with their communities. Also, the number of times they dedicated to oral and written reflections had a positive impact on their intention to be involved in their communities. The results also showed that students who worked directly with people had higher average levels of commitment than others who provided indirect services. The type of activities that students did in the placement sites also affected their commitment to future civic involvement. The intent to be engaged in future civic responsibilities was higher in students who volunteered for seven or more weeks, or 30 or more hours. The analysis also showed that empowerment was related to engagement. Based on the study, researchers
suggested that working on students’ social empowerment highly predicts their commitment to future civic engagement (Knapp et al, 2010).

Research conducted by Blankson, Rochester & Watkins (2015) at an American historically black university assessed the impact of CBL on the civic attitudes of students, using a quasi-experimental design. Participants completed a civic attitudes and skills questionnaire, and The Marlowe Crowne Social Desirability scale. Contrary to the study’s hypothesis, participants enrolled in CBL courses did not have a significant change in their civic attitudes over time. However, there was a significant impact on political awareness, interpersonal skills and social justice in students who were taking the CBL courses, in comparison to students taking courses without the CBL element. Research also highlighted the impact of past CBL experiences in addition to current experiences of students on higher political awareness, as opposed to others who did not have these past experiences in CBL (Blankson et al., 2015).

**Gender and Community-Based Learning**

Sudan has major challenges with regards to women’s status, and research on CBL suggest that it can be a tool to empower young educated women to address these challenges. Therefore, understanding the role of gender in community based learning, how and if gender has an influence on the outcomes of CBL, and further if the level of participation is influenced by gender is of real importance. Caspersz and Olaru (2017) conducted a study to understand the value placed by students on CBL. They found that female students, more than male students, valued CBL as it provided them with the opportunities for further personal growth, and civic responsibility.

A study to examine development of civic attitudes through engagement in university civic activities, conducted by the University of California, found that all students regardless of their gender, race and socioeconomic background made significant gains in civic attitudes.
However, women had higher mean scores on civic attitudes than men in their first year. The results also indicated that women benefited more than men in terms of civic attitude development through their college experience. Meanwhile, with regard to socioeconomic status, students from high income families indicated higher levels of civic attitudes when they entered university, as opposed to students from lower income families who had the lowest levels of civic attitudes. The college experience resulted in almost identical levels of attitudes by their senior year, meaning that students from all socioeconomic backgrounds were on the same level of civic attitudes by the end of college. As for ethnic backgrounds, Latin American students reported the most gains on civic attitudes, while white Americans reported the least gains (Soria & Mitchell, 2016).

**College Major and Outcomes of CBL**

A pilot study to assess the impact of CBL on students across different university disciplines was carried on 42 students at the University of Kansas, USA. The sample included freshmen, junior, senior as well as first year graduate students. Some of the disciplines represented in the study were, music therapy, women’s study, architecture in addition to other disciplines. The study found that all college disciplines benefited from CBL experiences, especially in areas of personal responsibility and practical skills. Nonetheless, there were no significant differences in these benefits between the disciplines (Dunn. L, et al, 2014).

**Critiques of Community-Based Learning**

While most of the literature takes a positive stance towards CBL, it is important to view different opinions, so that we can form a logical view based on evidence and previous studies that measured the impact of CBL from these different points of view. For example, John B. Egger (2008) states that “Service-learning seeks to exploit young students’ natural sympathy for the less fortunate, relying on emotions to promote a socialist, communitarian
philosophy” (p. 194). He argues that while CBL claims to have students’ learning as its primary goal, in reality, the students just end up doing volunteer-like services that don’t add anything to their learning. For Egger, the goals of CBL such as increasing civic awareness and decreasing students’ self-absorption, are virtues already taught in the classroom using other educational methods. He feels that CBL is used as a way to decrease the guilt of individualist societies by creating a sense of obligation towards others, and does not necessarily benefit the students. Instead, true liberal education advocates for civility as a primary goal, and therefore negates the need for CBL (Egger, 2008).

While Egger points out some important weaknesses in CBL, his own claims leave him open to criticism and questioning. He does not offer evidence to support his proposition that liberal education or classroom education is sufficient in itself to install academic information and link it to social and ethical principles. Furthermore, he views CBL as a “one-way street” where students are in a superior position and offer support to the less fortunate. However, most of the literature has found that CBL is a reciprocal and mutually beneficial relationship (Nickoson & Blair, 2014; Thomson, Smith-Tolken, Naidoo, & Bringle, 2011; Cicognani, Mazzoni, Albanesi, & Zani, 2015).

Eyler and Giles, 1999, as cited in Mullen 2010, indicate the purpose of CBL through four main objectives, creating a connection between personal and intellectual interests, gaining knowledge that is useful to them in the real world, developing critical thinking skills, and developing analytical skills that will allow them to understand the society and have a future commitment to do something about it. They argue that service is not considered educational unless it achieves these objectives.

In their literature review Knapp, Fisher & Levesque-Bristol (2010) highlight a few weaknesses in the research on CBL. First, there has not been a systematic analysis of the specific aspects of CBL which lead to higher commitment from students to their
communities. Second, there is no clear indication as to how the students’ civic participation is affected by the type of CBL activities they do, the nature of these services, where it took place, and how the students reflected on these activities afterwards.

There is also a gap in the literature regarding CBL in the Middle East and Africa. According to Watson (2011), research on civic engagement in higher education focuses mostly on the experiences of European and American university students, while little research studied civic engagement and its impact on countries of the global south.

**Community-Based Learning at Women’s University in Sudan**

The university in this research is a women’s university and is considered an example of higher education institutions that work on promoting civic engagement of youth. Founded for the sole purpose of educating women who face a gap in education and employment in Sudan, the university’s main focus is the improvement of women’s conditions in Sudan. The university was the first to advocate for CBL in Africa and the Middle East (Sudan, 2013). CBL programs are compulsory for degree purposes in all courses offered by the university.

One of the main CBL programs at the university is the Rural Extension Program. Starting in 1973, it is considered an integral part of the curriculum, and was initiated in response to the need to improve the quality of life for families in poor rural and peripheral urban settlements. It is offered by the school of Rural Extension Education and Development (REED) to all third year students in all schools, and all faculty and staff members take part in the preparation of its activities and the supervision of students during the field trips. During the trips the students carry out surveys, collect baseline data on the area as well as perform different extension activities such as awareness sessions on chronic and seasonal diseases, and harmful practices such as FGM. These field activities of the rural extension course are usually performed solely by the university or in collaboration with development agencies such as Food and Agriculture Organization (FAO), UNICEF, the European Commission (EC).
and others. (Daoud, 2017). The participants in this program are the university students and faculty, as well as government officials and NGOs operating in the designated area. The university receives funds for the field trips from UN agencies and NGOs. Other contributors to the program are donors, local communities, local authorities, national and local NGOs, and academic institutions in the area (Daoud, 2017). The program is divided into three components:

- **Lectures** that provide knowledge about development and the living conditions in different rural areas in Sudan. The students learn how to identify and interact with various socio-economic issues that affect people's life, the potential resources they have, and the constraining factors that affect the development in these areas.

- **Practical Sessions** from which students learn methods of social research and various tools that enable them to collect and analyze data related to the rural communities. They are also exposed to and trained on various communication skills and means to enable them to interact with rural people in the field.

- **Field trips** where students are organized in multidisciplinary groups composed of 15-20 students from all schools and are supervised by a faculty member per group, to spend a period of seven to ten days in a village. On their return, each group of students write a collective report that reflects situational analysis with proposed projects or recommendations suggesting appropriate interventions to assist in solving the villagers' problems. Themes and topics usually tackled by students in the field trips include family health, environment, hygiene and sanitation, social issues, and economic issues. (Daoud, 2017).

Objectives of the program. The community-based learning program has a number of objectives. These include: Expose students to the different features of the Sudanese rural settlements. Enable them to assess the needs and problems of rural communities specifically
those related to women and family issues. Enable them to convey messages via different communication methods, to help in improving the quality of life of rural people. Train students in the field of development and encourage them to act as agents of change.

**Aim of The Study**

Despite the significant impact of CBL as proposed through the reviewed literature, there has been no systematic evaluation of the pedagogy and its impact on youth in Sudan. Given the rapid social, political and cultural change happening in recent years in Sudan, and that women in particular, have been given a reduced role in public life and leadership, an in-depth assessment of CBL and its role in developing positive personal, professional and civic engagement outcomes for female students is needed. In this research I ask the following questions: What is the impact of university CBL on young women’s civic engagement? And does CBL have a positive impact on their academic experience, professional, personal development, and their intercultural sensitivity? Furthermore, does CBL influence students differently based on their school discipline?

**Methods**

**Participants**

The contact person at the university arranged for 20 undergraduate female students between the ages of 20 and 24, in their fourth year of university and who had participated in the annual field trip, to be interviewed by the researcher for one hour. One hundred surveys assessing the outcomes of CBL were distributed by the researcher to students in their fourth year after participation in the field trip, which is the major CBL program in the research university. An intercultural sensitivity scale was filled out by 100 students, 50 scales were filled out by first year students prior to their exposure to CBL programs, and 50 were distributed to students in their fourth year after going on the field trip. Students were asked to review and sign a written consent form to conduct the interview, survey and scale.
Materials

This research used a mixed method approach. According to (Hesse-Biber & Crofts, 2008; Hesse-Biber & Leavy, 2006; as cited by Hesse-Biber, 2010) mixed methods research has higher credibility in analyzing complex dynamics between issues of social identity, such as race, and gender, which were not properly addressed by other research methods. Furthermore, it provides a crosscheck in the results of research, and combine the depth of qualitative methods with the possible generalization of quantitative methods. In this research, a semi structured interview was conducted, in addition to a survey on the outcomes of CBL, and finally an intercultural sensitivity scale.

Survey

According to research, CBL and community based research (CBR), are similar and overlapping approaches to systematic student engagement with the community (Lichtenstein, Throme, Cutforth, & Tombari, 2011). Therefore, this research used a survey that was originally developed to assess CBR. The Community Based Research Survey (see Appendix A) is a conceptually and statistically reliable survey that was developed in 2009 with the aim of codifying outcomes of students’ involvement in community based research (CBR). The survey was developed based on the results of prior interviews and focus groups with six faculty members, and 70 undergraduate students, representing different majors, with the aim of understanding their perceived benefits of community based research. These results derived five main outcomes of (CBR); civic engagement, educational experience, personal growth, academic skills, and professional skills measured in the 19 items scale (summarized in table 1), and four additional experimental items added to the current version of the scale (Lichtenstein et al., 2011). The authors created unweighted, scaled scores for each of the five constructs and for the scale as a whole. This study adapted the survey to a Likert scale from one to seven with higher average scores attributed to impact of CBL on students across the
five constructs and lower scores attributed more to impact of classroom experiences on students across the five constructs. The survey was back-translated in Arabic.

**Scale**

The Intercultural Sensitivity model is comprised of three conceptual dimensions of intercultural communication competence, including intercultural awareness, intercultural sensitivity, and intercultural adroitness. (Chen & Starosta, 2000)

- Intercultural awareness refers to a person's ability to understand similarities and differences of others' cultures.
- Intercultural sensitivity refers to the emotional desire of a person to acknowledge, appreciate, and accept cultural differences.
- Intercultural adroitness refers to an individual's ability to reach communication goals while interacting with people from other cultures.

The intercultural sensitivity scale (ISS) (see Appendix B) was administered to compare the level of intercultural sensitivity between two groups, first year students with no CBL experiences, and fourth year students who participated in university CBL experiences. The final version of the ISS scale includes 24 items and has been validated (Chen & Starosta, 2000). According to the authors, cultural sensitivity as used in developing the scale, requires a person to possess six traits, self-esteem, self-monitoring, open mindedness, empathy, interaction involvement, and suspending judgement (Chen & Starosta, 2000). The 24-item sensitivity scale has five factors that group together different statements that share similar features as can be understood from factor names (1) interaction engagement (2) respect for cultural differences, (3) interaction confidence, (4) interaction enjoyment, and (5) interaction attentiveness (Chen & Starosta, 2000). The scale was back-translated into Arabic.
**Interview**

Questions were developed by the researcher based on reviewed literature, to assess students’ personal experiences with CBL and the possible outcomes they gained through the community work they did with their university (see Appendix C). The interview consisted of 18 questions. An Arabic version of the questions was prepared and used with the interviewees.

**Data Analysis**

For both quantitative assessment tools, the Statistical Package for Social Sciences (SPSS) was used to generate descriptive and inferential results for the Community Based Research Survey (CBR), and for the Cultural Sensitivity Scale (ISS). For the interview, thematic analysis was used to derive themes and codes from interview transcripts (see Appendix G). Inter-rater reliability for coding was assessed by asking four other researchers to sort random samples from the interviews into the established codes and themes. There was 92% agreement between the researchers.

**CBR Outcomes Survey**

Descriptive statistics (means and frequencies) were used to analyze the survey data. A one way between group ANOVA was conducted to identify significant differences on the outcomes of CBL according to school disciplines. Since the Arabic version of the survey had not been validated, reliability statistics were calculated. Cronbach’s analysis was conducted on the “Civic Engagement” subscale of the CBR outcome survey. It was found that the subscale’s alpha level was .74 which indicates that the subscale has an adequate level of inter-item reliability. Cronbach’s analysis was conducted on the “Educational Experience” subscale of the CBR outcome survey. It was found that the subscale’s alpha level was .68 which indicates that the subscale has an adequate level of inter-item reliability. Cronbach’s analysis was conducted on the “Personal Growth” subscale of the CBR outcome survey, it was found
that the subscale’s alpha level was .68 which indicates that the subscale has an adequate level of inter-item reliability. Cronbach’s analysis was conducted on the “Academic Skills” subscale of the CBR outcome survey. It was found that the subscale’s alpha level was .43 which indicates that the subscale did not have an adequate level of inter-item reliability.

Cronbach’s analysis was conducted on the “Professional Skills” subscale of the CBR outcome survey. It was found that the subscale’s alpha level was .70 which indicates that the subscale has an adequate level of inter-item reliability. Cronbach’s analysis was conducted on the complete CBR Outcomes Survey. It was found that the scale’s alpha level was .86 which indicates that the scale has a high level of reliability.

**Intercultural Sensitivity Scale (ISS)**

After data collection, scores and means were calculated for each of the participants, and a comparison between the two groups was calculated. An overall average of the scale was computed, with higher scores on the ISS indicating higher level of intercultural sensitivity. A t-test was conducted to identify significance between the two groups, first year and fourth year students. Since the Arabic version of the ISS had not been validated, reliability tests were conducted. Cronbach’s analysis was conducted on the “Interaction Engagement” subscale of the intercultural sensitivity scale ISS. It was found that the subscale’s alpha level was .58 which indicates that the subscale has a fairly adequate level of inter-item reliability. Cronbach’s analysis was conducted on the “Respect for cultural differences” subscale of the intercultural sensitivity scale ISS. It was found that the subscale’s alpha level was .38 which indicates that the subscale did not have an adequate level of inter-item reliability. Further analysis found that deleting any of the items would not have significantly increased the alpha level. Cronbach’s analysis was conducted on the “Interaction Confidence” subscale of the intercultural sensitivity scale ISS. It was found that the subscale’s alpha level was .60 which indicates that the subscale has a fairly adequate level of inter-item reliability. However,
analysis revealed that by deleting item 4 “I find it very hard to talk in front of people from different cultures” the alpha level for “Interaction Confidence” could be raised to .72. Cronbach’s analysis was conducted on the “Interaction Enjoyment” subscale of the intercultural sensitivity scale ISS. It was found that the subscale’s alpha level was .54 which indicates that the subscale did not have an adequate level of inter-item reliability. Cronbach’s analysis was conducted on the “Interaction Attentiveness” subscale of the intercultural sensitivity scale ISS. It was found that the subscale’s alpha level was .24 which indicates that the subscale did not have an adequate level of inter-item reliability, deleting item 19 “I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.” increased the alpha level to .34 yet it remains an inadequate level of reliability. The lower reliability coefficients in some of the 5 constructs indicate that the items of the instrument may need revision or new items added to reflect the concepts measured. According to Ryff & Keyes (1995) "The modest alpha coefficients likely reflect the small number of indicators per scale and the fact that items were chosen to represent the conceptual breadth within each construct rather than to maximize internal consistency.” Cronbach’s analysis was conducted on the complete intercultural sensitivity scale ISS. It was found that the scale’s alpha level was .76 which indicates that the scale as a whole has a high level of reliability.

**Interview**

The interviews were analyzed using thematic analysis, which is a qualitative method of analysis that transforms responses of participants to transcripts, which are then coded and put into patterns and themes accordingly (Braun & Clarke, 2006). The interviews were transcribed in Arabic, then translated to English and coded. Inter-rater reliability was performed to validate the analysis and the coding process.
Results

Community Based Research Survey CBR

The CBR survey measured the outcomes of community based learning on students across five categories which are civic engagement, academic skills, personal growth, professional skills, and educational experience. The overall average score for CBR survey ($M = 3.96, SD = .734$), indicating that overall, participants felt that CBL and academic courses were equally responsible for learning outcomes. Four questions addressed academic skills. Across these questions, classroom knowledge was seen as more responsible for learning outcomes than CBL ($M = 3.11, SD = .918$). The highest score for this subscale was “strengthened my analytical skills” with 46% of students saying that it was equal contribution or somewhat more CBL. (See Table 2 for the individual item scores for the Academic Skills.).

Seven questions addressed Civic Engagement. Across these questions, participants saw learning outcomes influenced more by CBL than by classroom knowledge ($M = 4.42, SD = .958$). The highest score for the influence of CBL in this subscale was “Enhanced my understanding of social issues” with 28% of students saying that it was somewhat more influenced by CBL (See Table 3 for the individual item scores of Civic Engagement). While four questions addressed educational experiences, across these questions, participants saw learning outcomes influenced more by the classroom knowledge than by CBL. ($M = 3.218, SD = 1.09$). Although the highest score for the subscale was “Clarified my career path” with 31% of students saying that it was equal contribution between CBL and their classroom knowledge. (See Table 4 for the individual item scores for the Educational Experiences.). And five questions addressed aspects related to professional skills. Across these questions, participants saw learning outcomes influenced more by CBL than the classroom knowledge ($M = 4.22, SD = 1.033$). Yet the highest score for the subscale was “Improved my skills with conflict resolution” with 31% of students saying that it was an equal contribution between
CBL and the classroom knowledge. (See Table 5 for the individual item scores for Professional Skills). Last, three questions addressed personal growth. Across these questions, participants saw learning outcomes influenced more by CBL than by the classroom knowledge ($M = 4.57, SD = 1.01$). The highest score for the subscale was “Improved my understanding of myself” with 40% of participants saying that it was equally due to CBL and the classroom knowledge. (See Table 6 for the individual item scores for Personal Growth).

**Table 2**

*Mean and standard deviation for items of Academic Skills subscale*

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthened my analytical skills.</td>
<td>3.78</td>
<td>1.73</td>
</tr>
<tr>
<td>Improved my academic writing skills.</td>
<td>2.83</td>
<td>1.56</td>
</tr>
<tr>
<td>Improved my research skills</td>
<td>3.13</td>
<td>1.54</td>
</tr>
<tr>
<td>Enhanced my understanding of academic content</td>
<td>2.80</td>
<td>1.44</td>
</tr>
</tbody>
</table>

**Table 3**

*Mean and standard deviation for items of Civic Engagement subscale*

<table>
<thead>
<tr>
<th>Civic Engagement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced my understanding of local issues.</td>
<td>4.60</td>
<td>1.50</td>
</tr>
<tr>
<td>Enhanced my understanding of social issues.</td>
<td>4.98</td>
<td>1.54</td>
</tr>
<tr>
<td>Deepened my understanding of others who are not like me.</td>
<td>4.55</td>
<td>1.67</td>
</tr>
<tr>
<td>Helped me empathize with those who have different racial or religious backgrounds than I.</td>
<td>4.07</td>
<td>1.70</td>
</tr>
<tr>
<td>Enhanced the likelihood that I will participate in civic activities.</td>
<td>4.50</td>
<td>1.59</td>
</tr>
<tr>
<td>Enhanced the likelihood that I will vote.</td>
<td>4.40</td>
<td>1.70</td>
</tr>
<tr>
<td>Helped clarify my values</td>
<td>4.20</td>
<td>1.62</td>
</tr>
</tbody>
</table>

**Table 4**

*Mean and standard deviation for items of Educational Experience subscale*

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased my interactions with faculty.</td>
<td>2.78</td>
<td>1.45</td>
</tr>
</tbody>
</table>
Increased my interest in my major. 3.02 1.45
Improved my interest in college. 3.11 1.46
Clarified my career path. 4.00 1.85

Table 5
Mean and standard deviation for items of Professional Skills subscale

<table>
<thead>
<tr>
<th>Professional Skills</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved my skills with conflict resolution</td>
<td>4.74</td>
<td>1.63</td>
</tr>
<tr>
<td>Improved my ability to run meetings</td>
<td>4.65</td>
<td>1.53</td>
</tr>
<tr>
<td>Improved my ability to delegate.</td>
<td>3.78</td>
<td>1.73</td>
</tr>
<tr>
<td>Improved my ability to listen to others.</td>
<td>4.41</td>
<td>1.55</td>
</tr>
<tr>
<td>Improved my ability to work as part of a team.</td>
<td>3.65</td>
<td>1.82</td>
</tr>
</tbody>
</table>

Table 6
Mean and standard deviation for items of Personal Growth subscale

<table>
<thead>
<tr>
<th>Personal Growth</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped improve my personal qualities.</td>
<td>4.39</td>
<td>1.55</td>
</tr>
<tr>
<td>Improved my ability to consider others’ perspectives.</td>
<td>4.26</td>
<td>1.70</td>
</tr>
<tr>
<td>Deepened my understanding of myself.</td>
<td>4.63</td>
<td>1.60</td>
</tr>
</tbody>
</table>

It was predicted that school discipline, has an impact on the learning outcomes of CBL on students. A one way between groups ANOVA was performed to compare the impact of school specialization on community based learning outcomes for students between schools (N = 100). The independent variable included 6 groups; Pharmacy (M = 4.19, SD = .517, n = 16), Medicine (M = 4.39, SD = .716, n = 16), Rural development “REED” (M = 3.65, SD = .747, n = 20), Management (M = 4.14, SD = .492, n = 16), Health sciences (M = 3.66, SD = .762, n = 16), Psychology (M = 3.75, SD = .832, n = 16). The ANOVA was significant $F(5, 93) = 3.469, P = .006$. Therefore, we reject the null hypothesis and conclude that there is a significant difference in the level of CBR outcomes for students based on their school
specialization. To evaluate the nature of the differences between the 6 average scores further, the ANOVA was followed by Fisher Least Significant Difference (LSD) post-hoc test with an alpha level of .05.

**Table 7**

*Average scores for the six schools*

<table>
<thead>
<tr>
<th>School</th>
<th>Health Science</th>
<th>Medicine</th>
<th>Pharmacy</th>
<th>Psychology</th>
<th>Management</th>
<th>REED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>3.66</td>
<td>4.39</td>
<td>4.19</td>
<td>3.75</td>
<td>4.14</td>
<td>3.65</td>
</tr>
</tbody>
</table>

**Table 8**

*Multiple comparisons between schools with significance*

<table>
<thead>
<tr>
<th>Test</th>
<th>p-value (sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science Vs Medicine</td>
<td>.004</td>
</tr>
<tr>
<td>Health Science Vs Pharmacy</td>
<td>.034</td>
</tr>
<tr>
<td>Medicine vs REED</td>
<td>.002</td>
</tr>
<tr>
<td>Medicine vs Psychology</td>
<td>.010</td>
</tr>
<tr>
<td>Pharmacy vs REED</td>
<td>.023</td>
</tr>
<tr>
<td>REED vs Management</td>
<td>.038</td>
</tr>
</tbody>
</table>

*Note.* REED refers to school of Rural Extension Education and Development

By comparing the average scores of the six schools in Table 7, with the identified significant $p$ values we are able to learn which schools have higher outcomes due to CBL. The three schools that appeared to benefit the most from CBL were Medicine, Pharmacy, and Management. Students in Medicine school appear to benefit more from CBL than students in school of REED, Psychology, and Health Science. While students in Pharmacy school appear to benefit more from CBL than students in Health Science and school of REED. Furthermore, students in Management school benefit more from CBL than students in REED (see Table 8). Other comparisons found no statistical significance between schools with regard to learning outcomes of CBL.
Intercultural Sensitivity Scale (ISS)

The Intercultural Sensitivity Scale (ISS) measure the level of intercultural sensitivity based on five categories which are respect for cultural differences, interaction engagement, interaction enjoyment, interaction attentiveness, and interaction confidence. The overall average for ISS was ($M = 3.98$, $SD = .36$) indicating that overall, participants in first year and fourth year both had high levels of intercultural sensitivity. Tables (9 – 13) show the average scores for the items of each subscale, and Table 14 presents the overall average score of each subscale across the two groups. Seven questions measured Interaction Engagement. The average score for fourth year students on the subscale ($M = 4.0$, $SD = .44$), while first year student had an average score ($M = 4.07$, $SD = .50$) indicating that both fourth year and first year students tend to engage positivity with people from different cultures. Six questions measured Respect for Cultural Differences. The average score for fourth year students on the subscale ($M = 4.09$, $SD = .45$), while first year students had an average score ($M = 4.09$, $SD = .42$) indicating that both first year and fourth year students have high levels of respect towards cultural differences. Five questions measured Interaction Confidence. The average score for fourth year students on the subscale ($M = 3.83$, $SD = .58$), while first year students had an average score ($M = 3.90$, $SD = .60$) indicating that both first year and fourth year students have confidence in their interactions with people from different cultures. Three questions measured Interaction Enjoyment. The average score for fourth year students on the subscale ($M = 4.07$, $SD = .53$), while first year students had an average score ($M = 4.03$, $SD = .55$) indicating that both first year and fourth year students enjoy their interactions with culturally different people. Three questions measured Interaction Attentiveness. The average score for fourth year students on the subscale ($M = 3.86$, $SD = .49$), while first year students had an average of ($M = 4.13$, $SD = .52$) indicating that first year students show higher levels of attentiveness towards people from different cultures than fourth year students.
### Table 9

*Mean & Standard deviation for Interaction Engagement according to school year*

<table>
<thead>
<tr>
<th>Interaction Engagement</th>
<th>Fourth Year</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy interacting with people from different cultures</td>
<td>4.4</td>
<td>4.7</td>
</tr>
<tr>
<td>I tend to wait before forming an impression of culturally-distinct counterparts.</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>I am open-minded to people from different cultures.</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>I often give positive responses to my culturally different counterpart during our interaction</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>I avoid those situations where I will have to deal with culturally-distinct persons.</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.</td>
<td>4.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

### Table 10

*Mean & Standard deviation for Respect for Cultural Differences according to school year*

<table>
<thead>
<tr>
<th>Respect for Cultural Differences</th>
<th>Fourth Year</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think people from other cultures are narrow-minded.</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>I don't like to be with people from different cultures.</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>I respect the values of people from different cultures.</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>I respect the ways people from different cultures behave.</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td>I would not accept the opinions of people from different cultures.</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>I think my culture is better than other cultures.</td>
<td>3.8</td>
<td>3.3</td>
</tr>
</tbody>
</table>

### Table 11

*Mean & Standard deviation for Interaction Confidence according to school year*

<table>
<thead>
<tr>
<th>Interaction Confidence</th>
<th>Fourth Year</th>
<th>First year</th>
</tr>
</thead>
</table>
I am pretty sure of myself in interacting with people from different cultures.  
\[4.1 \pm .9 \quad 4.2 \pm .9\]

I find it very hard to talk in front of people from different cultures.  
\[3.4 \pm 1.0 \quad 3.3 \pm 1.1\]

I always know what to say when interacting with people from different cultures.  
\[3.7 \pm .8 \quad 3.7 \pm .9\]

I can be as sociable as I want to be when interacting with people from different cultures.  
\[4.0 \pm 1.0 \quad 4.1 \pm 1.1\]

I feel confident when interacting with people from different cultures.  
\[4.0 \pm .9 \quad 4.2 \pm .9\]

**Table 12**

*Mean & Standard deviation for Interaction Enjoyment according to school year*

<table>
<thead>
<tr>
<th>Interaction Enjoyment</th>
<th>Fourth Year</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get upset easily when interacting with people from different cultures</td>
<td>4.2 ± .9</td>
<td>4.1 ± .8</td>
</tr>
<tr>
<td>I often get discouraged when I am with people from different cultures</td>
<td>4.0 ± .9</td>
<td>3.9 ± .8</td>
</tr>
<tr>
<td>I often feel useless when interacting with people from different cultures.</td>
<td>3.6 ± 1.1</td>
<td>3.8 ± 1.2</td>
</tr>
</tbody>
</table>

**Table 13**

*Mean & Standard deviation for Interaction Attentiveness according to school year*

<table>
<thead>
<tr>
<th>Interaction Attentiveness</th>
<th>Fourth Year</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very observant when interacting with people from different cultures.</td>
<td>4.0 ± .9</td>
<td>4.4 ± .7</td>
</tr>
<tr>
<td>I try to obtain as much information as I can when interacting with people from different cultures</td>
<td>4.4 ± .8</td>
<td>4.5 ± .9</td>
</tr>
<tr>
<td>I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.</td>
<td>3.1 ± 1.0</td>
<td>3.4 ± 1.0</td>
</tr>
</tbody>
</table>
Table 14

Descriptive statistics for subscales according to School Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Interact engagement</th>
<th>Respect cultural differences</th>
<th>Interaction confidence</th>
<th>Interaction enjoyment</th>
<th>Interaction Attentiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Fourth</td>
<td>4.00</td>
<td>.44</td>
<td>4.09</td>
<td>.45</td>
<td>3.83</td>
</tr>
<tr>
<td>First</td>
<td>4.07</td>
<td>.50</td>
<td>4.09</td>
<td>.42</td>
<td>3.90</td>
</tr>
</tbody>
</table>

ISS Hypotheses Testing

It was hypothesized that 4th year students exposed to university CBL would have higher levels of intercultural sensitivity than first year students with no exposure to CBL. One sample independent t test was used for this analysis. Results showed fourth year students (N = 50) who were exposed to CBL experiences had mean scores (M = 3.95, SD = .35) and first year students (N = 50) with no exposure to university CBL had mean scores (M = 4.01, SD = .38). An independent t-test found no statistical significance p > .05. t(98) = 0.83, p = .41, thus the hypothesis was rejected. Further t tests were run for each of the subscales. Only the subscale measuring interaction attentiveness found a significant difference t(98) = 2.65, p = .009. Yet, the hypothesis that fourth year students with exposure to CBL have higher levels of intercultural sensitivity, than first year students was not supported. There were no significant differences for the remaining four subscales.

Interview Results

Twenty interviews have been analyzed using thematic analysis. The following are the themes from these interviews organized into two groups; the first group includes themes about challenges and benefits of CBL, and the second group includes themes related to diversity.
Challenges and Benefits of CBL

In these themes the participants talked about the type of work they did during the field trip, the intervention strategies they learned and used, developing a sense of civic responsibility, the impact of CBL on their skill set as well as their personal qualities, in addition to their academic life. Moreover, they talked about the challenges they faced during their CBL experiences. And learned more about the process of change, and the benefits they gained through their CBL experiences.

Benefits Gained from CBL. These were mentioned by sixteen students.

Eleven students spoke about CBL as a useful experience. One student said that the community based experience strengthened the academic part of her education and encouraged her to study and learn more. Two students described the CBL experience as rewarding, one said “It was very rewarding. Even with the older generations, for example, we showed many women how to do the self-examination for breast cancer and this could potentially help save their lives, so it was a great thing to do.” Two students said that working with people who are different from them was not as challenging as they expected, because of the positive experience and atmosphere they created with the community. Another student said the experience allowed her to train and discover what skills she was good at, and what she needed to develop further. Four students described the experience as a win-win because it impacted them as well as the community, and highlighted the process of knowledge exchange, whether it was between them as a group of students representing different schools with different knowledge, or between them and the community they visited. One student said that the CBL experience made her reflect on the negative practices of her own community and strive to change them. One student said the CBL experience was more useful than theoretical lectures, because it allowed her to apply her knowledge. One student said that everything they did during the field trip added to their experience and knowledge. One student said that the
university provided opportunities for them to build their character, like the annual field trip, not just focus on academics. Two students said that the practical approach of CBL made them realize how little knowledge they actually have. One student realized the type of change she can do as a pharmacy student which was based on her experience visiting a rural community and teaching them utilization of natural resources that can have a curative effect to compensate for the lack of medicine.

**Impact of CBL on the Skill Set of Students.** Nineteen students talked about different skills they learned through their CBL experience. Eleven students mentioned communication as one of the major skills they gained; three said that communication skills were the best skills they learned from their CBL experience and one of them said that she would not be able to communicate freely in this interview if it were not for that. Two students said that developing communication skills gave them the courage to talk with others, share their opinions confidently, extract information in a smooth way, and get their point across. One student said, I learned how to be more open toward others who I don't know. During the trip we have people from different faculties (medicine, pharmacy, psychology, management, etc.) and we all have to work together and spend a lot of time together, so you learn to communicate with others, how to be flexible, and how to accept differences.

Two students said that finding a way to communicate and deliver their message to community members was a challenge that they were able to overcome during the CBL trip. One student said that she saw the need for listening as a skill to create partnerships with the community and achieve long lasting impact. Nine students talked about the skill of public speaking. Four students said they developed their presentation skills and learned to speak in front of large groups of people; three students spoke about fear of public speaking that they were able to overcome through their CBL experience. Two students said that public speaking was not a strong skill for them but that having people welcome them, pay attention to the
information they provided, and give them good feedback encouraged them and made them feel comfortable.

Eight students talked about learning adaptation and flexibility. Two students talked about working with different personalities, and three students talked about the difficult living circumstances they faced during their CBL experiences like the lack of water and the difficult sleeping arrangements, and how flexible they needed to be to navigate these challenges. One student found the topics they prepared for the community they visited were not needed, because they had other challenges in that particular area, so they had to be flexible and think on their feet about other topics that are more important to that particular community. Four students talked about improvement in social skills as a result of their CBL experience. Two students talked about learning to be more open and social towards people they don't know due to the circumstances of the trip and facing different situations where they had to interact with others. Two students said they were more introverted, but the CBL experience pushed them to be more open and social. Three students said they learned how to take initiative through the experiences they had during CBL. One student told a story about her visit to an area where women lacked awareness about personal hygiene, and even though it was a sensitive topic, she felt the need to address it so she took initiative and spoke about it, and had positive feedback from the community afterwards, as they expressed an actual need for awareness about that topic. Two students said that through their CBL experiences they gained skills and confidence to speak in their neighborhoods and families about the harmful habits they still practice, one said “I thought since I could go to different communities and try to raise their awareness on these topics, I might as well start with my own family and the harmful habits they still practice.” Two students talked about learning how to write reports and proposals through CBL experiences. Two students talked about gaining leadership skills as a result of their CBL experience. Two students mentioned developing inquiry skills through their process
of data collection and having to find ways to get answers to their questions in a culturally appropriate way.

Impact of CBL on the Personal Qualities of Students. Eighteen students talked about different qualities they gained or strengthened as a direct result of their CBL experiences. Twelve students mentioned self-confidence; one student said “You gain this confidence through working with the community because you feel like you are actually doing something that matters.” Another student said that she needed to be confident in order to convince the community of the information she is sharing. Five students said that they gained confidence after going through the CBL experience and having to be in charge of different tasks, do many things for the first time, and the fact that they were able to do it. One student said that her newfound self-confidence encouraged her to work again with the community if she had the opportunity. Six students mentioned increase in self-reliance and independence; five students said that the field trip was the first time they traveled alone, two students said they learned to depend on themselves in many things like cooking, cleaning, waking up early, and figuring out ways to deliver the information to different groups. Two students said that being exposed to challenging conditions during the field trip made them realize that they can survive and adapt to different environments. Another student mentioned her habit of underestimating herself, but during CBL she was in charge of different tasks, and discovered that she can do more than she thought she could. Four students talked about realizing their self-worth as a result of their CBL experiences. Three students mentioned the sense of self-worth they had through helping these communities and providing knowledge, information that was needed, and doing something that mattered. One student mentioned that the positive feedback she got from the community increased her sense of self-worth. Two students said that they felt empowered after their CBL experience; one student said that she sensed a change in her personality after the field trip and felt stronger. Two students said their CBL
experiences gave them a sense of achievement through the knowledge they provided and the positive feedback they got from community members. Seven students mentioned having more patience as a result of their CBL experience. One student said she used to be impatient but she learned during her work in the field trip that she has to be more patient, and to deliver the information slowly, and simplify it to suit the target group. Three students talked about learning empathy. One student talked about the difficult circumstances of the people in rural areas and how she was personally affected by their stories and the circumstances they are living in. Another student said that the difficult living conditions they faced during their CBL experience made them empathize with people living in these conditions. One student shared her CBL experience and that she practiced empathy for the first time during the field trip saying

> We ate and drank anything they gave us; we didn't care if we liked it or not we just wanted to make them feel like we are not different from them. I learned from this that as they tell us in psychology try to be in the other person’s shoes, to try and understand what they are feeling. I tried this concept for the first time. Before the trip, I used to say I am not them so why would I put myself in their shoes.

Two students mentioned realizing their privileges and feeling gratitude after their CBL experience. The students talked about being more grateful for what they had after the field trip, because they discovered the privileges and advantages they had. One student said after the field trip

> I learned that you don't have to be in a specific social status to be satisfied with what you have because I saw people who were happy and content, even though their lifestyle was much simpler than what I see in my community.

**The Impact of CBL Experiences on Students’ Academics.** This theme was mentioned by seven students. Three students talked about the role of their major in their
desire to work with the community. Two students said that being a public health major, they think there is a need for them to be connected with the community, to learn more about the root of problems, and one said the CBL experience made her study field more enjoyable to her. Another student talked about her academic interest in the topic of peace, therefore she needed to work in areas of civil war to learn more about her research topic. Two students said their CBL experience gave them insight into future academic plans, one said that through her CBL experience in a rural community in eastern Sudan, she was able to decide what her masters and Ph.D. topics will be. Some students further mentioned that their specific tasks in the field trip mainly depended on their academic majors and knowledge.

**Gained Deeper Insight into Social Issues.** Twelve participants talked about the impact of the CBL experience on their understanding and analysis of social issues in rural Sudan. Ten participants said their perspective of these issues changed after seeing it on the ground. One student said

> Before the field trip, I used to listen to the lectures about FGM, and child marriage and all these issues repeatedly, and thinking to myself that we need to move on to other things. I was not aware of how critical and widespread these issues are until I saw for myself, I saw a whole school of girls who were victims of FGM.

One student said she was not aware of how many poor areas there are in Sudan because she did not see this where she lives in the capital. Another student said that she found a lot of issues that she wasn’t aware of before her CBL experience such as the conflict in some areas of Sudan, furthermore, one student said that she was shocked at the reality of these social issues on the ground and how reading stats and numbers is very different from seeing the situation and the actual people affected. Three students talked about appreciation of natural resources; two students talked about limited water and electricity in the village they visited and how they had to plan their day around the availability of these resources and be
mindful of its usage. Another student highlighted the need for better distribution of resources after she saw the disparities between the resources available to her in the capital and the ones available to the community she visited. Two students said their perspectives did not change much from seeing that these problems existed, but they were surprised to learn that the people in these communities were trying to change these harmful cultural practices. One student said her perspective changed in terms of the solutions they can offer to these social issues, she said that the CBL program has been happening for many years with the same problems present but to change these cultural practices the methods they use and the solutions they offer to these issues need to change. Another student changed her perspective saying that the community she visited was very knowledgeable and financially secure, and that they did not need awareness as much as they needed better access to resources to develop their community.

Three students talked about gaining better insight into the roots of social issues through the CBL experience. Two students said that the community they visited had an interesting response to their talks on FGM. One said it was the women who were embarrassed to talk about the issue, the men in that community agreed to change, while the other reported an opposite response, saying that the women in that community opposed the practice while the men are the ones who insisted on it. Two students pointed out the regional differences in social issues. One student said that although she prepared general topics before the trip, the issues she found in the community forced her to change her plan and accommodate the needs of that community. She said that some of the social issues in western Sudan are different from those in eastern Sudan, therefore every community needs a different plan. Another student said that most of the resources are found in the western Sudan and most of the NGOs are also working there, therefore the eastern communities are suffering in more ways with lack of resources and support. The student concluded that after the CBL experience, it made sense for why some of these communities resent urban communities saying “they feel marginalized,
because they don't receive the same care and services where they live and don’t have the same rights.”

**Developing a Greater Sense of Civic Responsibility.** Civic responsibility was mentioned by eighteen students. Six students talked about developing a sense of civic responsibility; one student described being a change agent, and gaining the skills and tools to help develop the community, in addition to actually working with the community to better their lives, as a rewarding experience. Another student talked about the CBL experience encouraging her to give back and make a difference in the community. One student talked about creating change even if not in rural areas but to say no to anything wrong and help make it right. Two students said that the experience made them feel a certain responsibility towards the community. One student said the CBL experience gave her confidence that she can be a good change agent in the future. Two students said that being exposed to how bad the reality of these areas made them more determined to help change these circumstances. Two students talked about ideas and resources they can help with; both thought that their help should be financial because the communities need resources, and that supporting this way could be more successful than trying to change their behavior or beliefs.

Eighteen students had plans for future engagement with the communities. Fifteen students shared their opinions and plans about future engagement, two students said that they would like to help these communities, not necessarily through field work but more behind the scenes, in administrative roles. Another student thought that it was important to continue working with these communities because she believe their behavior could change if they worked with them for longer periods of time. One student said that her future research is about topics related to peace and war so she would continue working with these communities to research these topics in more depth. Seven students said that if they found opportunities in the future they would work with the community, and one student thought that after her CBL
experience she gained confidence and that’s why she thought she could work again with the community. Two students thought it is important to continue working with rural communities, specifically on awareness, hygiene, and how they cook their food. One student said the CBL experience already made her start doing awareness for similar problems in her own community. Two students said that they felt distant from social issues in Sudan before their CBL experience, but were shocked at the reality of these issues, like the degree of poverty and the harmful practices like FGM. That exposure made them more determined to continue working with the community and raising awareness. Two students said that it is important to continue working with these communities, and that they want to learn skills to help and impact them. One student had a vision of managing an organization in the future and offering support to the community through it. One student addressed the disparities between rural and urban communities saying

I hope people give more attention and care to the rural community, to try and develop these areas. There has to be equal distribution of resources and services like health and education. I believe this will be a good step that would benefit all Sudan, because we now see how the capital is under pressure because of the focus of all these services in it. So if we planned to distribute these services and rights across the land it will be a win-win situation for everyone.

**Gained a Better Understanding of the Change Process.** Twelve students talked about change in light of their CBL experience. Seven students said that change takes time; five said that change can happen, but that they do not expect people to change overnight, and that it takes years to change people’s behaviors and habits. One student said that doing the work of awareness raising during their limited time is not enough, and suggested there be different interventions from others to create change together. One student said that as change agents they need time to study people’s behavior, their reasoning, and gain their trust, before
they decide to apply interventions. One student said that before her CBL experience she was sure that it was impossible for the community to accept them and to change, but after her field experience she discovered it was possible but takes time. After their CBL experience, seven students said after the field trip they realized change is not easy; two students said that while the people were very welcoming, they were resistant to discuss some topics like the practice of FGM. One student said that the perception some of these communities have of people, and especially girls from the city, is that they are different from them, so this might hinder their acceptance of possible change. Two students noticed that these communities were very stubborn and would not change these practices because it is ingrained in them, unless they experienced the negative impact of these practices first hand. Another student said that she did not think she could make a change because people are not easy to change, and that for many of them these beliefs are ingrained from birth and are considered sacred.

Four students said that after their CBL experience they believed that change is possible; three students said that the positive feedback they received from the community made them believe that change is possible through the right intervention strategies. One student pointed out that through delivering needed information to communities and teach them something new, they believe that change is possible. One student talked about the role of partnerships in making change possible, saying

when we went on the trip at first we weren't going to enter the village because we didn't have the permits, but once they knew we were from this particular university they welcomed us to their community, and told us they changed a lot and many of their girls are thinking of going to university, and it showed us that change takes time but it happens because these people were clearly influenced by the field trips which came a long time before us.
Finally, six students talked about their ability to create change; three students believed they can make a change after their CBL experience, because the topics they discussed and the goals they had were achieved. One student said that after the field trip she felt that she can create change in the community and in herself as well. One student said that gaining experience could help her create change.

**Type of Work, Responsibilities During CBL and Their Impact.** The students divided the work they had to do during their CBL experience into two types, individual and group work. Fourteen students said that group work was the main approach with each member responsible for specific tasks. For example, some students were responsible for designing posters, others delivered talks and facilitated discussions with community members, and others designed and performed educational plays. One student mentioned the advantages of working in groups and exchanging knowledge and experience. One student said “I gained a new experience on how to work with a group that are not my friends.” Another student mentioned the feelings of positivity and love between group members which helped them produce quality work. One student mentioned a challenge in the village they visited where some of the women in the village were following them around. She said

> It was difficult to do our work while feeling like someone is spying on us. I learned from this not to face challenges alone, and not to take things personally because I am part of a group. I also learned not to act impulsively but consider that others will be affected by my behaviors. I learned to think and act as part of a team.

**Learned Effective Interventions and Strategies During CBL Experience.** Fifteen students talked about the intervention strategies they learned through the experience. Two students talked about learning how to find entry points to the community through showing respect to their customs and traditions. They further mentioned the sensitivity of some topics like FGM, and child marriage and how they prepared these discussions to make sure they’re
appropriate to the community. Two students mentioned the importance of simplifying the information and delivery methods, and four students talked about making community members feel comfortable around them. This was done through wearing similar clothing to that community, presenting some of the topics in a fun and engaging way, and using culturally appropriate interventions. One student said “We ate and drank anything they gave us; we didn't care if we liked it or not we just wanted to make them feel like we are not different from them.” Students highlighted the different interventions they used such as talks, discussions, home visits, role plays, and creating an open dialogue with the community.

According to students, some strategies like home visits were more successful in delivering the information, especially when discussing sensitive topics. One student pointed out that there needs to be more specific and culturally appropriate interventions tailored to the needs of each community.

Six students mentioned conducting assessments of community needs. One student mentioned changing the group’s agenda to address the urgent needs they found when they arrived, which they did not prepare for. The student emphasized the importance of listening to the community before taking actions, saying, “we need to listen to the community and understand their needs and then decide on how we can support them.” Two students shared that the actual needs of the community can only be assessed after engaging with community members, listening to them, and being considerate of their circumstances. Two students mentioned the importance of planning, one said the workshops and lectures they received before the trip helped them prepare their interventions, and another student talked about the importance of having a backup plan. Four students talked about the importance of building strong relationships with the community. One student said that the only reason they were allowed in the village they visited was because the village knew their university and they had students visit before. Two students mentioned that because of their CBL work, community
members said that they became more willing to educate their girls. One community decided to fix their school, and others said they will send their daughter to college because of the CBL intervention, and how they saw a group of educated women present valuable information to their community. Three students talked about getting positive feedback from the community and how rewarding it was for members of the community to accept them and their topics of awareness. One student talked about having open space for discussion saying

I learned that we need to give everyone a chance to speak. For example, through discussions we found that people’s problems were not with stopping FGM, but the consequences of it, like saying if the girl is not circumcised no one will marry her. So if we understood and heard from the people we will find the roots to these problems and can then work on it. That is why we need to sit down, listen, and accept that change doesn't happen in a week.

**Challenges of Community Based Learning (CBL) Experiences.** Thirteen students talked about the challenges they faced during their experiences. Four students mentioned challenges in logistics like failing to arrange with a host organization in the community, the long distance to some of these rural areas, or the buses not knowing the location of the village they were going to. Six students talked about the challenging living conditions like bad toilets, having to share a bed with others, and the old cooking tools and methods they had to use, as well as the limited water and limited or nonexistent electricity. Four students talked about challenges in the timeframe they had for their CBL experiences. Three students said that the duration of their program was not long enough to create change or change people’s behaviors, and if they had more time, they would have more impact on the community. One student said that student activities that she has been part of for four years impacted her more than the field trip which had a limited timeframe not long enough to make an impact on her. One student
said “I believe that the whole Sudanese community need to participate in change because our limited numbers alone are not enough to achieve that.”

**Addressing Fears in Community Work.** Eleven students talked about their experiences engaging with the community. Seven students discussed their fear of rejection. Five students said they were afraid the community would not accept them and they wouldn't be able to do their work. Two students were worried about the topics they had to discuss and how sensitive they were, and the fact that they might not be able to deliver the information, or that the community wouldn’t understand them, or that they might even be violent because they tackle sensitive topics, she said “I was afraid of their acceptance because they are simple people holding on to their traditions, so I was worried that they would feel offended by what we say, but I found them at least open to discussion.” All students were surprised by how the community welcomed them, although they were wary of them at the beginning as well. Four students talked about lack of trust from the community, two students said that the community welcomed them because these are their traditions and they treat guests well, but they also perceived them as strangers, therefore they were not comfortable discussing these issues with them. One student said that some women in the community thought they had ulterior motives behind their work, and were following them around trying to learn what they were doing.

**Themes related to diversity**

In these themes the students talked about preconceptions they had before the experience of CBL, in particular, their initial idea of rural culture and how the experience changed that. They also talked about gaining a better understanding of rural communities, and becoming more accepting of differences after the CBL experience.

**Preconceptions and Reality of Rural Culture**

Seventeen students talked about their preconceived ideas and cultural expectations versus the reality of rural communities. Two students said that before their CBL experience
they heard that the people from that area were difficult, but after their visit they found the opposite to be true. Similarly, one of the students said that the people in the area she worked in had a reputation for poor personal hygiene which she found not to be true. Two students said they expected the people wouldn't accept them but found that they understood their talks and accepted them. One student expected them to be simple minded, but found them to be very cultured and knowledgeable. She said “I learned that rural doesn't necessarily mean backward or underdeveloped. I learned not to take everything by its name, and that I shouldn’t judge anything before I experience and analyze it.” One student said she was worried that she had a different tribal background than the community she was visiting. However, she found out during her CBL experience that this was not an issue, and came to the conclusion that in the future, she will accept everyone regardless of their race. One student was afraid of staying in the community she was assigned to because the tribe had a reputation for being stingy, but after her visit she found this was not true, and that she misjudged the community.

Two students had a different experience where the reality of the situation they found was worse than their expectations in terms of the people’s awareness, receptiveness and way of living. One student said that her expectations did not differ much from reality, stating that she was apprehensive because of the gap between her ideas, traditions, and beliefs, and those of the community, and she found her reservations to be true. She found that the community to be resistant to their ideas, and they were wary of the students and afraid they would exploit them or change their beliefs. Two students said that the community welcomed them as guests, but assumed it would be a different reaction if they were to settle down with them, because they noticed how the community treated gypsies, who were a minority group in that community in a bad way, therefore the students believed because their tribal heritage is different they would be subjected to the same treatment. Two students believed that dressing and talking in a similar manner to the community made it easier for the community to trust
them and engage in their activities. Six students said they expected the community to reject
them and refuse to talk about anything that had to do with their traditions and practices, but
were surprised that the community actually welcomed them and allowed them the space to
talk and introduce their topics. One student said that she did not expect the reality of rural
communities to be this difficult saying “I didn’t think the reality is this bad, I was not
expecting to see a 10-year-old girl marrying a 30 years old man, this affected me deeply, to
think that some girls go through these experiences.”

Gained a Better Understanding of Rural Communities and Developed New Perspectives of
their Own Communities

Seventeen students talked about gaining a deeper understanding of rural communities,
as well as their own urban communities, after their CBL experience. One student said “I used
to judge people and their behavior, but now I think more about why they are behaving this
way and analyze and give reasons.” Eleven students talked about the good qualities they
found in the rural population; seven students said the community welcomed them and the
people were friendly, simple, content, generous, social, loving, open and affectionate with
each other, and accepting of their circumstances. Eleven students talked about the negative
qualities of their urban communities in comparison to what they saw in the rural communities
they visited. Some students said their own communities were isolated, less open to each other,
and everyone was focused on themselves. Furthermore, they think urban people were not as
generous as rural people, and that urban people are envious of each other and are not as
ccontent with their circumstances. They felt that urban people were more complicated and
tougher than rural people. Two students said their urban communities adopt narrow concepts,
are ignorant about others, and sometimes discriminate towards these rural communities
because of prejudice. Two students said that after coming back from the field trip they
realized how their community is unaware of the privileges they have.
One student said that there were no differences between her community and the one she visited. Another student said that she found similarities between her community and the community she visited, in how they dealt with the practice of child marriage, another student said the same thing and decided that she would do awareness in her own community like she did on the trip. One student said that the community she visited responded better than her own community in western Sudan to the topics they discussed. Two students said that their own communities are very individualistic in comparison to the rural community they visited, where people are very supportive of each other and engaged in each other's lives. One student was shocked at how these communities are living, saying that she saw a school that was just an empty space with four walls made of Hay and mud. One student said

I realized that the opportunities for me and for women in these rural communities are different. I am 22 years old and I feel like I have so much to do before I get married. But when we went there we found girls ages 16 and 17 already married and had kids, and I was wondering why they did that, there is so much more they could do with their lives.

One student said she found that rural communities depended a lot on their physical abilities to get work done like farming, while her community was spoiled with luxurious lifestyles. One student said that even the nature and color of the sky is different between where she lives and the rural community. Eight students discussed the gap between the two communities. Two students said there is a huge gap between their community and the rural areas they visited, saying that in their community everything is modern and comfortable. Another student mentioned that the rural areas they visited had one resource of water available from five in the morning until noon, which is something she did not face in her life in the city.
One student pointed out the need in these communities for the type of work the students do as part of their CBL. One student said that the experience made it clear that there is a huge difference between their ideas and the ideas of these communities. One student said they realized that there are two different worlds. The one they live in, and the one in rural areas, where people are living by old ways of making food and finding water. The students said the experience was very rewarding as they delivered valuable information to these remote communities, such as how to do self-examination of breast cancer.

**Becoming More Accepting of Diversity and Difference**

Seventeen students talked about different aspects of diversity and tribalism related to their CBL experience. Six students talked about learning acceptance of others through their interactions with people different from them; four students said they learned to accept everyone regardless of their backgrounds whether educational or cultural and that these differences should be celebrated rather than being used to separate people. One student had a preconceived idea about the community she was visiting, and thought that because the tribe she belongs to is different from that community, it will create issues and the people will not interact with her, but she found out that these ideas were not correct, and concluded that she will not prejudge anyone before she gets to know them. One student continued the talk about acceptance of others, and said that their behaviors even if perceived wrong by her, are theirs and what they are used to, therefore shouldn’t be judged. One student said she changed her perspectives towards others and learned to accept differences. Nine students learned to reserve judgement as a result of their CBL experience; one student said “I learned never to judge a book by its cover. We had a lot of negative ideas about what we were going to find in the community which turned out to be the wrong ideas.”

Regarding exposure to differences through their CBL; three students shared their experiences. One student said it was a new experience to see a culture different from her own.
Another student said that being exposed to different cultures taught her new things. One student said that exposure to different cultures taught her to work with different people and be flexible. Eight students talked about respecting and celebrating Sudanese diversity. Four students mentioned diversity in a positive light and that the differences in backgrounds and tribal heritage are unique qualities and should be celebrated. Another student talked about the beautiful traditions and customs they saw and how diversity should be a reason to celebrate rather than be a cause for wars. One student said that the diversity of cultures made her aware of the differences and to be mindful as to not offend others. Five students talked about tribal issues they encountered; one student said that tribal background was very important to the community they visited, and that the first thing they were asked about was their tribal affiliation, while another student was worried that the differences in tribal backgrounds will cause issues during her trip. Three students talked about the discrimination present in some areas towards minority groups like gypsies, and that as they are all called Sudanese this should not be the case. One student said that urban, developed communities are one of the major reasons for the discrimination towards many rural communities because of the highlighted focus on tribal differences as well as the development gap.

**Discussion**

Both the CBR scale and interviews found CBL to have higher impact than classroom experience on learning outcomes related to students’ civic engagement, professional skills, as well as their personal growth. Classroom experience was found to have more impact on learning outcomes related to academic skills such as research, writing and analytical skills as well as on the educational experience which included students’ interaction with faculty, their interest in their major and in their college. And both CBL and classroom experience equally contributed to learning outcomes related to the development of analytical skills as well as clarification on a career path for the future. The research did not find significant differences
between students who were exposed to CBL and students who were yet to experience it, with regard to their levels of intercultural sensitivity. Both groups reported high levels of sensitivity towards cultural differences. The interviews produced similar results with regard to learning outcomes of CBL. Many students reported on the professional skills they gained through their CBL experience, like public speaking, communication, writing reports, and doing culturally appropriate interventions. Furthermore, they discussed the personal growth they experienced as a result of the CBL, such as increased self-confidence, independence, flexibility, patience and empowerment. Moreover, many students talked about an increase in civic engagement as a result of their participation in CBL. Some students reflected on the experience with regard to their own communities and the different ways they can provide support and exchange knowledge with them. Others noted a better understanding of the social issues in Sudan and how they can contribute to solutions now that they have a better understanding of some of the roots of these issues. Furthermore, some students expressed interest in future engagement with the community due to the experience they had in CBL.

The interviews explored in depth the impact of students’ participation in CBL, and their increased levels of intercultural sensitivity. Students said their interactions with different people during the CBL experiences taught them to reserve judgement, respect others and their differences, learn to have empathy, and appreciate diversity.

**Connection Between Academic Learning and Community-Based Learning**

Community based learning depends on both classroom knowledge and the practical experience to create an impact on students (McCarthy, 2004). This was confirmed in the present research, as it was found in the CBR outcomes survey overall, that the responsibility for learning outcomes was evenly divided between classroom and CBL. Furthermore, according to Munter (2002), Stewart & Casy (2013) CBL enriches the academic experience and provides students with space to find answers to their questions, and develop higher
academic, social and personal knowledge. This was confirmed through the interviews where students talked about the impact of CBL on their understanding of academic material, saying that it renewed their desire to advance in their major, impacted their future academic plans, and linked theoretical knowledge with real world experience.

Contrary to previous research (Dunn. L, et al, 2014), it was found that there were differences between majors in terms of the benefits of CBL. When looking at the results in light of the different school specializations, it was interesting to find that students in the schools of Medicine, Pharmacy, and Management reported the highest levels of learning outcomes due to CBL. Students in the schools of Health Science, Psychology, and Rural Extension (REED) did not benefit as much, at least in terms of learning outcomes, from the CBL experience. What is interesting in these findings is that Rural extension and development students are normally the most involved with community engagement as a result of their specialization. One possible explanation for this could be the fact that the academic part and the practical part are integrated in their majors, and therefore they might not particularly differentiate between the impact of the two parts. Another possibility is that while the topics introduced in the field trip, which is the main CBL experience in the university, vary, the major topics that are always discussed include FGM, child marriage, breast cancer, and protection from chronic, regional and seasonal diseases. These topics are most relevant to medicine and pharmacy, so perhaps this is why they are among the schools with the highest learning outcomes of CBL. As for the higher outcomes in the school of management, this is a theory based major where students depend mainly on the classroom experience with little to no exposure to community based learning experiences. Therefore, CBL might have a greater impact on them compared to Health Science, Psychology, and REED students, who all have integrated CBL experiences as part of the requirements of their major.
The literature on CBL has found that an important part of academic achievement is being able to implement academic material in the real world (Megahed, et al, 2017). This may be most important in terms of making career decisions. In the present study both classroom knowledge and the CBL experience contributed equally to students’ identifying a future career. This contribution went both ways; while some interviewees mentioned the impact of CBL on their desire to pursue particular future academic plans, others talked about their university specialization driving their interest in working with the community.

**Impact of CBL on Professional Skills and Personal Growth**

Prior studies highlighted professional skills such as leadership, communication, and teamwork as main outcomes of CBL (Celio, et al, 2011; Metz, 2014; Taylor and Raykov, 2014). According to research, CBL addresses shortcoming of academia which focuses on theory with no preparation for other skills that students might need in their future careers. (Munter, 2002). Both the interviews, and the CBR outcomes survey provided similar findings, that community based learning CBL has more impact on improving the students’ professional skills than classroom experience. In particular on the CBR survey, students said that CBL improved their conflict resolution and delegation skills, as well as their ability to run meetings. The interviewees also highlighted skills related to professional achievement that were learned through CBL, including communication, public speaking, and flexibility.

Personal growth is suggested in research as an outcome of CBL for students, including an increase in self efficacy and self-esteem (Knapp et al., 2010; Megahed et al., 2017; Stewart, 2008). The current research found similar results. The interviewees, listed increased self-confidence through trying new things, being responsible for delivering information to community members and taking on leadership. In addition, self-reliance was described by interviewees as being related to the experience of traveling without their families and having to rely on themselves for a long time. In the CBR outcomes survey,
students reported a deeper understanding of themselves, an improvement in their personal qualities, and improvement in their consideration of others’ perspectives due to CBL.

These professional and personal outcomes may be especially important for women in Sudan. Many of the country’s laws between 1989 and 2019 were influenced by the dogmatic ideology of political Islam, which reduced women’s social and political roles, and subjected them to discriminatory acts. Therefore, Sudanese women are in need of the type of positive impact generated by the experiences of CBL, in particular, self-efficacy, empowerment, and leadership skills. Interestingly, a study by Caspersz and Olaru (2017), found that female students valued CBL more than males, because it provided them with opportunities for further personal growth.

**Impact of CBL on Civic Engagement**

Research on youth development states that identity formation is best fulfilled when youth have a clear and active role to play in their society (Stewart, 2012; Holden et al., 2004); CBL can help provide youth with the opportunity to fulfill that role (Knapp et al., 2010; Stewart, 2012). Both the CBR outcomes survey and the interviews showed support for the idea that CBL increases levels of civic engagement. In particular, interviewees talked about how CBL made them feel like change agents, and encouraged them to give back to the community. Community-based learning not only enhances civic engagement in students, it can also teach them how to better address the needs of the community (Metz, 2014). Interviewees in the present research talked about how the process of CBL helped them think more about the types of resources they could offer to communities, taught them the tools they needed to develop the community, and made them desire future engagement with the community. Interviewees also mentioned that the CBL experience helped them realize the difficult social, health and educational conditions for many of the rural areas they visited. Moreover, the CBL survey conveyed similar results, with students reporting an increase in their understanding of
social and local issues, as well as an increase in the likelihood that they will participate in future civic activities, as well as the likelihood that they will vote.

In research conducted to explore different challenges and motivations for youth to be involved civically, results showed that youth related their participation in civic life with issues identified on a personal level and because of a personal belief in civic engagement (Ballard, 2014). For example, one interviewee talked about her CBL experience and getting exposed to rural areas where FGM was an inherent cultural practice that the community refused to stop. The student talked about how FGM was also something practiced in her tribe. Therefore, because of her personal connection the issue, and after her intense CBL experience, she decided to talk with her elders and open a conversation with them about the negative effects of FGM on women.

Better Understanding of Social Issues

As was found in the literature, many interviewees talked about how their CBL experience gave them a newfound understanding of many social issues in Sudan especially with regard to women’s status (Celio, Durlak, & Dymnicki, 2011; Vargas & Erba, 2017). Although women in Sudan today have better opportunities in education and employment, the struggle for many rights and the gender gap are still present, especially in rural Sudan (Bérenger & Verdier-Chouchane, 2016; Nadine, 2017). The interviewees witnessed the suffering of Sudanese women through their CBL experience, including child marriage, FGM, and the lack of educational and employment opportunities. They felt that rural communities still viewed the roles of women within a limited frame, and they implemented programs to address gender inequalities. For example, the students prepare role plays that addresses topics like child marriage and women education, to convey important messages to the community. Therefore, the role of CBL is critical in this context because it sheds light on the
status of women in Sudan, enables women to learn more about their rights and opportunities, and gives the chance for women to empower each other.

Creating Social Change

The literature highlighted positive change as an expected outcome for CBL, the role played by students as agents of change, and the impact of that change not only for students but for the communities they serve Weisbrod, Ballou, & Asch, 2011, as cited by Odongo, 2018. Many interviewees spoke about the challenges to creating change for these communities, saying that change was not easy. Some interviewees believed that their impact alone was not enough for change to happen, while others thought that change would happen but it would take time to witness an impact. On the other hand, some students believed that what they did in their CBL experience opened a conversation with the community around many topics that were considered taboo and they believed that was a success in itself.

Furthermore, the literature on CBL explored change more with regard to students, meaning change for better CBL programs, while following up with the community to ensure that the objectives were met. (Munter, 2002; Angelique, 2001).

Partnering with Communities

Research states that CBL creates a partnership between students and the community to exchange knowledge and experience. This process leads to the empowerment of students as well as the community (Munter, 2002). Findings from the interviews supported the claim that CBL is a partnership where both students and communities are learners and both exchange experiences and knowledge. Many interviewees talked about what they learned from the communities they visited. One learning outcome was to be more accepting of their circumstance, because they witnessed rural communities with limited resources, yet the people there were content with their lives. Furthermore, students learned to be more appreciative of the privileges they had living in urban states with access to many services and
resources. Another learning outcome was empathy as many students said that living through the conditions of rural communities made them understand what others go through, and developed empathy towards them. One interviewee said that she learned to actively listen to the community. As for the community, many students said that the positive feedback from the community was rewarding, increased their self-worth, gave them a sense of achievement, and made them believe that change is possible. This relationship of mutual empowerment as students engage with communities may also have future benefits as research suggest that working on students’ empowerment highly predicts their commitment to future civic engagement (Knapp et al, 2010).

**Intercultural Sensitivity**

During CBL students get exposed to people with different cultural, religious, and backgrounds. These experiences help students develop concepts of understanding and acceptance towards others (Yorio & Ye, 2012). While research suggests a significant increase in intercultural sensitivity as an outcome of CBL programs Eyler and Giles, 1999; as cited in Mullen, 2010, in this research it was found that first year students with no university CBL experiences and fourth year students, who have been exposed to an intense CBL experience, both had high levels of intercultural sensitivity. Furthermore, comparing average levels of intercultural sensitivity between fourth year and first year students, no distinct differences between the two groups were found. Thus, for the purpose of this study, CBL experiences appeared to have no impact on the level of intercultural sensitivity on students. This could be due to the fact that first year students in this particular university, which contains a large number of students coming from different regions in Sudan, already have an increased level of cultural sensitivity and openness to diversity. Specially that the university’s CBL program is known to the community of Sudan, therefore, students who choose to attend this university might be more open to diversity. Another possible reason for the lack of
differences between the two groups on the intercultural sensitivity scale could be, due to the small sample size when compared to previous studies that used the ISS scale in measuring intercultural sensitivity using larger sample size, including the original model by Chen & Starosta (2000), and the German study by Fritz et al (2002).

Interestingly though, on the CBR outcomes survey, students related their understanding of others who are not like them, the improvement in their consideration for others’ perspectives, as well as their increased levels of empathy towards people with different racial or religious backgrounds, more to their CBL experiences than their classroom knowledge. In addition, the interviewees talked about the impact CBL experiences had on increasing their level of intercultural sensitivity and respect for diversity. They talked about preconceptions they had about rural populations before their CBL program placed them in some of these communities. Through these interactions with host communities, the interviewees found many of their preconceived ideas not to be true, whether these ideas were about the lifestyle of rural communities, their educational and knowledge level, their traditions, or their social life. Furthermore, they explained how the experience made them reflect on their own communities and some of the prejudices they have. Research emphasized the importance of critical reflection after CBL, and that neglecting it could have a negative impact on students and reinforce prejudices (Vargas & Erba, 2017). The university in this research has a reflection component to the CBL experience where students have to fill in an application covering different points of their experience and their opinion after their return.

It may be that this mismatch between what was found in the interviews and CBR scale and what was found in the intercultural sensitivity scale, could be an issue with the ISS scale on this particular population. It may not be able to capture what intercultural sensitivity looks like in Sudan. What reinforces this interpretation is the fact that validating the scale for this research was difficult.
Strengths and Limitations and Suggestions for Future Research

The findings of this study are important, because they contribute to the body of knowledge on community based learning and intercultural sensitivity, in particular, filling in the gap in CBL research in Africa and the Arab region as well as research about Sudan. The mixed methods approach which is used in this research, provides a crosscheck in the results, by combining the depth of qualitative tools with the possible generalization of the quantitative tools. This was particularly useful as the lack of findings in the intercultural sensitivity scale was contradicted by the knowledge gained from interviews. the findings also reflected the valuable impact of CBL programs on female university students.

There are also limitations in this research. One, is that the university in this research explicitly adopts the community based learning approach which might influence students’ inclination to be more involved in CBL and civic engagement, than students in other universities.

Future research could address some of these limitations. There is a need for further research to compare this university with other universities to see if the difference in institutional culture with regard to CBL, produces different outcomes in terms of students learning. Further validation of the intercultural sensitivity scale ISS on African and Arab population is suggested. Moreover, given the diversity of the African and the Arab world, developing culturally appropriate tools to assess civic engagement and cultural sensitivity is recommended. Further research needs to be conducted, to have better insight about the level of understanding and practice of CBL in other universities in Sudan. Similarly, further research needs to be carried on graduates from the research university to assess their current level of engagement and responsibility in order to see if the effects of CBL last beyond the college experience. It would also be interesting to explore the question of why different majors have different learning outcomes from participating in CBL. Most research on CBL
has emphasized the importance of the reflection process to complete the CBL experience and understand on its impact on students. (Angelique, 2001; Bringle, 1995; Munter, 2002). Therefore, an in depth analysis of students’ reflections is recommended as one way to learn more about the difference in the impact of CBL experiences on students according to their majors or other factors.

**Recommendations and Concluding Remarks**

The findings of this research pave the way for discussions and recommendations on the values of CBL on students and specifically on women.

- It is important to learn the impact of CBL programs on the community as well as on the students. As we learned, research emphasized the partnership and exchange of knowledge between the two groups. Therefore, conducting research on the impact of these CBL programs on the communities is important.

- Results from this research could be used to encourage educational entities to apply CBL programs in their institutions. A conversation with the ministry of education, high schools, and civil society should be started on the values of civic engagement and possible ways of incorporating the methodology in the educational syllabuses and curriculums, to benefit students and their communities.

- In terms of sustainability, one way to ensure that CBL is a sustainable practice could be through using previous participants in the CBL programs of the research university as ambassadors and advocates to spread awareness about the values of CBL, and its impact on students and the community.

- Monitoring & evaluation is a process that is used across many organizations and institutions around the world today. It insures that programs and projects
achieve their target goals and that the theory of change for the particular program is being implemented as envisioned, or if there are needed changes, that it is done in a structured and systematic way. Therefore, regular evaluation of the CBL programs are recommended, because they provide a valuable feedback, insure that students are heard, and that there is continues progress in the programs.

In conclusion, this research supports the idea that CBL is a promising practice for promoting young women’s civic engagement, empowerment, personal and professional growth, and academic skills. It provides valuable insight on integrating academic and practical education, its impact on students and specifically on women. Therefore, academic institutions in Africa and the Arab world should further integrate these practices as part of their educational approaches. As they face challenging circumstances from war to poverty, CBL can be a way to get youth involved in providing support and possible solutions to these issues on grassroots and institutional levels. As for cultural sensitivity, there needs to be better integrative educational methods like CBL, that focus on increasing the level of intercultural understanding and sensitivity in students from a young age, to ensure that future generations are raised on values such as diversity, understanding and acceptance of others. Similarly, there should be more ways to engage rural communities in the conversation about intercultural sensitivity. Especially now in this historic time in Sudan, with the peace deal that was signed in August 2020 between the transitional government and the armed movements, to stop the war and conflict in Sudan.
References


Campus Compact's Introduction to service-learning toolkit: Readings and resources for faculty. (2003). Providence, RI: Campus Compact.


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https://doi.org/10.1080/10705422.2010.490152


Sudan Demographics Profile 2018. (n.d.). Retrieved March 10, 2019, from https://www.indexmundi.com/sudan/demographics_profile.html


**Web resources**


## Appendix A

<table>
<thead>
<tr>
<th></th>
<th>Almost all classroom 1</th>
<th>Mostly classroom 2</th>
<th>Somewhat more classroom 3</th>
<th>Equal contribution 4</th>
<th>Somewhat more CBL 5</th>
<th>Mostly CBL 6</th>
<th>Almost all CBL 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Strengthened my analytical skills.</td>
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<td>2.</td>
<td>Improved my academic writing skills.</td>
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<td>3.</td>
<td>Improved my research skills.</td>
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<td>4.</td>
<td>Enhanced my understanding of academic content.</td>
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<td>5.</td>
<td>Enhanced my understanding of local issues.</td>
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<tr>
<td>7.</td>
<td>Deepened my understanding of others who are not like me.</td>
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<tr>
<td>8.</td>
<td>Helped me empathize with those who have different racial or religious backgrounds than I.</td>
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<td>9.</td>
<td>Enhanced the likelihood that I will participate in civic activities.</td>
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<td>10.</td>
<td>Enhanced the likelihood that I will vote.</td>
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<td>11.</td>
<td>Helped clarify my values.</td>
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<td>12.</td>
<td>Increased my interactions with faculty.</td>
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<td>13.</td>
<td>Increased my interest in my major.</td>
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<td>15.</td>
<td>Clarified my career path.</td>
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<td>16.</td>
<td>Improved my skills with conflict resolution.</td>
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<td>17.</td>
<td>Improved my ability to run meetings.</td>
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<td>18.</td>
<td>Improved my ability to delegate.</td>
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<td>19.</td>
<td>Improved my ability to listen to others.</td>
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<td>20.</td>
<td>Improved my ability to work as part of a team.</td>
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<td>22.</td>
<td>Improved my ability to consider others’ perspectives.</td>
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<tr>
<td>23.</td>
<td>Deepened my understanding of myself.</td>
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</table>
# Appendix B

**Intercultural Sensitivity Scale.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>strongly agree (5)</th>
<th>Agree (4)</th>
<th>uncertain (3)</th>
<th>disagree (2)</th>
<th>Strongly disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I enjoy interacting with people from different cultures.</td>
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<tr>
<td>2.</td>
<td>I think people from other cultures are narrow-minded.</td>
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<td>3.</td>
<td>I am pretty sure of myself in interacting with people from different cultures.</td>
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<td>4.</td>
<td>I find it very hard to talk in front of people from different cultures.</td>
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<tr>
<td>5.</td>
<td>I always know what to say when interacting with people from different cultures.</td>
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<tr>
<td>6.</td>
<td>I can be as sociable as I want to be when interacting with people from different cultures.</td>
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<tr>
<td>7.</td>
<td>I don't like to be with people from different cultures.</td>
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<tr>
<td>8.</td>
<td>I respect the values of people from different cultures.</td>
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<tr>
<td>9.</td>
<td>I get upset easily when interacting with people from different cultures.</td>
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<tr>
<td>10.</td>
<td>I feel confident when interacting with people from different cultures.</td>
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<tr>
<td>11.</td>
<td>I tend to wait before forming an impression of culturally-distinct counterparts.</td>
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<tr>
<td>12.</td>
<td>I often get discouraged when I am with people from different cultures.</td>
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<tr>
<td>13.</td>
<td>I am open-minded to people from different cultures.</td>
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<tr>
<td>14.</td>
<td>I am very observant when interacting with people from different cultures.</td>
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<tr>
<td>15.</td>
<td>I often feel useless when interacting with people from different cultures.</td>
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<tr>
<td>16.</td>
<td>I respect the ways people from different cultures behave.</td>
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<tr>
<td>17.</td>
<td>I try to obtain as much information as I can when interacting with people from different cultures.</td>
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<tr>
<td>18.</td>
<td>I would not accept the opinions of people from different cultures.</td>
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<tr>
<td>19.</td>
<td>I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.</td>
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<tr>
<td>20.</td>
<td>I think my culture is better than other cultures.</td>
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<tr>
<td>21.</td>
<td>I often give positive responses to my culturally different counterpart during our interaction.</td>
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<tr>
<td>22.</td>
<td>I avoid those situations where I will have to deal with culturally-distinct persons.</td>
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<tr>
<td>23.</td>
<td>I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.</td>
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<tr>
<td>24.</td>
<td>I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.</td>
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</table>
Appendix C

Interview

- Name (optional)
- Academic year
- School

1. Tell me about a time or experience in college that you felt impacted by due to engaging in service learning activities.
2. Follow up if needed: what are some of your memories from that time?
3. Follow up: have you learned any new skills from your service learning experiences?
4. Follow up: what about your experience of the mandatory annual field trip to third year students?
5. Have these experiences made you feel like you can create change in the community?
6. If the answer is yes, in what way?
   If no, then why not?
7. Do you have direct contributions to the work you carried out with the community?
8. If yes, how did you contribute, and how did you carry out the implementation?
9. Do you believe what you experienced through your service learning activities is more beneficial to you than other experiences are?
10. If yes, then what are these experiences and how were they most beneficial to you?
11. What were your expectations of the community you worked with before your service learning experience, and how did that change after?
12. Follow up: will you continue to work with these communities?
13. What did you specifically learn about your community through your service learning or civic engagement experience?
14. What did you learn from your service learning experiences when it comes to dealing and interacting with people who are different from you culturally or ethnically?
15. What are some challenges or setbacks you faced during your service learning experiences?
16. How did you overcome these challenges and what did you learn from them?
17. Have these experiences influenced your opinions on community and social issues in Sudan?

18. Is there anything else you would like to add?
Appendix D

Measuring the Sociocultural Learning

<table>
<thead>
<tr>
<th>تقييم التعلم المجتمعي</th>
<th>أكثر إلى حد ما من خلال تجارب التعلم المجتمعي</th>
<th>مساهمة متوازنة من خلال الفصل الدراسي (المحاضرة)</th>
<th>أكثر إلى حد ما من خلال الفصل الدراسي (المحاضرة)</th>
<th>مقياس التعلم المجتمعي</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. تعزيز مهاراتي التحليلية.</td>
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<tr>
<td>2. تطوير مهاراتي في الكتابة الأكاديمية.</td>
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<tr>
<td>3. تطوير مهاراتي البلاغية.</td>
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<tr>
<td>4. تعزيز فهمي للمحتوى الأكاديمي.</td>
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<tr>
<td>5. تعزيز فهمي للقضايا المحلية.</td>
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<tr>
<td>6. تعزيز فهمي للقضايا الاجتماعية.</td>
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<tr>
<td>7. تعزيز فهمي للأفكار الدينية.</td>
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<tr>
<td>8. تعزيز فهمي بالتفاهم مع أولئك الذين لديهم خلفيات عرقية أو دينية مختلفة عنى.</td>
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<tr>
<td>9. تعزيز احتمال مشاركتي في الأنشطة المدنية.</td>
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<tr>
<td>10. تعزيز احتمالية أن أقوم بالتصويت.</td>
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<tr>
<td>11. ساعتي في توضيح الفهم الخاصة بي.</td>
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<tr>
<td>12. زادت ثقالي مع أعضاء هيئة التدريس.</td>
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<td>13. زادت اهتمامي في تخصصي الأكاديمي.</td>
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<tr>
<td>14. تعزز اهتمامي في الكلية.</td>
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<tr>
<td>15. أوضحت سحر حياتي المهنية.</td>
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<tr>
<td>16. تحسن مهاراتي في حل المنازعات.</td>
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<tr>
<td>17. تحسن قدرتي على إدارة الاجتماعات.</td>
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<td>18. تحسن قدرتي على التدريس (توزيع المهام).</td>
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<td>19. تحسن قدرتي على الاستماع للأخرين.</td>
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<td>20. تحسن قدرتي على العمل كجزء من فريق.</td>
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<td>21. ساعة في تحصين صفاتي الشخصية.</td>
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<td>22. تحسن قدرتي على تفادي وجهات نظر الأخرين.</td>
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<td>23. تعزيز فهمي للنفس.</td>
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</table>
Appendix E

مقاييس 1

اختر الإجابة التي تصف رأيك على كل من الجمل الآتية. لا توجد إجابة صحيحة، نود فقط معرفة رأيك.

<table>
<thead>
<tr>
<th>موافق بشدة</th>
<th>موافق</th>
<th>محيد</th>
<th>غير موافق</th>
<th>غير موافق بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أستمتع بالتفاعل مع أشخاص من ثقافات مختلفة.</td>
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<td>2. أعتقد أن الأشخاص من الثقافات الأخرى غير مبالين.</td>
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<td>3. لدي قدرة في تفسر الفوارق عند التفاعل مع أشخاص من ثقافات مختلفة.</td>
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<td>4. أجد صعوبة في التواصل مع الناس من ثقافات مختلفة.</td>
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<td>5. أحرف دائما ما يمكنني قوله عند التفاعل مع أشخاص من ثقافات مختلفة.</td>
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<tr>
<td>6. أستطيع أن أكون جميلاً بالدرجة التي أريدها عند التفاعل مع الأشخاص من ثقافات مختلفة.</td>
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<td>7. لا أحب أن أكون مع الأشخاص من ثقافات مختلفة.</td>
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<tr>
<td>8. أحتاج دائمًا إلى معرفة ما يمكنني قوله عند التفاعل مع الأشخاص من ثقافات مختلفة.</td>
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<tr>
<td>9. أشعر بالثقة في التواصل مع الأشخاص من ثقافات مختلفة.</td>
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<tr>
<td>10. أشعر بالثقة في التواصل مع أشخاص من ثقافات مختلفة.</td>
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<td>11. أميل إلى الانتظار قبل تشكيك الطيوع مع الأشخاص المختلفين.</td>
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<tr>
<td>12. غالبًا ما أشعر بالإحباط عندما أكون مع الناس من ثقافات مختلفة.</td>
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<td>13. أنا منفتح بحد كبير عند التفاعل مع أشخاص من ثقافات مختلفة.</td>
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<td>14. أجد التفاعل مع الأشخاص من ثقافات مختلفة ممتعًا.</td>
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<td>15. غالبًا ما أشعر ب �وي عند التفاعل مع أشخاص من ثقافات مختلفة.</td>
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<td>16. أحتاج دائمًا إلى معرفة ما يمكنني قوله عند التفاعل مع الأشخاص من ثقافات مختلفة.</td>
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<tr>
<td>17. أحاول الحصول على أكبر قدر ممكن من المعلومات عند التفاعل مع الأشخاص من ثقافات مختلفة.</td>
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<td>18. لا أقبل إلا الناس من ثقافات مختلفة.</td>
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<tr>
<td>19. أنا حساس للمعنى الثقافي الخفي لنظري من ثقافة أخرى.</td>
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<td>20. أعتقد أن نظرتي أفضل من نظرتي الأخرى.</td>
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<tr>
<td>21. غالبًا ما أشعر بالإحباط عند التفاعل مع نظري من ثقافة أخرى.</td>
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<tr>
<td>22. أشعر بالقلق عند التفاعل مع الأشخاص المختلفين.</td>
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<tr>
<td>23. غالبًا ما أشعر بالقلق عند التفاعل مع الأشخاص المختلفين.</td>
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<tr>
<td>24. أشعر بالثقة في ملاحظاتي نحو الأشخاص الذين يدعون ثقافات مختلفة.</td>
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</tbody>
</table>
Appendix F

المقابلة

• الكلية
• السنة الدراسية

1. أخبرني عن وقت أو تجربة في الجامعة شعرت بها/ها عليك شخصيا أو على المستوى الأكاديمي، بسبب خبرات التعلم المجتمعي الذي تقوم بها كجزء من متطلبات الجامعة.

ما هي بعض المواقف المميزة لديك من ذلك الوقت؟

2. متابعة: هل تعلمت أي مهارات جديدة خلال خبرات التعلم المجتمعي هذه؟

3. متابعة: ماذا عن تجربة الرحلة الميدانية السنوية الإلزامية لطلبة السنة الرابعة؟ هل هذه التجارب، تشعرك أنك تستطيع القدرة على إحداث تغيير في المجتمع؟

4. إذا كانت الإجابة بنعم، بأي طريقة؟

إذا كانت لا، لماذا؟

5. هل لديك مساهمات مباشرة في العمل الذي نفذته مع المجتمع؟

إذا كانت الإجابة بنعم، فما هي مساهمتك وكيف تم تنفيذها؟

6. هل تعتقد أن بعض التجارب التي مررت بها من خلال مشاركتك في أنشطة التعلم المجتمعي مفيدة لك أكثر من غيرها؟

إذا كانت الإجابة بنعم، ما هي هذه التجارب، وكيف كانت أكثر فائدة لك؟

7. هل تعلم من خلال تجربة التعلم المجتمعية، وكيف تغيرت بعد التجربة؟

8. المتابعة: هل ستواصل العمل مع هذه المجتمعات؟

9. إذا تعلمت عن مجتمعك بالتحديد من خلال تجربة التعلم المجتمعية؟

10. ما الذي تعلمت من خلال تجربة التعليم المجتمعية في إطار تعاملك وتفاعلك مع أشخاص مختلفين عنك في العرق والثقافة؟

11. ما هي بعض التحديات التي واجهتك خلال خبرات التعلم المجتمعية؟ كيف تغلبت على هذه التحديات؟

12. هل أثرت هذه التجارب في آرائك حول القضايا المجتمعية في السودان؟

إذا كانت الإجابة بنعم، ما هي هذه التحديات، وكيف تغيرت بعد التجربة؟

13. هل لديك شيء آخر تود إضافته؟
Appendix G

<table>
<thead>
<tr>
<th>Codes</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group work</td>
<td>Type of work, responsibilities during CBL and their impact</td>
</tr>
<tr>
<td>2. Individual responsibilities</td>
<td></td>
</tr>
<tr>
<td>1. Intervention strategies</td>
<td>Learned effective interventions and strategies during community based learning (CBL) experience.</td>
</tr>
<tr>
<td>2. Assessing community needs</td>
<td></td>
</tr>
<tr>
<td>3. Importance of planning and preparation</td>
<td></td>
</tr>
<tr>
<td>4. Building strong community relations</td>
<td></td>
</tr>
<tr>
<td>1. Positive feedback from the community</td>
<td>Addressing fears in community work</td>
</tr>
<tr>
<td>2. Fear of rejection</td>
<td></td>
</tr>
<tr>
<td>3. Lack of trust from the community</td>
<td></td>
</tr>
<tr>
<td>1. Rural community qualities</td>
<td>Gained a better understanding of rural communities and developed new perspectives of their own communities</td>
</tr>
<tr>
<td>2. Urban community negative qualities</td>
<td></td>
</tr>
<tr>
<td>3. Comparing student vs rural communities</td>
<td></td>
</tr>
<tr>
<td>4. Gap between rural and urban community</td>
<td></td>
</tr>
<tr>
<td>1. Regional differences in social issues</td>
<td>Gained deeper insight into social issues.</td>
</tr>
<tr>
<td>2. Insight into roots of major social issues</td>
<td></td>
</tr>
<tr>
<td>3. Change in personal opinions toward social issues after CBL experience</td>
<td></td>
</tr>
<tr>
<td>1. Preconceived ideas of rural communities</td>
<td>Preconceptions vs reality of rural culture</td>
</tr>
<tr>
<td>2. Expectations of rural communities’ vs reality</td>
<td></td>
</tr>
<tr>
<td>1. Sudan diversity is special, should be celebrated and respected</td>
<td>Becoming more accepting of diversity and difference.</td>
</tr>
</tbody>
</table>
### Impact of CBL on Students in Sudan

#### Impact of CBL on the skill set of students

1. Increased self-confidence
2. Increased self-reliance or independence
3. Realizing self-value
4. Develop patience
5. Developing empathy
6. Learning to be grateful
7. Self-discovery
8. Realizing privileges
9. Sense of empowerment

#### Impact of CBL on the personal qualities of students

1. Listen more
2. Learning flexibility
3. Communication skills
4. Taking initiative
5. Writing proposals and reports
6. Public speaking skills
7. Leadership skills
8. Improving social skills
9. Adaptation skills
10. Developing inquiry skills

#### Developing a greater sense of civic responsibility

1. Desire to work again with rural communities
2. Plans for future community engagement
3. Supporting the community with resources and ideas
4. Plans for one’s own community
5. Sense of civic responsibility “change agents”

#### Impact of CBL on the personal qualities of students

1. Respect diversity
2. Exposure to differences
3. Tribal issues
4. Learned to reserve judgement
5. Learned acceptance of others

#### Impact of CBL on the skill set of students

1. Increased self confidence
2. Increased self-reliance or independence
3. Realizing self-value
4. Develop patience
5. Developing empathy
6. Learning to be grateful
7. Self-discovery
8. Realizing privileges
9. Sense of empowerment
10. Appreciation of resources

| 1. Role of study major on desire to work with these communities |
| 2. Insight to future academic plans |
| 3. Sense of achievement |

| 1. Challenges of CBL experience |
| 2. The living situation of students |
| 3. The timeframe of CBL |

| 1. Change is possible |
| 2. Change takes time |
| 3. Change is good |
| 4. Change is not easy |
| 5. Ability to create change |

| 1. CBL is a useful experience (win / win) |
| 2. Knowledge and experience gain from CBL |
| 3. Recommendations for CBL in future |
| 4. Knowledge exchange |

The impact of CBL experiences on students’ academics.

Challenges of community based learning (CBL) experiences.

Gained a better understanding of the change process.

The different benefits gained from community based learning experiences (CBL).