

Final Report for SeGa Evaluation

Community Assessment and Program Evaluation

The American University in Cairo

Spring 2017

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Due date: 23rd of May 2017

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Executive Summary

Background

SeGa is a social enterprise which gives training courses to corporates and nonprofit organizations that give training to their beneficiaries. It is the only entity in the Middle East that is specified in experiential learning and organizational coaching as it uses an approach called Deep Active learning under the name FIRST. The idea behind the integration between active and deep learning is to promote interactions between learners, involve fun experiences, enhance in depth thinking and reflections of what is learned and its applications. Also, active deep learning includes the change of the design of the learning process to include enhancing awareness and understanding, increasing responsibility, and confidence to achieve the desired change. Accordingly, FIRST model was designed for the facilitation of the Active Deep Learning Experience. FIRST model is a 15 steps of training principles which is comprised of main domains; each is represented by one of FIRST's letters as follows:

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

Each domain is further mapped to 3 principles with the associated behavioral competencies depicted by the facilitator while facilitating trainings which leads finally to the 15 steps.

Purpose of the Evaluation

This is an outcome evaluation which took place after Sawaa'ed's Program Training of Trainers (TOT) has finished which is provided by SeGa Team to prepare the trainers to be facilitators and aims to measure the impact of TOT principles on the second learners. The first purpose of the evaluation is to evaluate how Sawaa'ed graduates are implementing FIRST¹ principles in their training courses. The second purpose of the evaluation is to measure the effect of Sawaa'ed on the reactions, initial learning and application of the end learners. Accordingly, the evaluation question was formulated to be "***Did Sawaa'ed's graduates apply the FIRST TOT principles? and how did Sawaa'ed affect the reactions***

¹ FIRST is training principles sheet which Sawaa'ed uses to evaluate their trainers during the TOT training and coaching stage. This tool is used by the trainer coach to see how much of the principles he or she grasped. In this evaluation this FIRST tool is for the first time used with second learners to measure the effect of Sawaa'ed TOT

and initial learning and application of the end learners?”. This evaluation took place within the months of February to May 2017.

Evaluation Design and Methodology

The evaluation steps included: 1) Identifying stakeholders; 2) Creating logic model; 3) Asking evaluation questions; 4) Designing evaluation to answer the questions; 5) Deciding on the methods for collecting data; 6) Analyzing the data; 7) Making judgments and; 8) Disseminating and using the information. The Participatory approach was used to develop the logic model and the evaluation process and from the logic model, the activities of Sawaa'ed program which is divided into 8 strategies were identified. However, only one strategy was chosen which is "Providing training and mentoring" in order to conduct evaluation process for it. Furthermore, we have developed an evaluation which incorporates a mixture of the developmental evaluation, first level and initial second level in the “Kirkpatrick’s Four Levels Model” which are the reaction and initial learning and application. We intended to measure reaction, initial learning and application because they will help SeGa team to understand how well the training was received by their audience and it will help them to improve the training course for future participants as well as to identify the missing topics from the training. Accordingly, we collected both quantitative ordinal data and qualitative data using two different instruments. First, we conducted an in-depth interview with the two of the recent graduate from Sawaa’ed journey in order to explore how they applied FIRST principles in their sessions and to give them the chance to self-assess their performance for future improvements. Second, we conducted a structured personal interview to measure the reaction, initial learning and application of the end learners and to collect qualitative data about their opinions on the facilitators teaching techniques and how they applied the FIRST principles. Third, we collected ordinal data by developing an online survey with Likert scale to measure if the beneficiaries: strongly disagree, disagree, neutral, agree, or strongly agree. The aim of this online survey is to measure the reaction of the end learners as explained above.

Evaluation Participants

The sample consists of nine youth and adults who were trained by two Sawaa’ed Program Graduates from same organization which is ‘Anwar Resala’. The rationale for using this sample is to get the last graduates from Sawaa’ed’s journey, so they are in the

implementation stage for the FIRST principles in the training sessions that they conducted in April which are about “Team Building” and “Personality Types”. Thus, we preferred to collect this sample due to the accessibility to the subjects of the sample because of the limited time. The sample diversified according to gender to be three males and six females ranging in age from 19 to 35. The sample is provided by the trainers, as they asked the end learners for whom would like to join in this evaluation and they provided us with their Contact information.

Overview of Evaluation Findings

The data collected from the sample aforementioned was both quantitative and qualitative. The results showed that Sawaa’ed graduates who participated in this sample, do use FIRST principles in their training courses. However, they do not use all the principles and they are also not used within the same amount. In both trainings, the short time was considered a drawback since it was only three-hour session. The second part of the evaluation which was conducted through in depth interviews, showed that the trainers were able to have a positive effect on the end learners. Amongst these positive effects, was that the end learners were actually able to apply what they have learned from the courses material in their personal and professional lives. Other positive effects revolved around the basic learning abilities of the end learners. The end learners discussed that they were able to understand the training material and also to reflect on what they took in the training courses with the other end learners. It was shared by all the end learners in different parts of the interviews that sharing their opinions and feeling confident enough to express their feelings amongst the group of end learners was a very powerful tool. This tool was self-empowering for some end learners as it was their first time to go through such an experience. On the other hand, it was requested that the trainers should improve the training time and the training courses documentation. Finally, it is worth noting that the evaluation showed that Sawaa’ed TOT is positively contributing to SeGa’s outcomes based on their logic model. However, in order to further understand this positive effect and to improve Sawaa’ed program, SeGa team need to build a fixed user friendly second learner evaluation system.

Overview of Recommendations

Based on this evaluation, there are basically two recommendations. First, it is recommended to start an evaluation system with the end learners of Sawaa’ed Project.

Secondly, it is essential to improve the implementation of FIRST principles through tailored and practical techniques which can be measured in the second learner evaluation and be used to improve the TOT itself. Under these two main recommendations, there are several sub recommendations which implies the importance of creating an evaluation for the end learners to ensure the creation of an effective learning environment as well. In addition, improving the learning techniques will be possible only when all the stakeholders are involved in evaluating the end learners experience, not only the trainers.

SeGa Team Background

SeGa is a social enterprise that started with a team of passionate professionals who are working to leave an impact through learning and coaching. Their mission is to develop human developers by supporting them. Therefore, they are the only entity in the Middle East that is specified in experiential learning and organizational coaching. SeGa team gives a training course for the corporates and use the same material to provide the same course to non-profit organizations that give training to their beneficiaries. The approach of SeGa of Active deep learner experience is created through facilitation of face-to-face learning setup, by incorporating some advanced active strategies with deep strategies tools and techniques - inherited from the coaching arena - to reach SeGa active deep framework under the name FIRST. The dimensions of “*active*” refers to the orientation of the session to include movement, fun theory, game based learning, and gamification which emphasize the engagement and experiential learning for the participants. While the dimensions for “*deep*” involves brain based learning, brain sciences, and higher level of learning outcomes which assert the presence of impact, reflective learning approach, and coaching. Therefore, SeGa’s philosophy aims to link these two dimensions in order to reach a deep impactful experience. The idea behind the integration between active and deep learning is: (1) To combine the group interaction and active participation in learning environment to make learners live through experience; (2) To involve fun concept, interacting with others, practice and apply what they are learning in the learning experience; (3) To get in-depth thinking about the abilities, potential, being aware of himself and a reflection of what he learned and its applications in workplace and life through the basics of coaching; and (4) To change the design of the learning process to include enhancing awareness, understanding, increasing responsibility, and confidence to achieve the desired change. Thereby, the strategies that

SeGa follows to reach their objectives are: cooperative learning, effective discussion, balance between group, pairing and individual activities, blending different energy levels, educational games, simulation and role plays, and reflective learning activities.

So far, this paper has focused on Sawaa'ed journey which is a training program that is provided by SeGa team for the community where they target human developers who are non-specialists working in the learning field such as learning facilitators, learning designers, and learning project managers. Therefore, they target student unions in universities, non-profit organizations, and informal groups of trainers or teachers. The following section will discuss in details the evaluation process that our team conducted for about three months with Sawaa'ed's team. Sawaa'ed have implemented 29 journeys since April 2014 till present. The three main learning outcomes from Sawaa'ed journey is that the participants are changed from KSA which refers to knowledge- Skills- Attitude to ASK which is explained as the following:

A: Participants live an Active deep learning journey and change their mindsets about how to create impact through learning events.

S: Design and Facilitate active deep learning Sessions.

K: Identify active deep learning concepts, tools, and technique.

The duration of the journey is 40 hour sessions which are divided into: 5 weekly sessions that include 28 hours with work-load for submitting missions and the team is also interacting over WhatsApp. Besides, 5 weeks of remote mentorship that encompasses hour work-load for delivering the final project. Turning now to Sawaa'ed's Philosophy and Objectives, the journey aims to provide its participants with (1) Living a real experience of active deep learning; (2) Experiential training on some simple skills to design and facilitate learning; (3) The ability to use different active deep learning concepts and tools to achieve a deeper and more sustainable outcome through the educational process; (4) An exposure to new ideas on experiential exercises; and (5) Taking Sawaa'ed's foundational program as a mean towards other advanced programs in design and facilitation.

Description of the Program Theory for Conducting an Evaluation

As defined by Rogers et al. (2000), program theory is a theory upon which the evaluators design the way according to which the program is going to work. This is the case

that shows what is the value-added to evaluations that use this approach. The program theory evaluation includes a clear theory for the causes of the intended outcomes in the program and the evaluation tools used to guide this model (Rogers et al., 2000). In addition, the usage of this theory helps the staff of the organization to identify the intermediate outcomes that lead to the anticipated program goals and objectives. The definition is provided by Rogers et al. (2000) shows the importance of program theory evaluation in (1) Understanding why programs do or do not work; (2) Testing the model and the steps within the model; (3) Attributing outcomes to the program; (4) Showing the cause and effect within the program; (5) Helping in the improvement of the program; (6) Articulating theory which can help staff clarify the program components; and (7) Allowing measurement as you go rather than waiting until the end which helps in keeping the program on the right track. Thus, the use of the Logic Models is a way to apply this theory through the program. Thereby, it is necessary here to clarify exactly what is meant by logic Model as “It is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve” (W. W. Kellogg Foundation, 2004; p.1). Thus, the logic model provides the stakeholders with a clear map of the road ahead and enable them to identify outcomes and anticipate ways to measure them. This shows that a logic model is a tool used by funders, managers, and evaluators of programs to evaluate the effectiveness of a program. This definition highlights the usage of the logic model to present a picture of how your effort or initiative is supposed to work and to explain why your strategy is a good solution to the problem at hand. Therefore, the effective logic models make an explicit, often visual, statement of the activities that bring the change from the results generated from the evaluation process.

Comprehensive Description of Evaluation Design and Methodology

In the light of the above, we conducted our consultation work in SeGa according to the steps in evaluation which are:

1. Identify stakeholders
2. Create logic model
3. Ask evaluation questions
4. Design evaluation to answer the questions
5. Decide methods for collecting data

6. Analyze data
7. Make judgments
8. Disseminate and use information.

First, in our first meeting with SeGa team, we planned to use the participatory approach in developing the logic model and the evaluation process. The participatory approach ensures the commitment, ownership, follow-up and feedback on the performance of the team. This approach provides a learning process in which the organization learns from the different perspectives of the partners and practice inclusion of partners in planning and delivery of the evaluation plan. According to Mugambi & Kanda (2013), M&E plan is preferable to be done through a participatory approach with the stakeholders to communicate on a formal or informal basis and exchange information about the products and/or services that are being offered by the project. Thus, individuals and groups can improve their evaluation skills and build their evaluation capacity. In addition, managers and stakeholder should be able to analyze and interpret the collected data. Thereby, we asked them to arrange a meeting with different stakeholders, so the participation is done through formulating an evaluation team that included program participants as well as all levels of staff members. Hence, this approach will offer a collaborative process in which everybody will work in this process of evaluation in all the stages, starting from the evaluation design, data collection, and interpretation of results. Therefore, we chose the stakeholders according to some criteria which are: a person who has substantial ego, credibility, power, money or other capital invested in a program, a person position could be affected by the findings and the actions taken on the findings, a person that might use the evaluation findings be used and by whom, a person that will be affected by the evaluation if recommendations are made and acted upon. The founder for SeGa team, Trainers, Facilitators, Researcher, Curriculum developer, Mentors, Program officer, Program Manager, and participants.

Second, we developed a logic model because it is a learning tool that serves to increase the stakeholders' voice in the planning, design, implementation, analysis, and knowledge generation within the program. We chose this process because it enables the team to understand the challenges that they face and enables them to be aware of their available resources and the time boundary they need to achieve their target within. Moreover, it allows the team to balance their focus on the big picture. We used the logic model, as it improves the participatory role within SeGa because they did not have a brainstorming before with all the

stakeholders. We recognize that setting a meeting with the stakeholders to develop a logic model is essential in building community capacity and strengthening community voice among them. During designing the logic model, we determined the available resources for the inputs; then, we tried to figure out the activities they perform within their program Sawaa'ed and the strategies they use to conduct these activities. Yet, we divided the strategies into eight different strategies and decided to choose only one strategy which is 'Providing Training and Mentoring' to start conducting the evaluation process for it. Therefore, we figured out that the outputs which are the implementation of 5 days 5 hours training session, the number of participants, and the mentoring process of the participants in the on-job training. Moreover, we determined the short-term outcomes for the first strategy and started to conduct an evaluation of these outcomes. In this case, the short-term outcomes are the change in the mindset of the participants which includes the change in their behavior and attitudes throughout facilitating their training sessions. Whilst the intermediate outcomes are about learning new skills for facilitation after participating in Sawaa'ed. By the end of this session, we identified the evaluation question which the stakeholder's chose that will enable them to get the opinions of the end learners. This shows how the logic model is a useful method for planning to an evaluation process in order to learn from the findings and use the results in decision making. A copy of this logic model can be found in Appendix D.

The Evaluation Process

Third, we stated the evaluation process by defining the evaluation according to Abraham (2014), "It is a periodic assessment of a project's relevance, performance, efficiency, and impact (both expected and unexpected) in relation to stated objectives" (p. 15). The term evaluation refers to a systematic, integrated, planned, purposeful techniques that involve collecting data in order to answer questions and address issues within the program. This definition shows that the evaluation process could be used to enhance the decision-making process and knowledge within the organization. Moreover, it is a practical process for knowing the best way for using the available resources to get better at what we do. As illustrated by Hunnicutt (2007), the aim of the evaluation process is (1) To get feedback so you can make improvements; (2) To verify that you are doing what you think you are doing; (3) To demonstrate the value of your programs; (3) To measure the change they do in the beneficiaries; (4) To secure or maintain funding; (5) To establish

accountability; and (6) To figure out what works and what fit well with their program (pp. 14-15).

As per the previous explanation, we started the evaluation process in SeGa with a target (1) To learn how efficiently things are being done; (2) To develop the lesson learned, so future program and projects of a similar nature can be improved; (3) To determine the extent to which goals have been achieved; and (4) To determine how effective a project or program has been conducted. Based on the course content, we used the developmental evaluation to design a suitable model that fits with the context of SeGa. The term developmental evaluation was first used by Patton (2008), Developmental Evaluation (DE) is an approach to evaluation in innovative settings where goals are emergent and changing rather than predetermined and fixed. This evaluation is suitable for programs operating in highly complex, emergent dynamics, nonlinear conditions, and interdependent interaction. DE aims to produce context-specific understandings that inform ongoing innovation which involves leadership function that is achieved because of the presence of reality-testing, result-focused, learning-oriented leadership. We developed an evaluation which incorporates a mixture of the developmental evaluation, first level and initial second level in the “Kirkpatrick’s Four Levels Model” which are the reaction, initial learning, and application. In the reaction level, the evaluation could help to figure out the degree to which the participants find the training favorable, engaging and relevant to their jobs through customer satisfaction, engagement, and relevance. Consequently, the reaction level helps the organizations to share the experience which the participants got throughout attending the training, so it helps them to evaluate the beneficiaries’ satisfaction. Regarding the initial learning and application, the evaluation could help to identify the basics of what the end learners have learned from the training sessions and how they are going to apply it.

As described in the previous paragraph, we use this evaluation type to enhance the organizational learning and development through adapting innovation to change the program model based on emergent conditions and dynamic realities and changes within the organization. Thus, DE supports social innovation and response to changed circumstances after understanding the current situation in order to alter tactics, so the program changes annually in significant ways and new evaluation questions developed. All this will help the organization to have adaptive management. Moreover, the developmental evaluation supports the organization to be innovative, adaptive, participative, and a true learning organization

because it opens a room for ongoing conversation between the donor, the program developer, social innovators, and the elevator which need to be highly committed to the program. DE encompasses evaluative and program's design thinking which facilitates strategic learning about the status of the program and help in improving the situation for the future. DE requires establishing an evaluation design that is willing to measure the data in an appropriate way; therefore, the organization is willing to adjust and stay in touch with unfolding plans in order for the program developer to respond strategically. DE helps the stakeholders to understand the circumstances deeply which provide them with the needed information to contextualize their own evaluation technique that is suitable for the program. This adaptation to the program according to the context and real-time insights affect the strategic learning along the way. We intended to measure reaction, initial learning and application because they will help SeGa team to understand how well the training was received by their audience and it will help them to improve the training course for future participants as well as to identify the missing topics from the training.

With respect to our incorporated evaluation, we designed a feedback online survey which is relevant to their context and practical work due to the limited time we have to collect the data. These online surveys are designed with an objective to obtain the data quickly and easily in order to build the evaluation capacity of SeGa team. We designed the online survey using a participatory approach in which the questions are articulated collectively with Sawaa'ed's team and they share it with other stakeholders in order to take their comments in our considerations before starting data collection. Using the first level in Kirkpatrick's model is inexpensive for gathering and analyzing the data, as we used Google's form to conduct the online survey and website offers an add-on in which it generates the data analysis simultaneously when the respondent submits the online survey.

Data Type

We collected both quantitative ordinal data and qualitative data using two different instruments. First, we conducted an in-depth interview with the two of the recent graduate from Sawaa'ed journey in order to explore how they applied FIRST principles in their sessions. The results of this interview helped us in getting more information about how

FIRST could be applied by a trainer which in return helped us to write the questions guide for a structured in-depth interviews with the second learners using the qualitative approach.

Second, we conducted a structured personal interview in order to collect qualitative data about the opinions of the end learners for the facilitators teaching techniques and how they applied the FIRST principles. We intended to use the qualitative data because of its benefit to generate interviews for samples with small size and document true stories from their experience that facilitates the generalization of the data for most of the participants in the session to get in-depth understanding of the situation (Erickson, as cited in Bamberger et al., 2012). In addition, these two interviews with the graduates and the end learners are a way to emphasize the validity of the data that we got from two different perspectives. As introduced by Carol & Mandle (2001) that Validity show how the findings are representing truthfulness (as cited Whittemore)

Third, we collected ordinal data by developing an online survey with Likert scale to measure if the beneficiaries: strongly disagree, disagree, neutral, agree, or strongly agree. We used a survey in order to get the advantages of quantitative data, so we could explore the FIRST principles which are most applicable by the trainers. The survey allows us to conduct a set of questions that are asked in the same exact manner with a fixed set of possible responses using the Likert scale. Thus, the answers can be easily compared between the end learners. We sent the survey to the participants after the interview over the internet and follow-up with them to fill it in as soon as possible. Moreover, some questions in the survey is getting the same answer for the FIRST principle which could help us in ensuring the reliability of the data, as the interviewees answered the survey independently. Therefore, the collection for quantitative data is a method for checking that all the participants are giving the same information every time they answer the questions (Bamberger et al., 2012)

We supported the qualitative data by collecting quantitative ones as mentioned by Bamberger et al. (2012) that the benefit for using qualitative approach is that it tells the evaluator about the things that the quantitative approach fails to deliver, such as the experience, the context, and the process. Thereby, using the qualitative approach allows the participants to share their stories. Because of the small size of the sample, we planned to ensure the validity of the data to represent the truthfulness of findings through doing triangulation for quantitative

and qualitative methods by using different sources of data in-depth interviews and questionnaires to rely on different forms of evidence to locate themes.

Explanation of Evaluation Questions

This is an outcome evaluation which took place after Sawaa'ed's Program Training of Trainers (TOT) has finished as it prepares the trainers to be facilitators and aims to measure the impact of TOT principles on the second learners. The results of this evaluation are used to know how Sawaa'ed graduates applied the FIRST principles in their training sessions in Anwar Resala in order to make the sessions more interactive and allow the second learners to grasp the information without feeling bored. It will also be used within Sawaa'ed as a tool to create the improvements needed in the program future TOTs and to understand which program does best. The evaluation took place within the months of February to May 2017.

After many discussions with SeGa Team about the Logical Framework, we were finally able to extract the final Evaluation Question which is "***Did Sawaa'ed's graduates apply the FIRST TOT principles? and how did Sawaa'ed affect the reactions and initial learning and application of the end learners?***". Sawaa'ed program has always focused on evaluating their first learners who are taking the program in order to be trainers. However, after finishing the logical framework, it came to our attention that Sawaa'ed program will achieve its goals in a more efficient way if we looked at it from a new perspective by focusing the evaluation on the reactions, initial learning and application of the end learners instead of focusing only on the first learners "Trainers". This new idea has never been implemented before in the Sawaa'ed program as they didn't consider before the reactions, initial learning and application of the end learners. SeGa Team welcomed and agreed on this new perspective because it will not only help them evaluate if Sawa'ed program graduates have learned about the Deep Active Learning techniques and the FIRST principles or not, it will also help them to evaluate if the graduates are actually able to implement the techniques they have learned with the end learners through the reactions, initial learning and application of the end learners about their experience of the training sessions which took place in Anwar Resala.

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

FIRST's letters as follows:

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

Accordingly, we created the in-depth interview questions and the survey questions for the end learners using the 15 principles of the "FIRST" model in order to know their reaction, initial learning and application on whether the trainers are implementing this model with them or not. Before moving on to the in depth interview and survey questions, it is important to have an overview on the FIRST 15 principles.

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

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

Moving on to the "I" in FIRST which represents "Interacting within Positive Group Dynamics" which is mapped to:

- 4) 'Social Events' it evaluates if the trainers promote the benefit of cooperation and learning from each other.

- 5) 'Positive Spirit' it evaluates if the trainers foster positive feedbacks and insights, provide positive environment, and a proper use of sense of humor.
- 6) 'Motivation and Attention' which assesses if the trainers create group interactions, use the activities, discussions, and energizers to raise the attention level of the learners.

Moreover, the "R" in FIRST represents "Reviewing Activities within RAR (Readiness Activity Review)" and it is mapped to:

- 7) 'Readiness Increase' which evaluates if the trainers give matching instructions to the activity outcomes and implement grouping and pairing techniques which are appropriate to the activity guidelines.
- 8) 'Activity Facilitation' which evaluates if the trainers help the learners through the activities and if the activities are well explained properly.
- 9) 'Review Actively' which evaluates if the trainers are able to link the review questions and feedback with the activities participation and also if they encourage the learners to share their thoughts, feelings, lessons learned, and relative experiences.

Furthermore, the "S" in FIRST refers to "Sequencing Activities within SEE (Simple, Enjoyable, Effective)" and it is mapped to:

- 10) 'Structuring and Sequencing' which assesses if the trainers are able to utilize different techniques in a well-structured format.
- 11) 'Repetition without Boredom' which evaluates if the trainers are able to repeat statements in different ways and if they appreciate when the learners repeat the information learned.
- 12) 'Linking and Summarizing' which evaluates if the trainers are able to clarify the objectives of the activities and summarize the link between the activities and the training goals.

Finally, the "T" in FIRST stands for "Transforming Learning into Performance" and it is mapped to:

- 13) 'Reflection on Reality' which evaluates if the trainers increase the awareness and the ability of the learners to focus on reflecting on their personal and professional life.
- 14) 'Practicing and Experiencing' which assesses if the trainers are able to stimulate learning and experiences starting from note-taking to application of content in everyday life.
- 15) 'Continuity and Follow-up' which evaluates if the trainers gave to the learner the needed tools to use in their life.

After briefly explaining the 15 steps of FIRST principle, it is important to highlight how the interview questions and the online survey were extracted. The logical framework and the FIRST principles were mainly the guides which we used to extract the questions from. Thus, the logical framework enabled us to generate the main evaluation question from which we were able to formulate the interview and the online survey questions. The questions focused on evaluating if the trainers were able to implement the FIRST 15 principles in their trainings or not. In addition, we depended on probing while asking the questions for facilitation and to avoid the risk if the second learners do not remember or are not aware of the FIRST principles.

The first step was to conduct face to face interviews with the two trainers, the interview question was "How did you use the FIRST 15 principles in your recent/last training session?". The aim of this interview question was to take into consideration their opinion about how they have implemented the FIRST 15 principles in the last training session they have conducted in order to relate their opinions with the answers of the second learners. It is also a form of self-assessment for the trainers, so they would be able to reflect on their performance in the training and realize what they missed for future improvements.

The second step was to conduct in depth interviews with the 9 chosen second learners of the two trainers, 3 of the interviews were conducted on the phone and the other 6 were face to face. The interview questions included 12 questions and was divided into 3 sections, every question was followed by a why and why not question in order to have a detailed answer from each of the second learners. Each question aims to evaluate the implementation of at least one of the FIRST 15 principles. The first section included 4 questions about the training, the questions were about if they liked the training, what motivated them to attend, what are the most memorable moments for them, and what would they like to improve within the training. The aim of the first section is to evaluate from the FIRST 15 principles mainly the: probing and assessing, trust the learner, social event, motivation & attention and the linking & summarizing. Moreover, the second section included 3 questions about the trainer, the questions were about what they liked the most about the trainer, how was this trainer different from other trainers, and what did they like and dislike about the trainer techniques of teaching. The aim of the second section is to evaluate from the FIRST 15 principles mainly the: individualization, positive spirit, repetition without boredom and the readiness increase. Finally, the third section encompasses 5 questions about the curriculum, the questions were

about what they benefit from the class, if they felt that they had enough time to reflect on the information they learned, what did they remember the most from the curriculum, what was the most and the least things they understood from the curriculum, and if they felt that they can use the information from the curriculum in their personal and practical life. The aim of the third section is to evaluate from the FIRST 15 principles mainly the: activity facilitation, review actively, structuring & sequencing, reflection on reality, practicing and experiencing, and continuity and follow up. A copy of the interview questions can be found in Appendix A.

The third step was to conduct online survey after the in-depth interviews with the second learners in order to know their overall reaction about the training, trainer and curriculum. This step is an implementation of Kirkpatrick's first level model which is the "Reaction" as it is essential for the evaluation. The survey link was sent by email to each of the 9 second learners after the interviews in order for them to fill it in and submit it. The online survey included 15 questions and the answers are scaled between: strongly agree, agree, neutral, disagree and strongly disagree as explained above. A copy of the online survey can be found in Appendix B, while a copy of the analysis can be found in Appendix C.

Finally, the interview with the trainers, the in-depth interview with the second learners, and the survey answers were analyzed in order to evaluate how the Sawaa'ed graduates have implemented the FIRST principles in their trainings and the reaction, initial learning and application of the end learners on it. The analysis of the answers is explained in details in the below sections.

The Selected Sample

The sample consists of nine youth and adults who were trained by two Sawaa'ed Program Graduates from same organization which is 'Anwar Resala'. The rationale for using this sample is to get the last graduates from Sawaa'ed's journey, so they are in the implementation stage for the FIRST principles in the training sessions that they conducted in April. Thus, we preferred to collect this sample due to the accessibility to the subjects of the sample because of the limited time. The sample diversified according to gender to be three males and six females ranging in age from 19 to 35. The sample is provided by the trainers,

as they asked the end learners for whom would like to join in this evaluation and they provided us with their Contact information.

Data Analysis

Regarding the data analysis, we used the Thematic Data Analysis techniques which is introduced by Braun & Clarke (2006). We used MS excel to collect the data in order to generate the initial codes and search for themes after putting the data in categories and defining names for these themes in order to use them in writing the report. We categorized the data in codes according to the 15 principles of FIRST as mentioned above in order to explore how the trainers applied these principles and to figure out what they do within their practicum part of the training. Thereby, Sawaa'ed team could use the data collected to point out the lessons learned and generate recommendations that will help them to make further modifications to the program in the future.

We conducted a meeting with SeGa's manager, Sawaa'ed team, and two of the last journey's graduates. During this meeting, we asked them "How did you use the FIRST 15 principles in your recent/last training session?" Hence, the main objective of this meeting is to create the questions of the interviews and the online survey and to make self-assessment for the trainers in order to ensure validity for the data that we will collect from the field work.

Description of the Results of the Evaluation

In this section of the report, the data collected from the sample will be described and organized under the 15 principles of trainings - FIRST principles which are explained in detail above. Under every principle, the quantitative results will be presented and followed by a summary of the qualitative results.

Individualization

- It was found that 66.7% of the sample strongly agreed while 33.3% agreed to the question about the trainer's' ability to give them suitable and proper attention on an individual level. By this suitable and proper attention, the respondents described it as

answering all their questions individually and giving them space for sharing their own thoughts and feelings. Amongst the respondents, one mentioned that they felt that the point of peak when they felt “individualization” was when the trainer himself made her feel that he is a trainee. In other words, the respondent mentioned that the trainer was able to connect with them. Another interviewee expressed that he felt that the trainer cares for his thoughts and feelings. Finally, another feeling related to individualization was the feeling of comfort and relaxation during the training.

Probing and Assessing

- It was found that 66.7% of the sample strongly agreed while 33.3% agreed to the question about the trainers’ care to ensure that the end learners are able to understand the content. Open discussions were created during the sessions. Open discussions were also based on the respondents sharing their own opinions and stories related to the training topic. When they were asked about how this made them feel as trainees, most of them described that this made them happy.

Trust the Learner

- It was found that 55.6% of the sample strongly agreed while 44.4% agreed to the question about the space provided in the training for sharing. Amongst the participants, there was 3 end learners who mentioned that they felt encouraged, bravery, and that they broke their shyness. They felt this bravery when they found themselves asking questions and also sharing their own stories. Throughout the interviews, it was found that sharing is the most mentioned positive indicator representing positive impact of training on the end learners. Amongst the most significant effect mentioned is one respondent who described that before training she felt that she was shy to the point that she would always sit aside and not see herself speak up. She stated that during the interview because of this full program and specifically the Communication Training, her shyness was replaced by courage and eagerness to share.

Social Event

- It was found that 55.6% of the sample strongly agreed while 44.4% agreed to the trainer's’ ability to give enough space and time for the end learners to interact together. By interaction, it is meant to share their interest about the use of activities during both

the training sessions. Additionally, the respondents also described the activities and the training methods as “not traditional”. When the interviewer would ask them what is meant by “not traditional”, they would mention that in traditional training courses, there is a one-way communication where a trainer is ‘just stating what is in the curriculum’. During the activities, the interviewees experienced group work in small groups. Furthermore, the interviewees explained that working with others and using activities to reach one goal is powerful. Powerful meant that they sense that they are all united in the training room to reach one goal. On the other hand, as a way to improve the sense of “unity”, some of the interviewees talked about time and that the length of the training affects the impact it has on the interviewees.

Positive Spirit

- It was found that 55.6% of the sample strongly agreed while 44.4% agreed to the question about the trainers’ respect to different opinions, his ability to handle answers and that he doesn't make a difference between himself and the trainees. The interviewee responses revolved around a positive atmosphere which the trainers created throughout the training sessions. This positive atmosphere is the reason for the encouraging, respectful, and enthusiastic environment. Such environment was described by one respondent as it makes him “happy” and another described it as “an atmosphere that helps with confidence”. The sense of humor with flexible understanding rules were a sign of respect to the end learners. For example, when a telephone rings in the training, the trainer would ask the trainee to take it outside rather than show signs of disappointment in public which is the common reaction for the other trainers.

Motivation and Attention

- It was found that 33.3% strongly agreed while 66.7% agreed about finding motivation from the trainer to participate and also found it easy to focus during the training. As written in the positive spirit data description, the high level of using activities and interactive brainstorming activities also affected the motivational spirit inside the training session. Furthermore, there is a strong relation between the principles for motivation and individualization, as both include high attention. The end learners directly linked between the trainer's’ ability to pay attention and using motivational activities inside the training sessions. Some of the interviewees described the motivation to be directly linked to the practicality of the curriculum and the techniques

of teaching. The Practical training methods and the content decreased the psychological distance felt between the end learners and the trainer. In other words, there was a balance of power between the end learners and trainer as they were sharing rather than trainer teach trainee.

Readiness Increase

- It was found that 55.6% strongly agreed while 44.4% agreed to the question about their opinion if the trainers prepared enough prior to each activity. The interviewees shared that both trainers would start doing activities, then they would ask the interviewees for their opinions, feelings, and thoughts. After the activities, the trainer would explain the objective of the activity and would actually try to reflect on what the end learners had already shared about their perspective of the activity conducted during the training.

Activity Facilitation

- It was found that 55.6 strongly agreed while 44.4% agreed to finding their trainers helpful during activity facilitation. The interviewees did not answer directly to this principle except by mentioning observations when the discussions and group work took place. All interviewees mentioned that the general positive environment in the training allows for smooth understanding of the activity. Saying so, the activity facilitation was clear through the group activities and reflection which took place after the activity and interactivity before the activities.

Review Actively

- When asked about the consistency of trainers to conduct proper revisions about the lessons learned after every activity, it was found that 44.4% strongly agreed, 33.3% agreed, and finally 22.2% were neutral. The main term used by interviewees related to this principle is the feedback and the reflection time. Again, here it was mentioned that the short time of the training did not allow enough reflection. The Feedback was seen as reason for a positive communication between the end learners within themselves and the end learners along with the trainer.

Structuring and Sequencing

- When asked about if there was logic in the sequence and order of activities and topics of the training, it was found that 33.3% strongly agreed and 66.7% agreed. Throughout

all the interviews, the topics about the logic of the training curriculum and the trainer techniques would come out throughout the discussion as a comparison between this training and other training principles. Through the answers of the respondents, it was clear that the structure and the logical sequence of the training directly affects the other principles. The four main descriptive responses when discussing the effect of structuring and sequencing are clarity, attraction, ease, and simplicity.

Repetition without boredom

- Another question is about the efficiency of repetition and the ability of the trainer to ensure that the most important parts of the training is grasped and without boredom. To this question, it was found that 44.4% strongly agreed, 33.3% agreed and 22.2% were neutral. Amongst the interviewee responses, the main tool explained to be decreasing boredom is the awareness of the trainers to deal with end learners in different techniques with respect to their different backgrounds. Also, the indirect way of presenting the information through extracting the knowledge from the end learners is another element of avoiding boredom. On a final note, the short time of the training is seen as a positive point when it comes to the absence of boredom.

Linking and Summarizing

- When respondents were asked if they found enough summarizing and linking between the different topics of training, it was found that 44.4% strongly agreed and 55.6% agreed. The short time of the training sessions did not allow much time for linking and summarizing. The simplicity of the training content within the short time did not need summary as described by interviewees. On the other hand, some of the end learners explained that the trainers linked ideas to each other and also linked the activities with the training topics.

Reflection on Reality

- The respondents were questioned about the opportunity they had during the training to comment between topics and to reflect on the topic which is related to their professional and personal life. It was found that 55.6% strongly agreed while 44.4% agreed to the presence of these opportunities during the training sessions in a sufficient manner. When asked about the relationship between training and how the end learners can use what they learned in reality, the answers were very descriptive.

Some of the respondents mentioned that what they have learned as team building, communication, and leadership skills helped them to deal with their colleagues at work and one respondent mentioned that it even helped her relationship with her husband. Additionally, the results show that the training had made some end learners question their existence in life and the meaning of their work as one mentioned "Now, i am more sure that we need to live to do something with impact". The time of reflection and thinking encouraged in the training was mentioned to be taken further outside of the training to the personal and professional lives of the end learners.

Practicing and experiencing

- The respondents were also asked if they had enough space to implement the training topics during the training itself; in other words, to learn by practice. To this question, it was found that 55.6% strongly agreed that there was enough space while 33.3% agreed and 11.1% were neutral. It was mentioned by one of the interviewees that if they were allowed to take notes or if there was a PowerPoint then she would have been able to remember more from the training sessions. On the other hand, there was always one to two pieces of information which were most remembered amongst all the end learners. Additionally, there was a common understanding between all respondents about the clarity of the 'why' behind the topics of the trainings. For example, one of the training sessions was about communication and teamwork skills. All the interviewees described how they grasped why it is important to learn communication and how these skills will make them open up to more people and especially those who come for different backgrounds. Finally, some respondents even described behavioral change which occurred to them and they related this change to the two training courses which were part of these interviews.

Continuity and follow up

- Finally, the last question on the survey is about if the trainers supported and gave tools to help the end learners implement the training content after the training session. It was found that 55.6% strongly agreed, while 33.3% agreed and 11.1 were neutral. Self-realization is one of the common effects of the trainings which were explained in their answers. Also, other tools of follow-up which was shared was the use of WhatsApp phone application to allow for further space for the end learners to share their thoughts and questions about implementing the training content in their real lives. Amongst the

positive statement shared during in the interview is “I am able to deal better with my boss in work and my relationship with my parents were improved”. Other interviewees have mentioned that there is general feeling that they still take to their professional and personal lives what they have learned in the trainings but at the same time they are unable to relate to specific training tools.

Evaluation of Results

After describing the data collected, in this section there will be an evaluation of results interpreting the quantitative and qualitative data from the interviewees. This evaluation will include three parts. First, the evaluation will compare between what the two trainers have said about themselves after taking the Sawaa'd TOT and how their end learners viewed them. Secondly, during the quantitative data collection, direct questions are asked about the 15 principles. On the other hand, collection of the qualitative data during interviews was conducted through using general questions as mentioned above. In this report, the results will be evaluated in relation to these five main areas. Finally, the evaluation will be related to the logic model which was created with SeGa and Sawaa'd team's during the first initial workshops of this assignment. A copy of the logic model can be found in Appendix D.

Comparison between the End Learners and the Trainers Opinions

The end learners and the trainer's opinions were similar in the main fact that after Sawaa'd, the trainer had developed into being a facilitator rather than being a traditional trainer. Again, the word traditional is used by the end learners as an unlike condition which is related to the one-way method of teaching where the end learners only gets to listen during class and their level of interactivity is very minimal. From the side of the trainers, they mentioned that “Before Sawaa'd, we focused on having trainers, while after Sawaa'd we are focusing on having facilitators”. The full perspective of the trainers themselves changed and they learned new perspectives when it comes to being instructors.

The trainers' interviews showed that they use a mixture of the FIRST principles and do not use all of them. For both trainers, the understanding of different backgrounds of the end learners was important; thus, the training is seen as a group activity with respect to individual differences. This relates to and impacts all of the 15 principle of FIRST. Furthermore, the use

of the activities and the interactive discussions were also highlighted as the approach which both the end learners and trainers found to be positive and also empowering. As some of the end learners have mentioned, the activities and open discussions made them speak about their opinions freely even if this was not their common behavior before the training. The trainers realize well the positive effect of this tool.

Moreover, when it comes to the effect of the training on the real life of the end learners, both trainers paid attention to reflecting during the training where the end learners connected between the training topics and their personal and professional lives. Amongst the techniques for further follow up after training, WhatsApp was used. From the side of the end learners, the main effect of the training was most of a general feeling rather than a specific tool which they go back to after the training. The general feeling was most evident when interviewers would ask the end learners for specific examples related to the relation between the training topics and their real life, and the answers would revolve around feelings and general behaviors which the end learners state is because of what they have learned in their trainings about communication and team building. Amongst these general behaviors is the communication with colleagues at work and the techniques of leading a team. Some of the end learners are leaders of activities and after their trainings they were able to easily remember the techniques of effective communication from the training and use these techniques with their teams.

Finally, as a concluding point, the trainers were part of a full training program called the Leadership. This allowed the end learners to compare between the two graduates of Sawaa'ed and other trainers. Eight out of nine respondents mentioned strongly that these trainers were different than others even though they had limited time in their training sessions. Each training was approximately three hours. This comparison is significant in the light that the end learners shared that these trainings had positive impact on their lives. As some stated, they had positive change of behavior with spouse, parents, and team members

Five Main Effects of FIRST principles

Moving to the second part of this evaluation, there are five main areas which the interview questions revolved around. The five main areas are also the categories by which the interviewees formed their reactions and initial learning and application of the training courses, thus these are the effects of the Sawaa'ed TOT on second learners when asked about their reactions, initial learning and application about:

- Understanding and Grasping of Knowledge
- Memory of knowledge
- Reflection and Analysis of the knowledge
- Connection to practical world (personal and professional lives)
- Motivation during training and use of knowledge after training

The five aforementioned areas were intended to be treated as independent and different effects of the Sawaa'ed TOT on second learners. It was found that these areas interrelated and thus the evaluation will be referring to the five effects in an integrated manner. Understanding and grasping of knowledge is a common need for the end learners when they choose to attend a training. The FIRST model contains principles which is found to be working on two levels: clarifying information ensuring it is understood, and using set of techniques in order to make this information deeply grasped. Amongst the replies, the common two techniques which affected understanding and grasping of information is feedback from trainer along with other learners and the opportunity for sharing given to the end learners. 6 of the 15 FIRST principles are related to the concept of sharing and concept of reflection. Individualization, Probing and Assessing and Trust the Learner were emphasized through the space and opportunity of sharing during the trainings. Furthermore, Motivation and Attention, Activity Facilitation and Reflection on Reality revolve around the usage of reflection and analysis during the trainings. This implies that the understanding and grasping of training content is closely related to the space for reflection and analysis given by the trainer.

The steps of reflection enable the training courses to enhance a learning environment (Gibbs² Model of Reflection, 1988). According to this model the recipient experiences continuous stages of describing - sharing one's thoughts and feelings - evaluating - analyzing - reach conclusion and forming action plan with considering new situation. The cycle is non-stop.

² "Gibbs' (1988) reflective cycle is an effective tool to reflect after the event on 'critical' incidents; those events that have had a profound negative or positive impact on you – learning by doing. These can be events that have occurred in learning, practical or personal areas" (Gaynor, Andrea and the Learning Quality Support Unit, 2013)

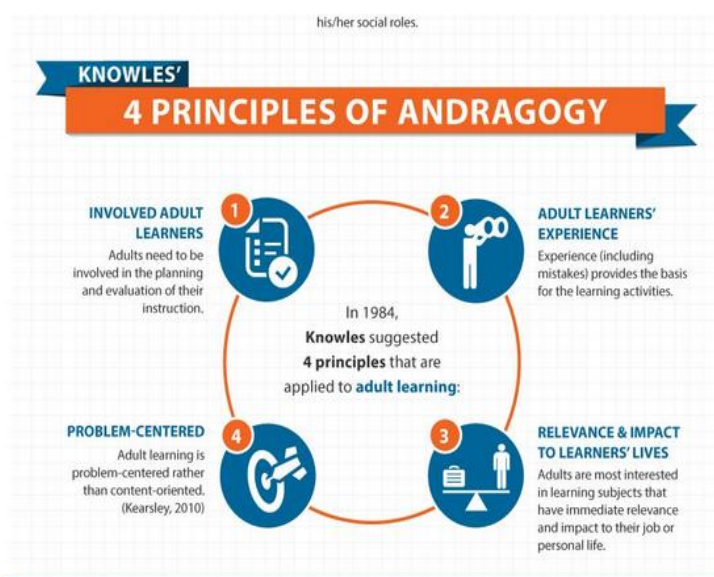
Gibbs' model of reflection (1988)



The GIBBS Model besides the aforementioned FIRST principles bring us to the respect of differences between individuals even if they are in a group setting. When reflections sessions are used during training courses, the end learners feel that their personal differences are respected. In the same time, the end learners talked about their joy when working in groups and feeling united to reach one goal. This implies that the balance between creating the sense of community within the training while respecting individual differences is needed to affect learners positively.

Moving on, another area is the connection to the practical world (personal and professional lives) of the end learners. This connection between the training and practical life was found to be significant because the end learners would feel attentive during full training. As one of the trainer stated that usually it is challenging to have someone focus with you from beginning to the end of the training but when the training was related to my everyday work my brain was 100% attentive. The trainers were able to describe the change in the end learner's behavior. Even though this evaluation project does not cover the effect of Sawaa'e'd program on the behaviors of the second learners, it was presented by some of the interviewees that they changed their work strategies because of what they have learned with both trainers who are part of this evaluation sample. Moreover, another significant effect of linking to the real world is the feeling of the end learners towards the trainer as someone who understands what they go through. In other words, the credibility of the trainer increases tremendously when the end learner feels that the training content is related to their everyday life. As mentioned above, this

is one of the characteristics of Adult Learning principles. There are several models of adult learning, below is one of them:³



Another effect of the sharing and feedback is also related to the self-esteem of the end learners. As adult learners, it is important to work with adults on self-motivation and self-realization (Principles of Adult Learning, Solution Design Group IT consulting and Custom Application Development Firm.)

Furthermore, the general atmosphere of the training is another topic highlighted by the end learners. The Positive Spirit, Social Event, and Motivation and Attention Principles are all interrelated. The end learners were unable to recall specific tools with specific effects, but they were able to state general feelings of comfort and happiness created in the training. This general atmosphere is what's in the memory of the end learners. Along with comfort and happiness this atmosphere was also described as respectful and encouraging. Creating these positive feelings led to the ability of the end learners to implement what they learned in practical life even if they do not remember labels or names of specific tools. The trainers of this sample took the training courses which we evaluate around one month and a half ago. Saying so, in the recommendations below, we include methods of developing end learner evaluations in ways to ensure tools are used by Sawaa'ed graduate. Usage of tools is not only benefit from

³ "Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to the adult education. According Malcolm Knowles, andragogy is the art and science of adult learning; thus, andragogy refers to any form of adult learning. (Kearsley, 2010).

evaluation recommendations mentioned below, rather it is also tool to understand effect on end learner and start highlighting potential impact.

On a final note in this section, the least effect which was mentioned during training is the maintenance of memory of specific topics within the curriculum. Again, the positive part of positive atmosphere is remembering the concepts in general, but on the other hand the challenge is ensuring content being trained about sticks to the trainers' memory. From every training, we evaluated only one to two specific pieces of information were shared by the interviewees followed by their inability to remember more. Points of improvement in this part will be included in the recommendations below.

Evaluation of Results in relation to the Logic Model Outcome

During this evaluation, we worked on the short-term outcome of giving mentorship and training sessions to trainers who work within the humanitarian field. In the logic model, the short-term outcome is expected to take place within 1-3 months of receiving and graduating from the TOT. During the logic model workshop, the following outcomes were presented by the SeGa, Sawaae'd team:

1. Learning basic facilitation and design skills
2. Feel responsible to implement Sawaae'd approaches through one's work in the field of community training courses.
3. Be aware, manage, and facilitate interactive learning activities.
4. Enhance the quality of designing and facilitating community learning experiences.
5. The ability to use different active deep learning concepts and tools to achieve a deeper sustainable outcome through the educational process.
6. Design curricula and training sessions using active deep learning tools and techniques.

For the six outcomes aforementioned, the evaluation showed that the Sawaae'd graduates in this sample achieved the first four points while the last two were beyond their scope. Outcomes 1 to 4 are mainly achieved through the interactivity and activities which the end learners mentioned that they have experienced during the training. Also, the sense of group work where the end learners stated that they 'get knowledge from each other' is a factor which

shows that the trainers implemented Sawaae'd deep active learning values on the level of the full team, thus leading to a learning environment. In the same time, it is worth mentioning that the credibility of the trainers is a major factor to ensure that the training courses are interactive, accepted by trainers and built values inside of them such as voicing one's opinion, sharing knowledge and working as a team. Credibility was mainly described as the feeling of the end learner that the trainer is 'one of them' and is able to relate to his or her personal life.

On the other hand, in order to achieve outcome five and six there needs to be consideration to several factors. One of the factors is the time of the training. Both trainers conducted 3 hours' workshops as a part of a bigger leadership program. Since the time is too short, there cannot be proper conclusion regarding outcome five and six. Additionally, there is the absence of documentation and/or presentations which the end learners can walk away with in order to ensure continuity and follow up. Amongst the 15 FIRST principles, there is a need to emphasize on the Linking and Summarizing principle because in order to 'achieve a deeper a sustainable outcome'. Again the general feeling of benefiting and implementing values from the training took place, but the amount of specific topics with scientific techniques which trainers still remember is minimal. When it comes to curriculum designs, it is needed to focus on the length of the training and thus ensures that a variety of training courses are included in future evaluations. By variety of training courses, it is meant short term and long term training courses with diverse curricula.

The Challenges and the Cultural and Ethical issues

In the light of what Rossi et al. (2003) illustrated for cultural and ethical issues, we sent a request to the IRB with the interview and survey questions that we formed and we started conducting the interviews and surveys only we got an approval from them. Also, we made sure to explain the consent form to every interviewee and ask them to read it and sign it if they agree with it. Regarding the evaluation process, we had a meeting with each other to discuss how we are going to conduct the analysis in order to avoid twisting the truth when analyzing the results. Additionally, we shared with Segga team our timeline and what we are capable of doing at the first meeting with them in order not to make promises that we will not be able to keep. Moreover, we insisted to have an introductory meeting with SeGa team to gather with the stakeholders and ask about their responsibilities, so we would know who to seek for each issue

and to avoid any misunderstanding about their responsibilities. Furthermore, we were very cautious about avoiding any personal biases while conducting the interviews and to respect the security, dignity, and self-worth of the respondents in order to ensure honesty and integrity of the entire evaluation process. However, we faced many challenges during collecting the sample due to the application of qualitative approach which are:

- **Expensive:** Some interviewees did not show up for the meetings, so we had to make the interview on phone.
- **Time-consuming:** we had to make many phone calls to arrange the meetings with the interviewees and to encourage them to fill-in the survey.
- **Difficult to generalize:** the sample size is small and is different for the two graduates.
- **Difficult to analyze (disparities in data):** the data is difficult analyze because we have read and reread it several times to put them in themes and every time we have to revisit the FIRST principle to ensure that we are on the same ground and to have unified understanding for FIRST, as they have confusing definitions.
- **Research team competencies (interviewing, coding):** we did the interviews either on phone or face-to-face regarding the suitability to each one of use, but the coding was made collectively with Sega team after discussing with them the results.

Recommendations

While conducting this evaluation project, we were piloting the efficiency of including the second learners into the program evaluation and assessment of Sawaa'ed project. The following recommendations are formed in order to ensure further evaluation with the second learners and with considerations to the challenges and the lessons learned in this pilot. Before listing the recommendations, it is important to share that the evaluation of Sawaa'ed's project outcomes are not holistic without including the second learners' opinions. According to SeGa logic model, the outcomes which are intended to be achieved through Sawaa'ed project are in brief to promote and enhance the learning experiences of the end learners through deep learning. In order to ensure that this outcome is achieved, the end learners are encouraged to be part of the evaluation. Below are main and sub recommendations.

- It is recommended to start an evaluation system with the end learners of Sawaa'ed Project:

- Create a practical and simple evaluation templates and tools for this evaluation while monitoring its implementation by the trainer who took the TOT with Sawaa'ed in a timely manner. The time recommended is the end of every session or every week of the training.
- Encourage trainers to label the tools and techniques they are using in the training, especially if they train an audience who are in leading positions because they have the ability to impact others in work environments in a direct or indirect manner.
- Encourage trainers to have a proper and clear documentation given to the end learners when they end the training.
- Consider strengthening the topic of documentation and the content of the presentation during Sawaa'ed TOT. Most end learners mentioned that clear documentation and presentation were missing.
- This evaluation was pilot with total of 9 members, for the future ensure that the sample number is bigger and as diverse as possible.
- It is recommended to keep evaluating the reaction level of Kirkpatrick's model of evaluation. When this evaluation system is in place and the reaction is well grasped by the project staff or evaluators, then it is recommended to start evaluating the learning and the behavior of the end learners. The logic model of SeGa shows that the long term outcome is to have an effect on the behaviors and to create deep learning experiences. Saying so, it is highly recommended to create this system slowly while grasping each level carefully.
- Hire an evaluation expert who would also build capacity of the staff while implementing an evaluation system in order to leave the team with the skills and the techniques that they can use later.
- It is highly recommended to use participatory approach with Sawaa'ed graduates to ensure that they are on board with the idea of this second learner evaluation in order to not feel monitored; thus, this can affect their performance. In the same time, this will increase accountability towards the trainers.
- It is also recommended that the results of the evaluation with end learners to be communicated with Sawaa'ed graduates to maintain an effective learning environment. This is recommended based on the long term outcome in the logic model which states that "Promote better learning concepts in the society". In

order to work on this promotion and ensure that learning is taking place, the evaluation results should be communicated to the trainer to further improve his or her interventions through trainings.

- Recommendations related to the implementation of FIRST principles:
 - The Summarizing and Linking principle needs to be emphasized with the trainers because it was mentioned clearly during the interviews that the short time of the training did not allow for proper summarizing and linking.
 - The Sawaa'ed TOT can also include information about settings and logistics related to the training. For example, the short timing of the trainings was mentioned by many interviewees as a reason for not gaining enough knowledge about the topic. Both of the trainings evaluated were three hours long. In the same time also some interviewees mentioned that they have concerns about the setting of the trainings. In some situations, setting and logistics can make a difference in the efficiency of the FIRST principles implementation.
 - In order to capture the effect of the FIRST principles, indirect methods of expression are needed to be considered. For example, using the photo voice where the interviewees are encouraged to take pictures as answers to specific questions or topics given by the evaluator can be an effective way to express their feelings. This recommendation is based on our own experience in this evaluation. When we asked the end learners general questions and allowed them to share and speak openly, they were able to remember more and analyze while they were in the interview.
 - Understand more about the nature of the second learners and tailor TOT accordingly. For example, the trainer should be aware about the age and gender of the end learners who are going to attend the training course. This is important because there could be a need to tailor the FIRST principles in order to make an effect on the end learners according to age and gender. In other words, Sawaa'ed program needs to consider the end learner as the main point of departure, who has the lead role in the training sessions. For example, the trainers who work with refugees will use FIRST differently than the trainers who work with orphaned children.
 - As a part of the Continuity and Follow up, there is a recommendation to discuss the expectation management with the trainers before graduation. This is because

when working in the development field the end learner can be a dependable individual with different types of vulnerabilities. Managing expectations needs to be discussed especially that follow up and continuity is about maintaining the communication with the end learners after the training. Again for this recommendation, the documentation, tools and application given to the trainees at end of the training are efficient and could cause sustainable and practical effect. It is important to think about the use of technology to maintain continuity and follow up while managing expectation and protection of the second learner.

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Appendix A

Interviews Questions Guide

Name of Interviewee:

Place:

Time:

About the Class

1. Did you like the class? Why or Why not?
2. What motivated you in the class? Why?
3. What are the most memorable moments for you during the class? Why?
4. What would you improve within the class? Why?

About the Trainer

5. What do you like the most about the trainer? Why?
6. How is this teacher different from the other trainers? Why?
7. Did you like the trainer techniques of teaching?
 - a. Please specify what you liked the most and what you disliked the most

About the Curriculum

8. What did you benefit from this class (personally/professionally)?
9. Did you feel you had enough time to reflect/analyze on the information you learned during the class? How?
10. What did you remember the most from the curriculum which was taught in class? Why?
11. Did you Understand/Grasp the Knowledge in the Curriculum? Please specify what was the most understandable and what was the least understandable? Why?
12. Did you feel that you can use the information in the curriculum in your practical life (personal/professional)? Why?

Appendix B

Online Survey

/Multiple choicesالاختيارات	السؤال/Questions	المبدأ/Principles	
• Strongly disagree • Disagree • Neutral • Agree • Strongly agree	هل وجدت اهتمام من المدرب للتواصل الشخصي معك والتجاوب مع تساؤلاتك اثناء التدريب؟ Did you find that the trainer give you suitable and proper attention on an individual level during the session?	الإفراد Individualization	١
	هل وجدت حرص من المدرب على التأكد من أنك فهمت موضوعات التدريب؟ Did you find that the trainer ensures that you are able to understand the content?	التقويم المستمر Probing and Assessing	٢
	هل وجدت مساحة تشارك برأيك وتضيف قيمة للمتدربين الآخرين؟ Did you find space where you could share your opinions and add value to other trainees?	الثقة في المتعلم Trust the Learner	٣
	هل وجدت فرصة تتفاعل مع المتدربين الآخرين؟ Did you find an opportunity to interact with the other trainees?	حدث اجتماعي Social Events	٤
	هل وجدت احترام للآراء واستخدام تعليقات إيجابية بين المدرب والمتدربين؟	الروح الإيجابية Positive Spirit	٥

	Did you find that the trainer respect different opinions and use positive comments with the trainees?		
٦	هل وجدت تشجيع من المدرب إنك تشارك وتفضل منتبه أثناء التدريب؟ Did you find that the trainer motivate you to participate and help you to stay focused during the training session?	التحفيز ورفع الانتباه Motivation and Attention	
٧	هل وجدت تجهيز مناسب قبل بداية كل نشاط أثناء التدريب؟ Did you find that the trainer is prepared enough prior to each activity?	التهيئة للنشاط Readiness Increase	
٨	هل وجدت مساعدة من المدرب خلال كل نشاط أثناء التدريب؟ Did you find any help from the trainer to facilitate each activity during the training session?	تيسير النشاط Activity Facilitation	
٩	هل وجدت مراجعة على الدروس المستفادة بعد كل نشاط أثناء التدريب؟ Did you find that the trainer conducts proper revisions about the lessons learned after every activity?	مراجعة النشاط Review Actively	
١٠	هل وجدت ترتيب أنشطة وموضوعات التدريب سهل ومتسلسل؟ Did you find that there was a logic in the sequence and order of activities and topics of the training?	التسلسل والهيكلية Structuring and Sequencing	
١١	هل وجدت تكرار وتأكيد على الأجزاء الهامة في محتوى التدريب؟ Did you find that there is a repetition and emphasizing on the most important parts of the training?	التكرار بلا ملل	

		Repetition Without Boredom	
	هل وجدت مراجعة وربط بين موضوعات التدريب؟ Did you find that there is enough summarizing and linking between the different topics of the training?	الربط والتلخيص Linking and Summarizing	١٢
	هل وجدت فرصة أثناء التدريب إنك تربط بين موضوعات التدريب وواقع عملك أو حياتك؟ Did you find a chance during the training to comment between topics and to reflect on the topic?	الانعكاس على الواقع Reflection on Reality	١٣
	هل وجدت مساحة أثناء التدريب تطبق ما تعلمته؟ Did you find enough space to implement the training topics during the training itself?	معايشة المفاهيم Practicing and Experiencing	١٤
	هل وجدت أثناء التدريب دعم وتخطيط بمساعدة المدرب لتفعيل ما تعلمته بعد انتهاء التدريب؟ Did you find that the trainer support and give tools to help you implement the training content after the training session?	المتابعة والاستمرارية Continuity and Follow-up	١٥

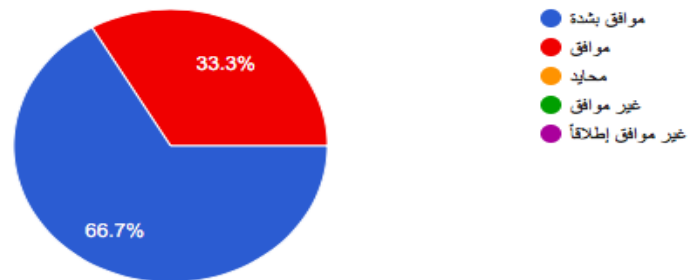
Appendix C

Analysis of Online Survey (Ordered as in Appendix B)

Blue: Strongly Agree /Red: Agree /Yellow: Neutral /Green: Disagree /Violet: Strongly Disagree

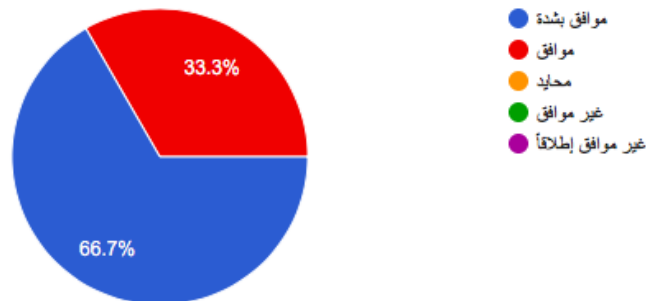
هل وجدت اهتمام من المدرب للتواصل الشخصي معك والتجارب مع تساؤلاتك اثناء التدريب؟

9 responses



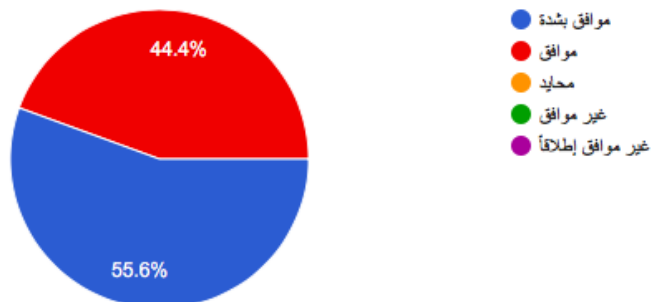
هل وجدت حرص من المدرب على التأكد من أنك فهمت موضوعات التدريب؟

9 responses



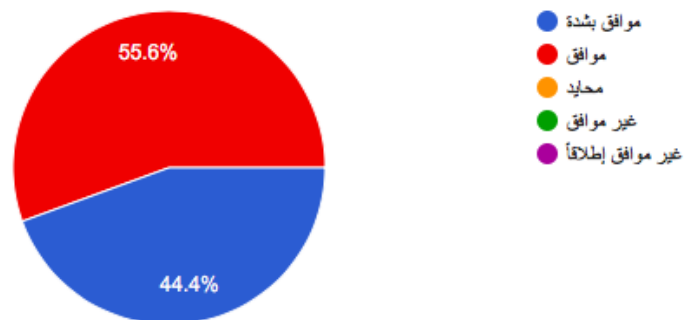
هل وجدت مساحة تشارك برأيك وتضيف قيمة للمتدربين الآخرين؟

9 responses



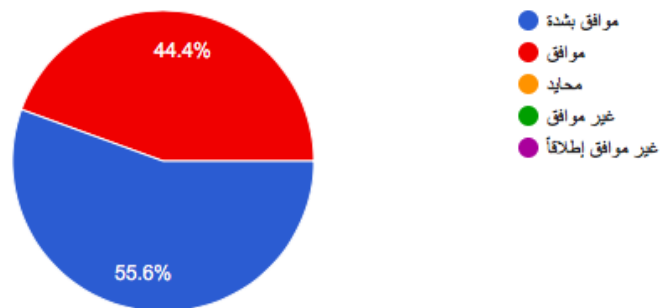
هل وجدت احترام للآراء واستخدام تعليقات إيجابية بين المدرب والمتدربين؟

9 responses



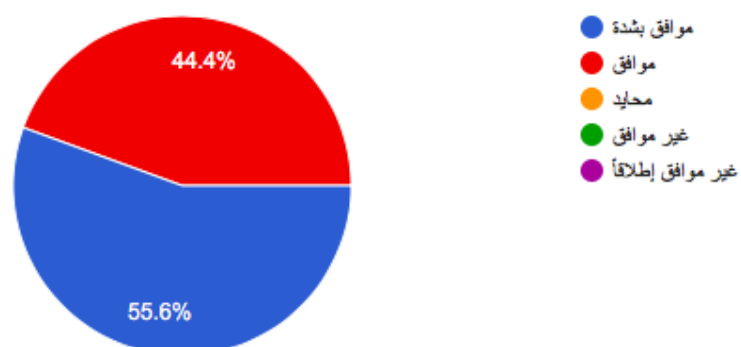
هل وجدت فرصة تتفاعل مع المتدربين الآخرين؟

9 responses



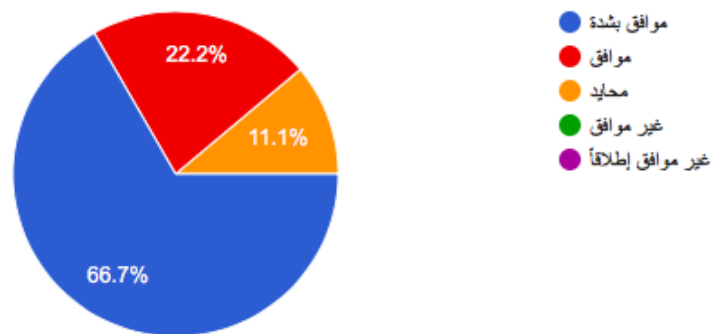
هل وجدت تجهيز مناسب قبل بداية كل نشاط أثناء التدريب؟

9 responses



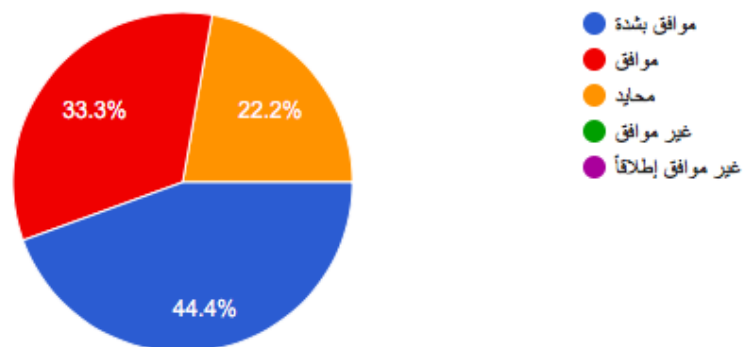
هل وجدت تشجيع من المدرب إنك تشارك وتفضل منتبه أثناء التدريب؟

9 responses



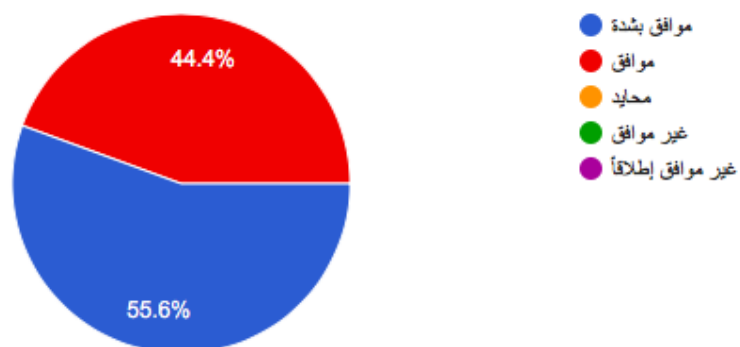
هل وجدت مراجعة على الدروس المستفادة بعد كل نشاط أثناء التدريب؟

9 responses



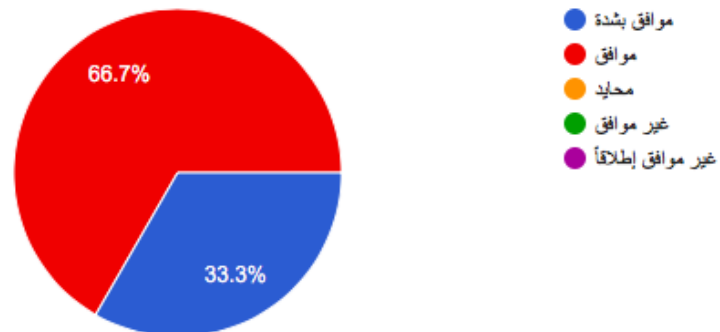
هل وجدت تجهيز مناسب قبل بداية كل نشاط أثناء التدريب؟

9 responses



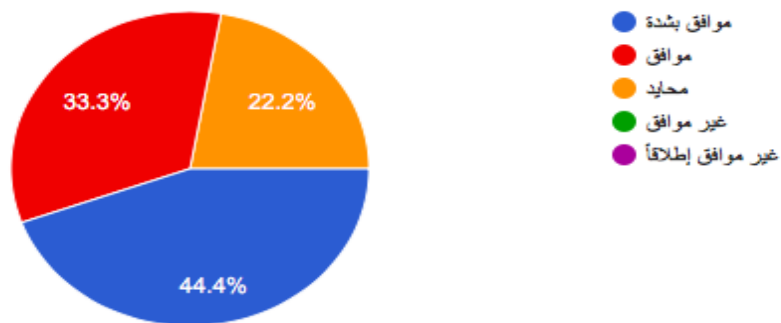
هل وجدت ترتيب أنشطة وموضوعات التدريب سهل ومتسلسل؟

9 responses



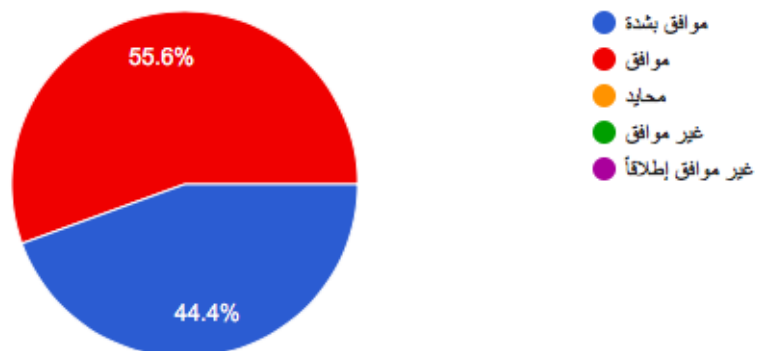
هل وجدت تكرار وتأكيد على الأجزاء الهامة في محتوى التدريب؟

9 responses



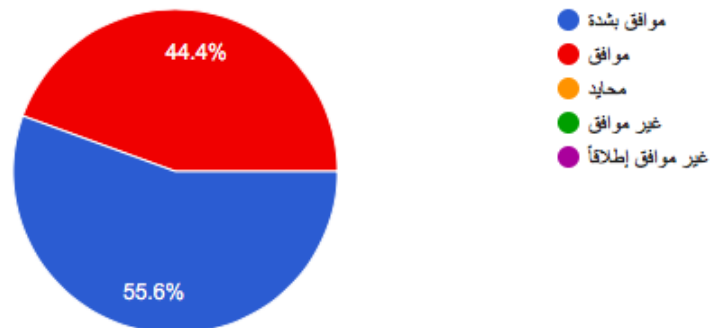
هل وجدت مراجعة وربط بين موضوعات التدريب؟

9 responses



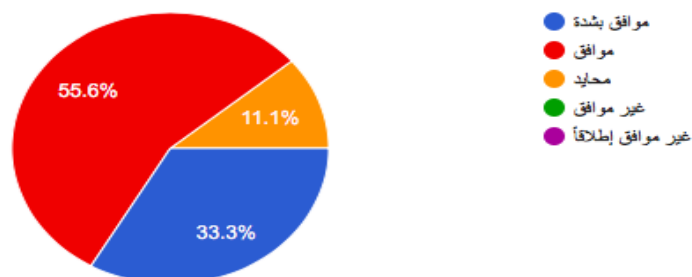
هل وجدت فرصة أثناء التدريب إنك تربط بين موضوعات التدريب وواقع عملك أو حياتك؟

9 responses



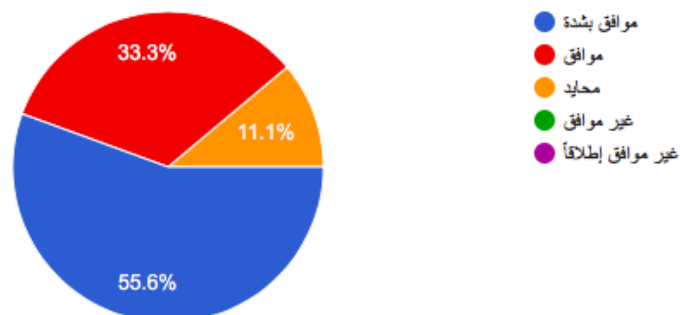
هل وجدت مساحة أثناء التدريب تطبيق ما تعلمته؟

9 responses



هل وجدت أثناء التدريب دعم وتخطيط بمساعدة المدرب لتفعيل ما تعلمته بعد انتهاء التدريب؟

9 responses



Appendix D

Logical Framework

Inputs	Strategies	Activities	Outputs	Short-term Outcomes (1-3 months)	Intermediate Outcomes (3-6 months)	Long-term Outcomes (3 years)
B2B Organizations Fund -Equipment & Supplies - Materials -SEGA center - Staff/Organizers - Trainers Learning facilitators - Learning designers Learning project managers - Student activities - NGOs /partners -	Providing Training and Mentoring	5 days training, every day 5 hours in 5 weeks. workload for submitting missions and interacting over WhatsApp From Session to session there is mission – mentor within week. - Explain interactive learning. - Liberal art learning process. - Explain deep learning - An exposure to new ideas on experiential exercises	15 – 20 participant attended the training per journey Training Mentoring conducted -Living a real experience of active deep learning. Taking Sawaa’ed’s foundational program as a means towards other advanced programs in design and facilitation. - Recognize some concepts, techniques, and tools of active deep learning.	Learning basic facilitation and design skills Feel responsible to implement sawed approach through one's work in the field of community learning Be aware of how important is to design and facilitate learning experiences in active and impactful way. -participants live an active deep learning journey and change their	Adopt the paradigm shift from traditional teaching to active deep learning	Enhance the quality and facilitating community learning experience Promote concepts engagement and impact in learning experiences

Informal groups of trainers or teachers			.	mindsets about how to create impact through learning events - The ability to use different active deep learning's concepts and tools to achieve a deeper and more sustainable outcome through the educational process. -Design curricula and training sessions using active deep learning tools and Techniques. • Manage and facilitate some interactive learning activities. -Enhance the quality of		
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				designing and facilitating community learning experiences.		
	Follow up mentoring & coaching	5 weeks mentoring & coaching & follow-up with participants	Mentoring, coaching and following up with participants is conducted.	Apply skills with mentorship	Design basic curricula and training sessions using active deep learning tools and techniques Manage and facilitate some interactive learning	

					activities	
	Project development	Targeting people, selecting, agreement, commitment		Organization mindset change	Change in organization methodology Practitioners - sawa3ed community	
	Project management	Printings materials, avenue follow-up catering tools for purchasing documentation (videos, photos, flowchart) admin coordination		Create and conduct training		

		(what's up group)				
	Facilitator Talent Development (mentor's talent developmental, PM talent developmental, facilitators)	Attend sawaed / sawaed participant Targeting & selection Active observer of sawaed / Document Reading & discussion Internal run Co-facilitation Main facilitator + Co facilitator				
	Research	Data Collection (Quantitative, Qualitative) Data Analysis Reporting				

		Training junior researchers				
	Learning Design	Analysis phase	Analysis phase conducted			
		Prototyping phase	prototyping phase conducted			
		Design phase	Design phase conducted			
		Material development phase	Material development phase conducted			
		Evaluation phase	Evaluation phase conducted			
	COP (Communities of practice)					

Appendix E

Documentation of Informed Consent for Participation in Research Study

Project Title: Evaluation with Second Learners of Trainers Graduated from Sawaa'ed program

Principal Investigators: Rasha Salem, rashasalem@aucegypt.edu, 01000622924; Dina Abdelhafez, 01004377030, dinayoussef@aucegypt.edu, Nada Shalabi, nada_shalabi@aucegypt.edu, 01011431401.

You are being asked to participate in a research on the experiences of trainers teaching the curriculum for team building or personality types based on Sawaa'ed program principles of training. The purpose of this study is to assess how being a trainee for this course impacted you personally and to understand your views of the training format and content. The findings may be published and presented. The interview should take about 45 minutes.

The procedures of the research will be as follows: You will be asked questions about your experiences as a trainee in the team building or personality types training. Your interview will be documented through note taking.

There are no risks or discomforts associated with this research. The research may benefit you by giving you an opportunity to reflect on your experience as a trainee. Your participation will benefit other trainers, NGO staff field worker and NGO management by helping to improve the impact of the Training of Trainers which Sawaa'ed Program conducts with trainers who teach you topics such as Team Building and Personality Types.

The information you provide for purposes of this research is confidential. The interview transcript will not include your name and the notes will be given to Sawaa'ed program staff. The only person who will be able to identify your responses is the interviewer and she will not reveal your name to anyone else. You will not be identified in any description or publication of this research. Only the researchers will have access to your transcript and it will be kept in a locked file.

For questions or concerns about the research, please contact the principal investigators: Rasha Salem, rashasalem@aucegypt.edu, 01000622924; Dina Abdelhafez, 01004377030, dinayoussef@aucegypt.edu, Nada Shalabi, nada_shalabi@aucegypt.edu, 01011431401.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Interviewee Signature _____

Printed Name _____

Interviewer Signature _____

Date _____

Appendix F

IRB Approval

CASE #2016-2017-128



To: Dina Abdelhafez
Cc: Safaa Abdel Massih
From: Atta Gebril, Chair of the IRB
Date: May 3, 2017
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Evaluation Project for SEGA Training Social Enterprise" and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink, appearing to read "Atta Gebril".

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu