Applying Appreciative Inquiry to Research in the Field of Inclusive Education

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Abstract: Inclusionary educational models affirm that every student can learn. The ever-changing scope of the field of education and the pedagogical practices used to meet the diverse needs in the classroom requires research designs which have the capacity to explore the various facets of the field. This article follows the vein of Action Research and the various designs currently used within educational research. While Participatory Action Research designs and methods typically have a problem-based approach, Appreciative Inquiry reframes such views through a Positive Psychology lens to draw out strengths, promising practices, dreams, and potential innovations in the roles of educators and operational structures to help students flourish within the context of inclusionary education. The purpose of this article is to support the increased use of the Appreciative Inquiry research design within current inclusionary education investigations, allowing for active participation, collaboration, co-construction, and an appreciative focus on "what is good" and "what works well" in current practice.

Keywords: Participatory Action Research, Appreciative Inquiry, Inclusionary Education, Strength-based

Educational Research

There is an ongoing need for research to be conducted within the ever adapting and rapidly changing field of education. The use of qualitative data provides insight into the perspectives of educators as well as the reality of applied practices and models within the classroom and school settings. Through the lens of various theoretical models, new frameworks are designed, trialed, and adopted to target identified problems within the system with the ultimate goal being the uncovering of key concepts, practices, and understanding to assist in overcoming these perceived challenges or limitations, to continue the progress of student learning and educational practice. Inclusionary education models affirm that all students can learn. Within the context of Canadian education systems, inclusionary education models have been adopted in an attempt to provide access to learning for all students, regardless of their individual learning or developmental needs. Each province's educational jurisdictions strive to provide opportunities to promote equitable student learning, supporting students' potential to flourish personally, socially, and academically within educational settings. To date, there has been an increased application and acceptance of Participatory Action Research (PAR) within the field of educational research, as it implicates professional practitioners to discuss, identify, reflect upon, and modify their current practice. This article aims to further promote the use of PAR by introducing the positive approach offered in the Appreciative Inquiry (AI) research design. Being a form of PAR, it implicates and encourages the involvement of research participants, including their active voices, to describe their perspectives and collaborate on potential strategies or structures as they relate to the targeted area of inquiry. Unlike a traditional PAR design, however, AI does not aim to solve a problem but rather uncover practices and structures already in place within a given organization or structure. The positive, strength-based approach used by the AI research design allows the focus of the inquiry to be reframed, promoting positive change of what is already in use.

Qualitative Research Designs

Qualitative research has been defined as the "systematic inquiry into social phenomena in natural settings" (Teherani, 2015, p. 669). Such phenomena may be comprised of the ways in which people experience varied aspects of their daily lives, or how participants within groups or organizations interact with one another and shape the nature of their relationships. Within qualitative research, the investigator is regarded as the central data collection instrument. It is the role of the investigators to explore the reasons these events occur, what happens as a result, and what impact those events have on the people experiencing them (Hays & Wood, 2011; Teherani et al., 2015). While there are various methodological approaches to qualitative research (Grounded Theory, Phenomenology, and Ethnography), Action Research (AR) is often used when conducting research within the field and context of education (Hays & Wood, 2011) due to its potential for active involvement and practical implications.

Action Research

Action Research (AR) was originally developed by Lewin (1946) as a means of problem-solving in areas of challenge or concern within social and organizational settings. Over the past several decades, challenges experienced within educational settings and the teaching profession related to the increased diversity of student needs, academic success, and engagement in learning have contributed to the need for research approaches that provide practice-based evidence, as well as opportunities for ongoing professional development for educators. AR is now recognized as an approach that encourages practitioners in education to become involved in applied research efforts to address relevant questions or challenges in their own profession or educational contexts.

It is of great importance that educators take time to reflect on their practices and actively evaluate the continuous changes being observed in their ever-evolving classrooms (Ponte, 2005). Sanderse (2016) explained that AR was appealing for the field of education because its practical design allowed for educators to observe and modify their own practices while directly applying their findings. AR within educational research therefore is less about educational reform and more about providing professional development opportunities, empowering educators to directly apply AR methods in their individual classrooms (Ponte, 2005). Rauch et al. (2019) delineated four guiding principles for the application of AR within the field of practical education:

- AR pursues worthwhile practical purposes to find solutions for problems.
- AR is collaborative and participatory by involving key stakeholders in the research process.
- AR is responsive and developmental, taking into consideration varying perspectives from key stakeholders.
- AR connects theory and practice through the balanced practice of both action and reflection.

These principles serve a practical purpose in guiding research in the field of education. Rather than simply identifying a problem existing within the field, AR seeks to understand the root of the problem and develop a solution through actively engaging the collaboration of practitioners in the field. Educators hold key insights and perspectives in the procedures, practices, and daily operations within a variety of educational contexts. Rather than examining such interactions from the outside from a purely theoretical approach, educators are mobilized and encouraged to share these perspectives and experiences, uncovering viable and practical solutions. Hassen (2016) asserted that AR could be defined as a way of thinking and systematically assessing what is happening within any given classroom, a process of implementing action to improve learning, monitoring, and evaluating this change, and determining throughout if it was a successful and positive change.

Participatory Action Research

Delving one step deeper into the AR design is the model of Participatory Action Research (PAR). Similar to the AR design from which is it derived, PAR identifies a certain problem within the field and aims to solve it using applied approaches. The difference between the traditional AR model and PAR is that PAR relies heavily on the participation and dialogue among professionals and other individuals directly involved in groups or organizations in order to develop solutions that can be actively applied to real-life problems. Lake and Wendland (2018) defined PAR as the participatory process of gathering knowledge for the purpose of using and sharing such knowledge with the intention of effecting change. It is this collaborative and democratic approach that differentiates it from the original AR method. At its constructivist core, PAR affirms that people, particularly within the field of education, are social beings. The democratic theory behind PAR allows for all stakeholders to participate equally in a non-hierarchical form in the pursuit of change, common goals, and collaboration. For this reason, many researchers and educators select PAR for its community engagement, collaborative, and participatory qualities (Lake & Wendland, 2018). The intent of PAR is to contribute to positive change within communities, organizations, or groups. As Hall et al. (2017) noted, "It is a process in which you bring together communities affected by a certain situation or problem to figure out what is going on as a group and do something about it." (p. 6). Within this process, *research* and *action* are part of an interwoven approach, feeding each other through an iterative cycle of reflection.

Problems vs Strengths

Action Research (AR) and Participatory Action Research (PAR) begin with the identification of a problem as the basis for moving toward positive change (Randolph, 2006). Such research applications seek to create change within the system by first identifying, analyzing problematic areas, and finally developing a plan to effect change related to the aforementioned problems. Boyd and Bright (2007) noted that beginning from a solely problem-focused orientation may also present the inherent challenge of empowering participants or engaging those situated in the area of study or investigation. This challenge arises out of the underlying presumption and associated emotions that emerge among participants signaling that there is a "problem with people" that needs to be changed. Similarly, biases can occur due to the collaborative relationship of the researcher and their participants. Participants, either consciously or unconsciously, may display misleading and non-naturalistic behaviours in an effort to impress the researcher (MacDonald, 2012).

In contrast to problem-oriented perspectives, contemporary developments in PAR methods have also embraced paradigms related to "discovering and leveraging the positive core" of organizations and people (Whitney et al., 2019, p. 164). Appreciative Inquiry (AI), sometimes referred to as Positive Action Research, differentiates itself from other research approaches in terms of the strength-focused process by which it initiates and engages participants in AR methods (Whitney et al., 2019). Such processes involve placing emphasis on an approach to inquiry that involves dialogue, exploration, and analysis of strengths, successes, accomplishments, aspirations, and potential for moving through and working through proposed areas of challenge or concern. Whitney, et al. (2019) described AI as an inclusive, relational model of Positive Action Research, rooted in social construction theory that engages the positive core values and strengths of people, groups and organizations in the investigation of areas of challenges and directions for change.

Appreciative Inquiry

Appreciative Inquiry (AI) is a form of Participatory Action Research (PAR) which can be directly applied within various fields and contexts. AI is still relatively a new model of PAR. Cooperrider, along with his co-author Srivastva, developed the AI model, delineating the specific methodology necessary for understanding and implementing an AI approach to research as well as its potential impact in advancing social innovation (Cooperrider & Srivastva, 1987). Troxel (2002) defined *appreciation* in various terms: to feel or express gratitude, to hold a favorable opinion, and to have a full understanding of meaning and importance. It is the exploration of what has enabled an organization to exist and thrive rather than look for problems or weaknesses. Doveston and Keenaghan (2006) defined "inquiry" as a quest for change and intervention. These two combined perspectives offer a starting point in viewing the research design of AI.

Theoretical Underpinnings of AI

AI, similar to most qualitative research method designs including AR, stems from several well-known and long-living theoretical perspectives. Principles of AI can be found in the theories of social constructionism, simultaneity, poetic principle, anticipatory principle, and positive thinking principle (Breslow et al., 2015; He, 2013; Kozik, 2018; SAGE Encyclopedia of Educational Research, 2018). Guba and Lincoln (1994) as well as Lehaye and Espe (2010) both explored the use of the AI design and its theoretical roots in great depth.
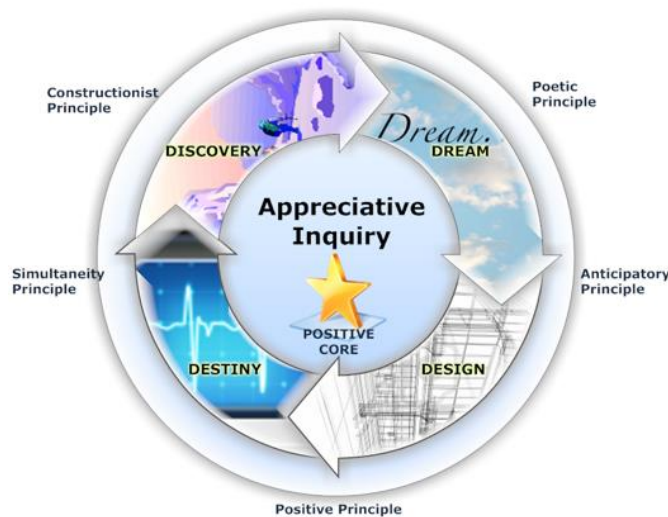
Figure 1. Theoretical Principles of AI (Kaminski, 2012)

Constructionist principle (Words create worlds):
Reality and identity are socially created through language and conversations with others.

Poetic principle (We can choose what we study):
Life experience is rich. What we choose to study describes, develops, and creates the world as we know it.

Anticipatory principle (Image inspires action):
Individuals and organizations naturally move in the direction of their vision of the future. If these future visions are positive and hopeful so too will be the present-day actions.

Positive principle (Positive questions lead to positive change):
Potential for change requires positive interaction and collaboration. This change is best generated through positive questions that amplify the positive core.

* *Simultaneity principle* (Inquiry creates change):
We live in a world created by our questions. The act of affecting change begins the moment we begin to ask questions.

(Cooperrider & Whitney, 1999; Kelm, 2005)

The majority of the AI research design comes from social constructionist theory. This is a body of thought and beliefs that first emerged from academics doing work in the areas of social sciences. The basic premise of social constructionism is that humanity is a common thread that joins communities together through the belief that we build the world that we live in together and that language is the main vehicle for the transfer of knowledge. This shared knowledge is facilitated through engaging in dialogue as a form of social interactions and building of relationships (Lehaye & Espe, 2010). Fynn (2013) asserted that AI is "social construction in action" and when its practices are in place, they become deeply embedded within a particular culture. Within education, approaches to teaching, planning, and collective thinking (Fynn, 2013) are often repeated and may become adopted as embedded methods within educational practice.

AI Principles

As mentioned above, there is one definite difference between PAR and AI. With PAR there is the preceding assumption that there is an existing problem that needs to be solved. AI, on the other hand, holds a more strength-based approach that focuses on the positive elements already in place within an organization and gives value to the transformative feature of strengths. In this way Calabrese (2006) stated that the strength-based focus of AI is human in its very nature and ensures that the action found throughout the research process is applicable within the context in which it was studied.

At the very heart of Cooperrider's design of AI is a reverence for life that draws the researcher to inquire beyond what is being outwardly presented and encourages the exploration of deeper levels of current operations and perspectives. AI is drawn to identify factors and forces involved in a particular organization (Cooperrider & Srivastva, 1987). Valuing each individual participant by seeking their input and expertise within their field is the first step in engaging active and authentic participants within an AR project (Cooperrider, 1990). It is through this design approach to research that researchers are able to help educators blossom to their fullest potential and to see themselves and their colleagues as integral members of the institutional frameworks within the system in which they work. Through this approach and following the common vision established by the school community as a whole, educators can align themselves with the most current and effective strategies, policies, and agendas (Kadi-Hanifi et al., 2014) in terms of inclusive education.

The research design of AI is one where collaboration is crucial to success. AI often serves as a change agent within an organization or systematic structure itself. AI is also used in research focused on a shared desire to improve practice or process by investigating that which is already working. Throughout the four phases, particularly during discussions set out to discover, dream and design, Calabrese et al. (2010) noted the importance of improved communication and cooperation among educators and staff within a school. It is vital that the school community share a common vision of a desired future which can then only be achieved through collaboration. It can be very difficult to establish a collaborative educational community within a school that has not previously practiced open dialogue and frequent communication. Within the field of education educators take their teaching practices, pedagogy, and classroom management very seriously. All of this, in many respects, is a reflection of themselves. It can often be difficult for educators to "let go" of the control and collaborate with their school community to achieve the collegial common vision for the learners of the school (Breslow et al., 2015). Collaboration begins from the development of mutual respect.

Having a common goal is an important aspect in affecting consistent and sustainable change within a classroom environment. Beyond the mutual respect, communication and collaboration among a staff, AI holds as a principle that individuals must also be able to remain open-minded, flexible, and capable of progressive thinking (Calabrese et al., 2010). Through continuous open dialogue and progression through the Describe, Dream, and Design Phases of AI, however, educators can begin to see the impact these changes in practice can have on the students they are teaching. Kozik (2018) challenged that while AI does not focus on solving a problem, the progression through the phases of the AI design does allow for educators' minds to be open to problem-solving techniques and practices.

AI Cycle

The AI model, as proposed by Cooperrider and Srivastva (1987), initially consisted of four phases which contributed to positive collaboration with a shift to sustainable change. The first phase of the AI design is the Discovery Phase. Shuyab (2014) referred to this stage as the time for exploring needs and experiences. It is here that the researcher can learn through surveys, interviews, and smaller focus groups the positive aspects of the particular organization studies. Cooperrider sought to find the element that breathed life into an organization, focusing on and sharing the positive elements of practice (Kadi-Hanifi et al., 2014). The Discovery Phase describes the aspects that are currently being implemented and are working well within a system. Shuyab (2014) noted that the Discovery Phase is the observation of "what is" within an organization. Cooperrider, in his most recent unpublished work, emphasized the importance of

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not only discovering but valuing these life-giving factors. Providing value "dislodges the certainty of deficit constructions" and allows positive action to occur moving forward (Cooperrider, n.d.).

Following Discovery is the Dream Phase. In Shuyab's writing (2014), this second phase is referred to as the stage of sharing and validation of both group and individual results from interviews and questionnaires. This phase permits staff the freedom and courage to envision a better version of what is already working. It is through this process that new ways of seeing and understanding the world begin to emerge. The Dream Phase allows individuals and teams to see "what could be" were the current practices refined to be the best that they could be without financial or systemic restraints. Kadi-Hanifi et al. (2014) phrased it as a team asking, "What would our perfect life-giving organization look like? How would we look if we were inclusive in all we do?" The Dream Phase not only provides educators with permission to dream but also facilitates new and positive alternative practices for the organization.

The third stage of the AI research model is the Design Phase. It is here that staff, with the support of the research team, collaboratively decide which elements of their organization's success they wish to focus on in order to design a plan to implement these positive changes. In the ideal world there would be several areas of a school, in the case of the field of education, that are working well. To affect true change, it is suggested to focus on one attainable goal at a time. Cooperrider suggests that this stage requires individual conversations to grow and evolve into group discussions. Likewise, individual visions should become a shared community vision (Cooperrider, n.d.). Kadi-Hanifi et al. (2014) outlined the Design Phase to be a time where the learning organization and community share what they think things should be. Examples of questions that could be asked during this phase of the AI cycle would be "What will be our guiding principles? How could we be inclusive all of the time?" (Kadi-Hanifi et al., 2014). The positive and strength-based framing of these questions leads to excitement and a sense of authorship of the designed plan of action. This sense of self-actualization leads to productive buy-in from all stakeholders.

The final stage of the original AI research design is known as the Destiny Phase. It is here where the organization's team determines to implement the plan for change that was previously developed during the Design Phase. This is often the most difficult and rarely achieved stage of the AI model for reasons that will later be discussed in more detail. Individuals and organizations are naturally designed to change, but to affect change there needs to be a great amount of commitment, communication, and continued collaboration from all stakeholders. When considering AI carried out within the frame of the educational system, schools and educators are often held to a particular district or departmental system that poses various limitations and constraints to desired change in practice. Thus, the Destiny Phase aims to highlight the shared commitment to change. Positively framed questions such as "What are our first steps towards this future?" and "What can I do now to help us move forward inclusively?" are two examples brought to light by Kadi-Hanifi et al. (2014). Cooperrider's original intent describes the Destiny Phase as the moment where a team or organization moves towards the construction of a new and brighter future through innovation and action (Ludema et al., 2001).
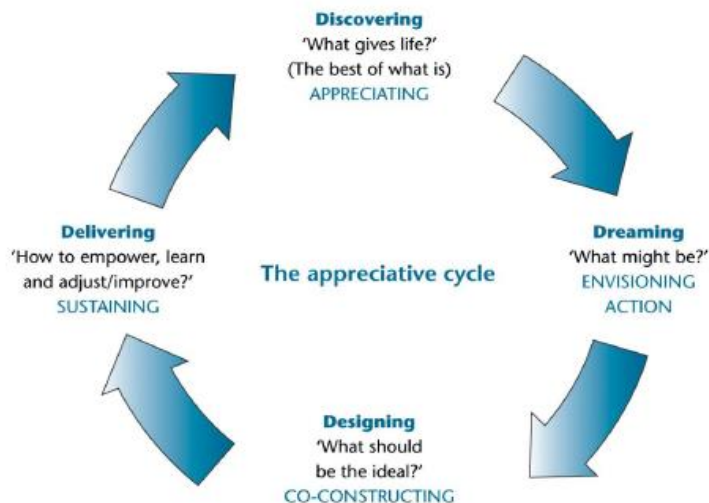
Figure 2. AI Cycle (Griggs, 2015)

An updated model of the Appreciative Inquiry design has since been developed, which incorporates a fifth, all-encompassing element to the AI cycle. The Affirmative Topic Choice is argued to be the first and most important phase of the AI process as it leads the way for all future discussion and collaboration. Cooperrider describes Topic Choice to be the newly added first step in Appreciative Inquiry as it is based on the premise that organizations move in the direction of what they study or what they strive to achieve (Ludema et al., 2001).
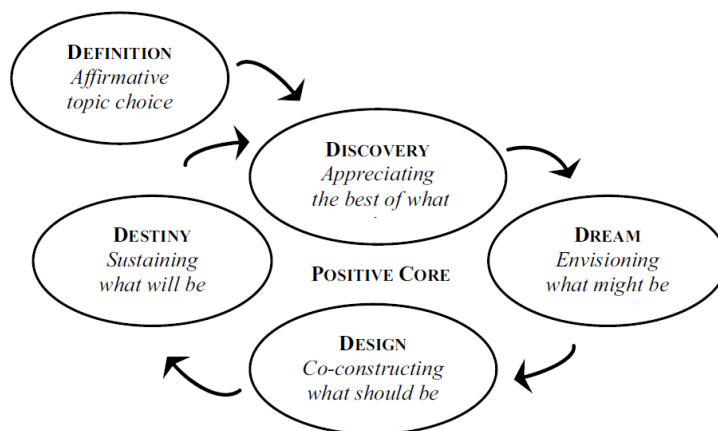

Figure 3. 5D AI Cycle (Cooperrider et al., 2003)

Positive Questioning

It has been established throughout the examination of the AI design that it is strength-based at its center. Part of achieving this strength-based element is in the use of positive questioning throughout the descriptive stage of the AI cycle. Positive questioning allows participants to reflect on the more positive aspects of their practices, working environment, professional relationships, and contributions to all of the above. Quite often researchers will begin by asking participants standard questions (Giles & Alderson, 2008). Examples of such questions are: "Think of a time when you were most excited or engaged. What were the factors surrounding these events?" The questions can also be of a more personal nature, exploring what individuals value about themselves, their practices, and their workplace

itself (Kadi-Hanifi et al., 2014). In exploring these personal reflections further questions related specifically to the field of education can be asked, such as: "What are your school's best practices?" or "What is the core value that gives your school life?" Once these factors have been identified, it is important for researchers to explore how individuals perceive the impact of these factors (Calabrese et al., 2010).

Fynn (2013) argued that rather than positive questioning, generative questioning should be used to reframe the thinking of individuals and open them to further reflection about their practices and school environment. These questions should bring about thoughts of novelty, whole-hearted engagement, building relationships, and reframing reality within the schools and classrooms (Busche, 2013). Regardless of the method of questioning used to prompt reflection and dialogue when exploring teaching practices and school implementation of inclusive learning, it is crucial that individual educators examine their beliefs about what it means to be fully inclusive across all aspects of diversity (Erwin et al., 2012). Further affirming questions can be asked to explore inclusive strengths within a school or individual classroom. Asking an educator what inclusive strategies they have already tried or what they like about being a member of that educational environment can provide further insight to the school's core values (Doveston & Keenaghan, 2006). This would naturally lead staff to collaboratively explore "What do you want your school's future to be?" Once this question has been asked and collaborative dialogue has established, school staff can explore a global understanding and shared definition of how they themselves define inclusion. This would be the first step in designing an inclusive framework to work from, improving inclusive practices.

Benefits and Challenges of AI

In recent years, AI has increasingly been used as a research tool within the field of education. The AI design is a strength-focused approach to research that reinforces an emphasis on positivity, the amplification of people's potential, and the importance of collaboration and engagement. Bellinger and Elliott (2011) noted that "AI is grounded in relationship, context, and a determination to collaborate for mutual benefit." (Bellinger & Elliott, 2011, p.721). Over the past several decades, the application of AI has increased within the educational arena with a focus on student learning, instructional practices, and system-wide approaches (Shuayb et al., 2009).

Researchers acknowledge AI to be an effective research design allowing for an overall better understanding of life-giving elements of a structure's day-to-day operations (Shuayb et al., 2009). One striking strength of AI design is that of hope. Calabrese et al. (2010) reported within their study of AI in rural schools that acknowledgement of respect for and valuing of individual participants' strengths and assets were evident throughout the sharing of their mutual experiences. From this they uncovered the underlying component of hope which was present throughout the AI process.

Setting common goals (Shuayb et al., 2009) for the future, collaboratively developing a systematic plan to achieve those goals, and believing that individuals as well as the educational community have the capacity to achieve those goals requires a degree of hopefulness and optimism (Calabrese et al., 2010). Bushe (2013) identified AI's ability to "quickly create good feelings amongst people" (p.6). Participants frequently report feelings of positivity and of having contributed meaningfully to the discussions and research initiatives (Shuayb et al., 2009). Giles and Alderson (2008) agreed with these findings, stating that AI restored hopeful dialogue into a previously deficit-based conversation.

As a model of PAR, AI highlights the importance of people's engagement and participation is underscored. In the educational context this entails actively involving key stakeholders in sharing their first-hand experiences, which in turn provide insights highlighting the positive aspects of an organization's life-giving practices. This act of giving voice to participants can prove to be empowering and emancipatory (Shuayb et al., 2009). Erwin et al. (2012) asserted that "people who are the object of research are experts about their lives and are best able to identify key issues and resolutions that lead to meaningful action." (Erwin et al., 2012, p. 2).

Within highly complex systems or structures, such as that of inclusive education, Rogers & Fraser (2003) noted that AI is particularly useful in reframing these experiences to better identify practices that are "valuable, useful and important" (p. 80). Shuayb et al. (2009) contended that one of AI's feature strengths is its ability to identify good

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practices within a system or structure. Furthermore, He (2013) indicated the presence of the reflective element of AI that is often lacking in more traditional forms of qualitative action research. It is important to provide both researcher and participants the opportunity to reflect on the promising practices that have been identified and how their application can promote possible change or improvement within an organization. It is the welcome use of feedback (Doveston & Keenaghan, 2006) that invites professional reflection on practices.

One of the main critiques of AI is how positive its focus is. Breslow et al. (2015) highlighted that, due to its focus on positivity, AI may not confront problems seriously (Breslow et al., 2015). Rogers and Fraser (2003) also noted that AI allows for a potential distortion of findings by covering over substantive problems in focusing solely on the positive aspects of a system or organization (Rogers & Fraser, 2003). It could be argued that this is a valid point, though not a true challenge. It has already been clearly stated through various reviews of AI, and by its creator himself, that AI is a strength-based model that does not seek to solve a problem but rather enhance what is already working. Problems occurring within an organization will still inevitably arise through discussions that take place during the Discovery phase. Through the use of the AI research design, however, these problems may be reframed and viewed differently from a strength-based perspective, and therefore be approached differently. Bushe (2013) continues this vein of thought by cautioning that "negatively" discussing the problems of a system or organization will then frame subsequent discussions and problem-solving through this same negative lens. In contrast, incorporating a more appreciative focus has the potential to generate more positive outcomes (Bushe, 2013).

As was found in the previous case studies, one significant challenge of the use of AI within the education field are the various limitations that the system itself imposes. Fynn (2013) noted that educators often have a reduced amount of time to commit to isolated participation in a research study due to classroom and administrative responsibilities. Limitations imposed by the school district restricted the amount of time researchers could spend within the schools and the amount of progress that could be made following the four identified stages of AI. Aside from administrators, the increased workload and expectations placed on educators in recent years results in many constraints on their willingness to engage wholly in an ongoing research project. This involves the time they would have available to participate in meaningful dialogue as well as their flexibility both during and outside of instructional hours (Fynn, 2013). Facilitated through the four phases of the AI cycle, educational philosophies and paradigms will ultimately shift through participation in these types of research efforts. Rather than "adding" to the workload of educators, designs for change within the organizational structure of the education system can positively shift operations within schools and the embedded practice of educators.

Discussion: Appropriating AI Research in Inclusion

Currently education, particularly when examining students deemed to be exceptional and/or hard-to-serve learners, is working from a deficit-based and support-oriented model. Struggling students are known for the areas in which they are struggling, and interventions are planned accordingly following the various school- or district-designed supports fitting within the Response to Intervention model, such as the pyramid of interventions. There is a continued need for inclusionary practices to follow a more strength-based and student-centered approach to serve more students.

Appreciative Inquiry (AI) is philosophically consistent with strength-based approaches within inclusionary education. When the study of inclusionary education is accompanied by a focus on strengths and assets, there is an inevitable shift in paradigm that leads to the reframing of questions and changing in perspectives (Morrison & Peterson, 2015). The positive questioning approach used in AI is appropriate in facilitating this change or shift. AI is an efficient and effective approach for studying as well as facilitating necessary change within a variety of social systems, groups, or communities' contexts (Bushe, 2013; Quinney & Richardson, 2014). AI integrates philosophy, theory, practice, and research in an intentional effort to reduce traditional gaps between these areas (Cooperrider, 2012). In addition, rather than the traditional methods of research which often focus on problems and ask the question "what is wrong" within an organization, AI focuses on "what is right" and "what breathes life" within a system and dreams of how things "could be" (Cooperrider, n.d.). It assumes the existence of strengths and positive attributes of an organization and the people within it (Quinney & Richardson, 2014). Discovering these strengths, mobilizing them to imagine changes within an ideal version of the current system, and then designing plans to create and sustain this

dream are all integral to the AI process (Cooperrider, 2012). The activities conducted throughout the research phases of AI generate hope, excitement, and renewed investment as people are provided with a voice as well as opportunities to begin to consider possibilities for change and how things "could be" (Bushe, 2011). The AI process is transformative and builds capacity as participants explore the potential for change and innovation.

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