



NAMA
FOUNDATION

Global Initiative by NAMA Foundation

ROOTS



Roadmap of Outstanding Educators

ROOTS IMPACT REPORT

— OCTOBER 2017 - DECEMBER 2019 —

SeGa
Group

Bismillahirrahmanirrahim
Assalamualaikum Warahmatullahi Wabarakatuh,

Empowerment for Sustainable Development is the philosophy embedded in, or being the nucleus of all initiatives by NAMA Foundation. Our efforts in giving the contribution are hope of growth for the recipients. The Education sector agenda shouldered by NAMA Foundation will always be the vein in driving the aspiration to achieve the ultimate goal. NAMA Foundation always understands the importance of capacity building for the teachers. Together with SeGa, we have developed the teacher development program, called ROOTs (Roadmap of Understanding Educators). This program has developed many master trainers in our countries of focus. The cohorts in this program will transfer the knowledge and experience to the local teachers. More than 50 % of the teachers who have engaged themselves in this program have raised their teaching effectiveness as well as increased their student's motivation to participate in the learning process. Mentoring sessions and online support were given to our teachers who benefited from the program.

NAMA Foundation always remained focused and steadfast in striving to achieve our goals in helping others to pursue their dreams and future undertakings. We are committed to comply to NAMA's -5years strategic plan (2023-2019) to bring our foundation to the next level and being collective with other players in the world of philanthropy in helping to discharge more impacts to the beneficiaries.

Keeping positively in mind, I would like to convey my deepest appreciation to SeGa group and our beneficiaries for the commitment and sacrifices shown by all of you. Surely, none of our work would be possible without support from our dedicated partner, recipients and volunteers as well.

Thank you to all of you for being part of NAMA Foundation meaningful journey!
Let us pray for an impactful 2020 and the years ahead.



Dr. Saleh Mubarak Bazeed
Chief Executive Officer
NAMA Foundation

Bismillahirrahmanirrahim
Assalamualaikum Warahmatullahi Wabarakatuh,

Driven by SeGa Strategy and its mission to be globally recognised as a house of expertise and reference entity in the Active Deep Learner eXperience (ADLX) approaches. We aim to enlarge the social impact by developing human developers especially the teachers and the educators in the schooling and non-schooling areas. We are seeking to empower the educators and the educational entities by the 21st-century learning approaches and tools. Moreover, we aim to transform the traditional teacher into an educator by equipping educators to facilitate, coach and design the complete learner experience and creating value and competency-based learner experience to transform the learners' characters through the learner-centric approach.

We are proud that our FIRST-ADLX Framework was one of our major pillars in ROOTS project that we have cooperated with Nama Foundation. The Project's goal is to transform the teachers into modern 21st-century educators for more engagement and impacting inside the classes, the schools and the whole educational system. We did this by empowering each country with local master facilitators by FIRSTedu-ADLX Framework, 5S Coaching model, basic Gamification design and basic learning design. During ROOTS Project, We had educational consultants from 8 different countries and along three waves across a year and a half. The master facilitators have accomplished spreading and transferring FIRSTedu-ADLX Framework in different cities, regions and schools across their countries. From our side, we started our visits and meetings with some of these facilitators and master facilitators in their countries to monitor the impact and the reach inside their countries and record the evidence of the achievements. Some of the countries, we couldn't visit it but we had different meetings with them to communicate and follow up with the facilitators and master facilitators there.

After All these visits and communications, We decided that we need to produce "ROOTS Impact report" by the end of 2019 and the beginning of 2020 to document the reach and the impact that has been accomplished during the previous two years and document by evidence the impact on the students, teachers, the school culture and the whole community.

Finally, we would like to thank Nama Foundation for giving us the

opportunity, support and trust in our facilitators, coaches, designers, project coordinators and researchers to work together in ROOTS Project during the previous two years. We seek to complete this collaboration in this project through the impact research and searching for other opportunities to work together inside the same 8 countries or in different other countries the next time.



Mohamed M. Bahgat
Founder & Chief
Executive Officer
SeGa Group

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to several individuals and organizations for supporting us throughout working on ROOTS Impact report.

First, we wish to express our sincere gratitude to ROOTS Consultants, Hanan Shaker, Ola Kadry, Ahmed Moqaas, Maryatun, Kusuma and Novi Hardian for their help and support in collecting the data needed in their countries.

We also want to express our sincere thanks to NICE Indonesia , NICE Tanzania, Elrawafid School in Lebanon ,and teachers and students who participated in this report for their efforts and support.

And finally, thank you for SeGa Group internal team who worked on this report Huda Hassan, Program Manager, Abdullah Hussein, Production and Publishing coordinator, and Dalia Saied, Graphic Designer,.



Novi Hardian



Kusuma Dewi



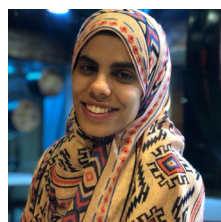
Maryatun



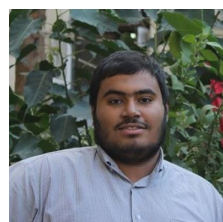
Ola Elkadry



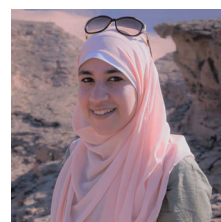
Hanan Shaker



Huda Hassan



Abdullah Hussein



Dalia Saied



Ahmed Moqaas

METHODOLOGY

This evaluation report aimed to understand and explore the impact of ROOTS as a teacher professional development program. The methodology employed was Mixed Method (Quantitative and Qualitative) because mixed methods evaluations seek to integrate social science disciplines with predominantly quantitative and predominantly qualitative approaches to theory, data collection, data analysis and interpretation. The purpose is to strengthen the reliability of data, validity of the findings and recommendations, and to broaden and deepen our understanding of the processes through which program outcomes and impacts are achieved, and how these are affected by the context within which the program is implemented.

The qualitative & quantitative data were collected using the methods of interviews, qualitative surveys and testimonials answered by the consultants, the teachers, the students and the parents. Moreover, observations were used with the consultants and teachers while they were transferring and practicing in their classrooms the knowledge and skills that they gained during the ROOTS program.

There were some challenges in collecting the data in some countries after the implementation phase of the program. In Yemen, they couldn't continue their transfers because of the current critical situation in the country. Also, in Kyrgyzstan and Malaysia we couldn't reach the consultants to update their data. The language barrier was also a challenge, the consultants in some countries had to translate all the surveys and interviews to be able to collect the data.

EXECUTIVE SUMMARY

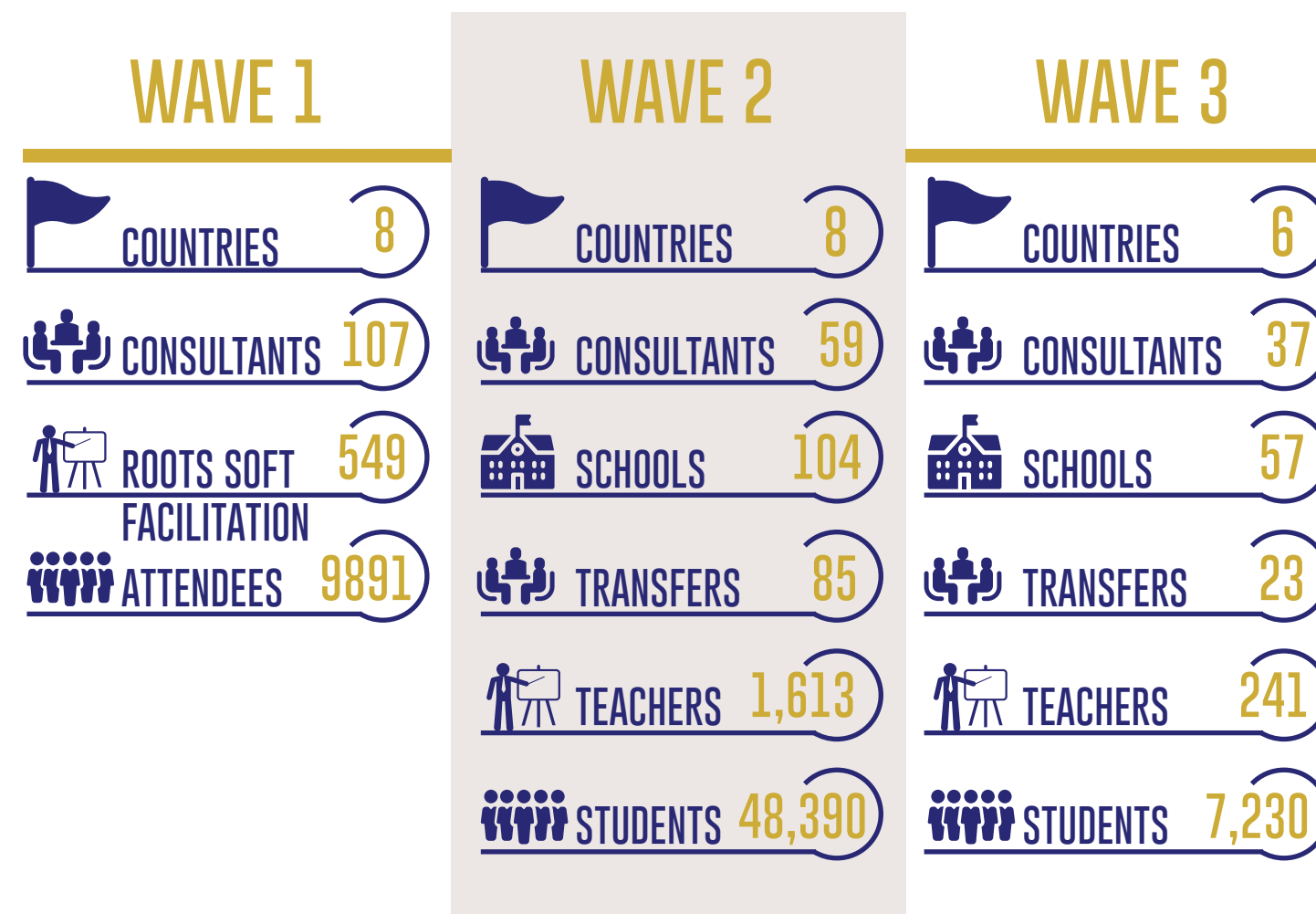
THE REACTION OF ROOTS CONSULTANTS BY THE END OF THE WAVES

100% OF CONSULTANTS,
Recommend ROOTS Program
for other colleagues

Reference: ROOTS Wave 1 reaction survey

100%

WAVES IMPACT



Note: The numbers of students calculated with assumption that each teacher apply with only 30 students

ROOTS IMPACT ON TEACHERS

■ RATE YOUR PERFORMANCE AS AN EDUCATOR BEFORE AND AFTER APPLYING FIRST-ADLX FRAMEWORK.



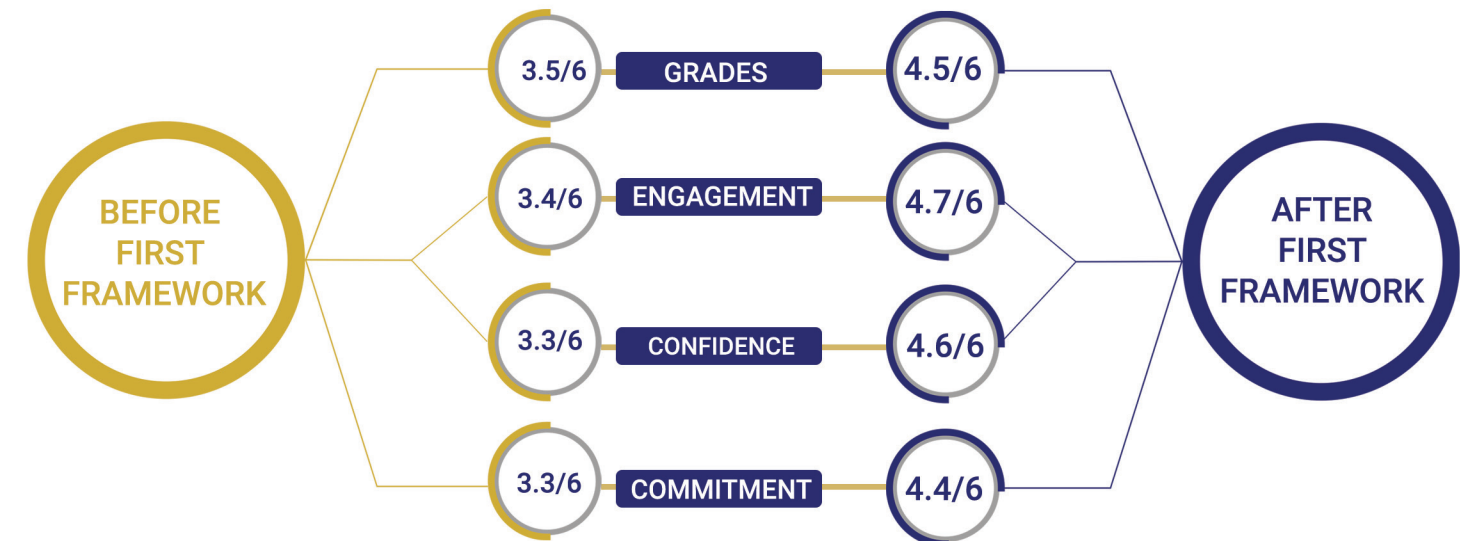
TEACHERS MENTIONED CHANGE IN

- Mindset transformation in the role of the teacher as educator
- Being student-Centric
- Higher confidence level
- Design the lesson before facilitating it
- Enjoy teaching more
- Stronger relationship with students
- Giving more attention to the attitude
- Adding educational games and activities

ROOTS IMPACT ON SCHOOL STUDENTS

IMPACT ON STUDENTS BEHAVIORS & ACADEMIC PERFORMANCE BEFORE AND AFTER APPLYING FIRST FRAMEWORK

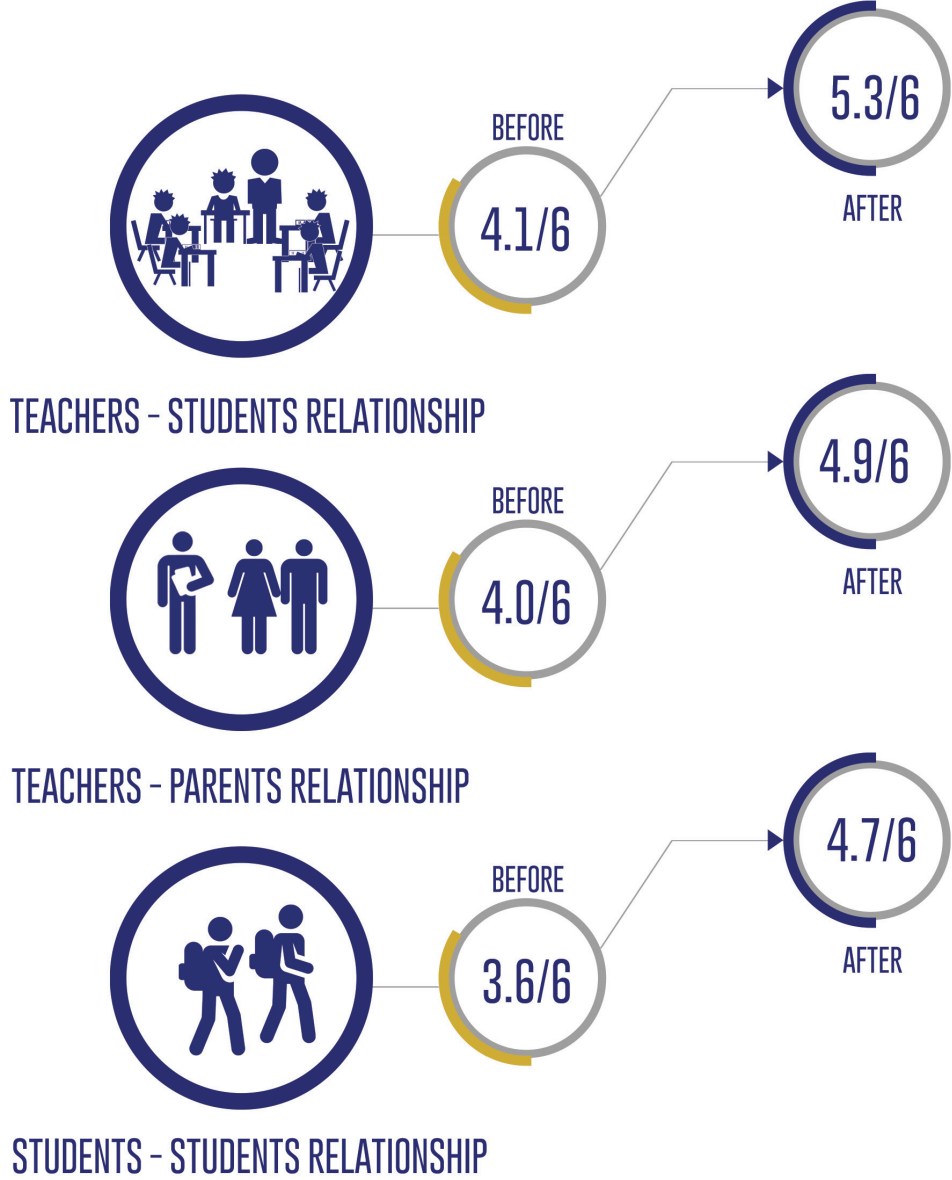
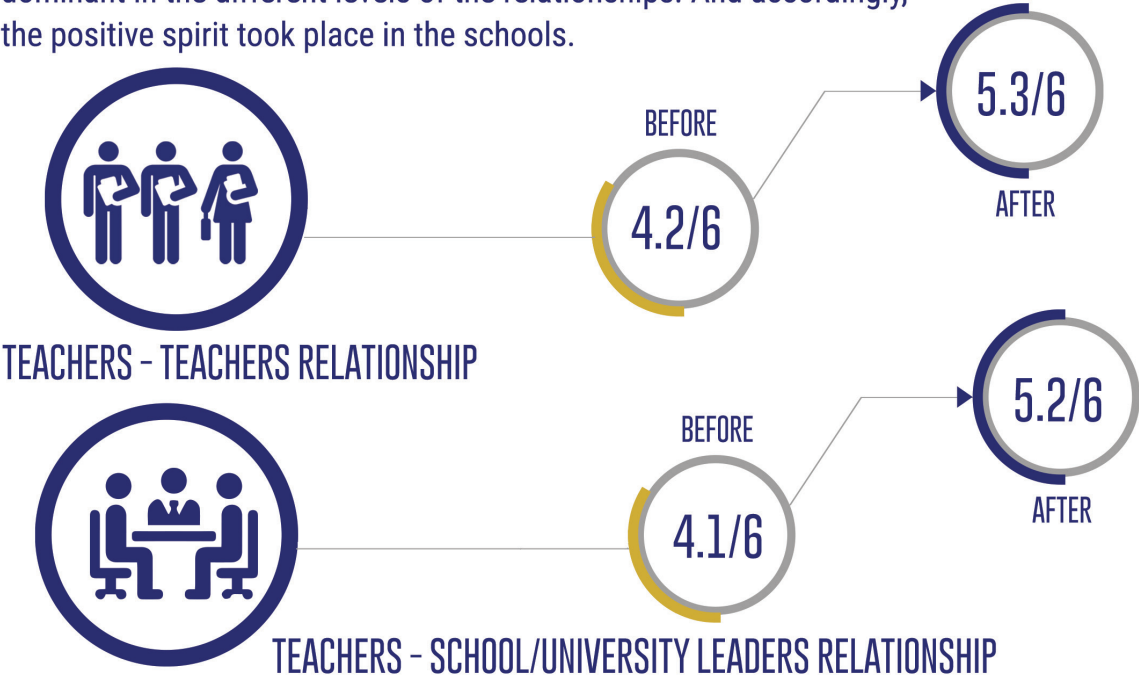
Teachers were asked about their students' behaviors and academic performance before and after applying FIRST Framework. The average numbers changed significantly. Teachers mentioned a change in the grades, students engagement in the class, their confidence while sharing and participating inside and outside the class and even in their commitment.



ROOTS IMPACT ON SCHOOL CULTURE

IMPACT ON THE RELATIONSHIPS IN THE SCHOOL BEFORE AND AFTER APPLYING FIRST FRAMEWORK

Applying FIRST Framework in the school did not only affect teachers' performance and students' behaviors and grades, it also affected the relationships in the school between teachers and their students, teachers and their peers and school leaders and even the relationship between teachers and parents. It quality of the relationships increased as teachers reported. The scene of support and cooperation become the dominant in the different levels of the relationships. And accordingly, the positive spirit took place in the schools.



REPORT PURPOSE

This report provides information about ROOTS program. The report will pay particular attention to the impact of ROOTS consultants since they started the program until the end of 2019, through indicating how powerful their reach is and how it will have a positive change on the education systems in the countries of focus.

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Roadmap of Outstanding Educators (ROOTS) is a Global initiative by NAMA Foundation (Malaysia) as part of their educational development strategy. ROOTS is a comprehensive program that qualifies consultants to successfully transfer FIRST EDU by becoming facilitators and coaches of FIRST EDU. ROOTS introduces FIRST Framework and 3S model, designed and empowered by SEGA Group (USA).



NAMA Foundation was founded to empower the education sector and civil communities organisation throughout the world, as per the 2018-2014 Strategic Planning which focuses in Indonesia, Kyrgyzstan and Tanzania. The empowerment of the sectors is through institutional grants and partnership building, supported by excellent project management and sophisticated result measurement.

NAMA Foundation aims to be a leader in achieving sustainable development through institutional grants. Its stated mission is to »Empower targeted communities through sustainable, qualitative and institutional grants in a stimulating environment in accordance with the best international standards.» With the successful achievements thus far, NAMA Foundation has set its own bar for the Strategic Planning for the year 2023-2019.

Hard work, commitment and team spirit are the anchor to embark in this journey. Having the principle of sustainability embedded in every effort is very important. Keeping this in mind, NAMA Foundation are confidence to be one of the key organisation which bring the significant change to the beneficiaries and their future. It will be a growth that will last long and benefits the humankind, making this world a better place for everyone to live.



SeGa

Group

DEVELOPING HUMAN DEVELOPERS



SeGa Group is a research based entity established in USA, working to leave an impact in the field of talent development consultancy. Our research center combines different talents from PHD, masters and practitioners in the field of research.

SeGa's Vision is to be globally recognized as a house of expertise and a Reference entity in the modern, advanced and impactful human development techniques and methodologies. Thus, we look forward to achieving global exposure and global contribution (Two-way bridging).

SeGa Group is a profitable social enterprise. It seeks to maximize its social impact in the development of human developers by replacing the traditional ways of training and teaching with research-based creative strategies and techniques.

We define Human developers as those who have impact on others such as (facilitators, learning & development practitioners, training teams, learning designers, teachers, managers, etc). **SeGa** seeks to impact Human developers in the following tracks:

Active Deep Learner eXperience

Performance Coaching

SeGa Group research center developed FIRST Framework. FIRST is a comprehensive scientific-based framework that promotes Active Deep Learner eXperience and inspires a positive transformation in mindset & behavior. FIRST Framework summarizes the 15 principles of learner eXperience categorized under 5 domains.



At SeGa Group, we're not only changing the way trainings are delivered, but also the way the world thinks about learning and development. By grounding our practices with scientific research and creating solutions through innovation and discovery, we're driving excellence and improving outcomes of Learner eXperience.

PROGRAM WAVES

WAVE 1 LEARNING JOURNEY

The main focus of wave 1 is to allow the consultant to live a gamified Active Deep eXperience and practice facilitating a gamified Active Deep Learner eXperience following FIRST framework. This requires the consultant to be knowledgeable and skilled in the following areas:

- **LXF** (Learner eXperience Facilitation) OF FIRST Framework.
- Basics of **LXD** (Learner eXperience Design) & Gamification.

WAVE 2 LEARNING JOURNEY

ROOTS WAVE 2 mission is to qualify effectively transfer consultant to be eligible to effectively transfer learning journey «FIRST EDU» to teachers in their countries. This requires the consultant be knowledgeable and skilled in the following areas:

- **FIRSTedu** Transferring.
- **LXC** - Learner eXperience Coaching.

WAVE 3 LEARNING JOURNEY

In WAVE 3 the consultant will go through a blended learning journey that covers:

- How to transfer **LXC-Student**.
- Advanced Coaching.

This will enable the consultant to achieve WAVE 3's mission which is to Effectively Transfer LXC-Student to Teachers.



CONSULTANTS

Teachers` trainers who attended ROOTS program with Nama foundation and SeGa Group



TEACHERS

Teachers who attended trainings with ROOTS Consultants

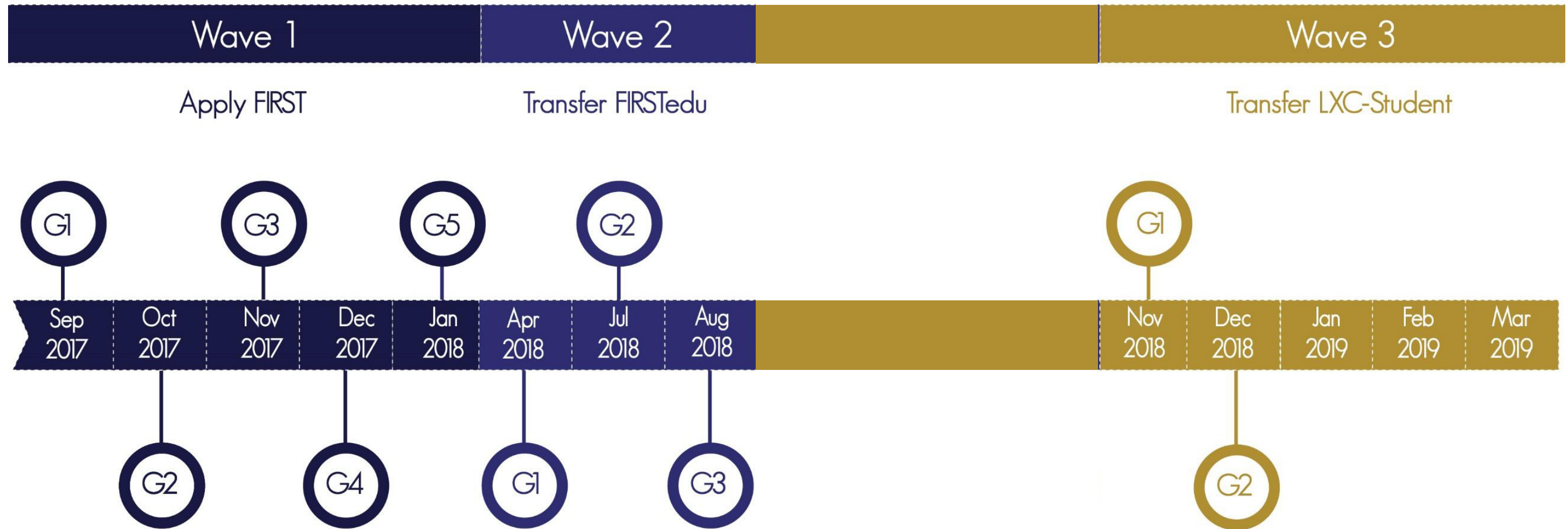


STUDENTS

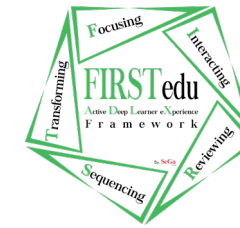
Student in classroom whom their teachers applied FIRST Framework with.

ROOTS PROGRAM TIMELINE

The following time line in the implementation timeline of the program.



FIRSTEDU TEACHER'S JOURNEY



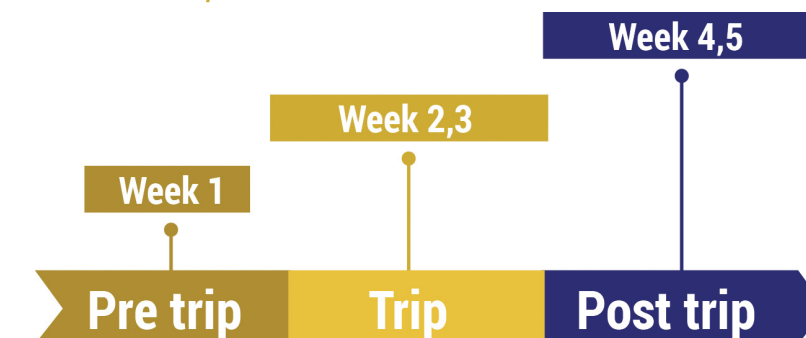
DESCRIPTION OF FIRSTEDU

FIRSTedu program addresses inspired teachers of all subjects who are genuinely dedicated to nurturing and developing the whole learner. It is intended for those who aspire to be a part of the new era of education, equipped by a revolutionary mindset, skillset and toolset. The program curriculum tackles the following topics:

- The new approach of Active Deep Learner eXperience (ADLX) that aims for an enjoyable and impactful learner experience.
- FIRST framework with its domains and principles
- How to design and facilitate lessons within a complete learner experience using FIRST framework.

FIRST EDU is a blended learning journey. It consists of 25 hours of interactive live sessions coupled with an online Learning Management System (LMS) to give the teacher an outstanding blended Learner eXperience. To get the best out of this blended Learner eXperience, the teacher will be required to complete activities and a final project during the duration of the journey (workload for online interactions on LMS 6 hours – final project 6 hours). FIRST EDU is an amazing addition to the teacher's continuous professional development.

TRANSFER OF FIRSTEDU JOURNEY IS DIVIDED INTO PRE-TRIP, TRIP AND POST-TRIP PHASES, ACCORDING TO THE FOLLOWING TIMELINE:



LXC-STUDENT TEACHER'S JOURNEY



DESCRIPTION OF LXC STUDENT

LXC stands for “Learner eXperience Coaching” which is coaching for the learners as part of their learning experience. LXC is done by having powerful thought-provoking conversations with learners, that enable them to reflect on their learning, performance, personality, and academics; empowering them to have more deep, individualized, and relevant experiences. We believe that using coaching with students will build on our Active Deep Learner eXperience (ADLX) approach. This will complete the cycle that includes design and facilitation through FIRST Framework: Learner eXperience Design (LXD), Learner eXperience Facilitation (LXF), and coaching through LXC.

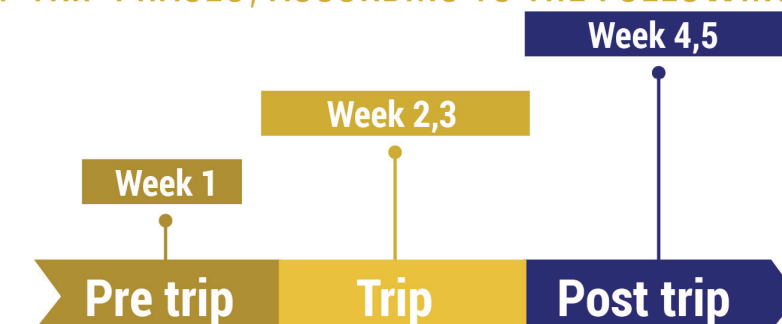
LXC-Student is a learning journey with a mission to transform teachers into educators by using coaching to make a deep impact on students and open a new era of education compliant with the 21st Century Learning. It addresses inspired teachers of all subjects who are genuinely dedicated to creating and maintaining the whole Active Deep Learner eXperience (ADLX)

LXC-Student is an introduction to the basics of coaching that enable the teachers to coach students through coaching sessions and coaching conversations that take place outside the classroom. The program introduces the 3S Coaching Model developed by SeGa Group, which summarizes the needed skills, steps and overall spirit of the coaching session.

LXC-Student is designed as a blended learning journey, that guarantees the teacher's mindset transformation, practicing of skills, and knowledge acquisition.

Teachers will be able to apply Learner eXperience Coaching (LXC) with their students to empower them to be lifelong reflective learners, able to overcome challenges, and develop their own strengths.

TRANSFER OF LXC-STUDENT JOURNEY IS DIVIDED INTO PRE-TRIP, TRIP AND POST-TRIP PHASES, ACCORDING TO THE FOLLOWING TIMELINE:



ROOTS CONSULTANT'S JOURNEY

SELECTION CRITERIA OF ROOTS WAVES

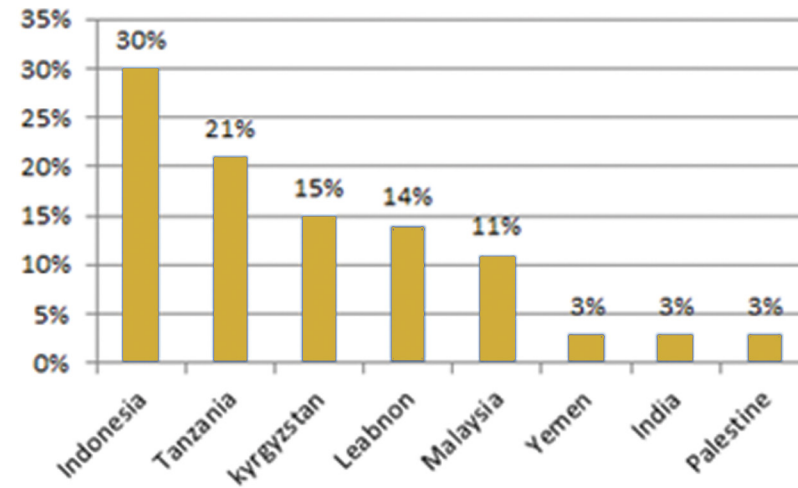
THE DECISION OF SELECTING THE CONSULTANT TO MOVE FROM **WAVE** TO **THE OTHER** WAS BASED ON THE FOLLOWING CRITERIA:

- 1 The consultant's **overall grade** in waves journey measured by each one commitment in attending the meetings, completing Microlearnings and facilitations.
- 2 Whether the consultant passed the **assessment** from first time or needed to pass the reassessment phase

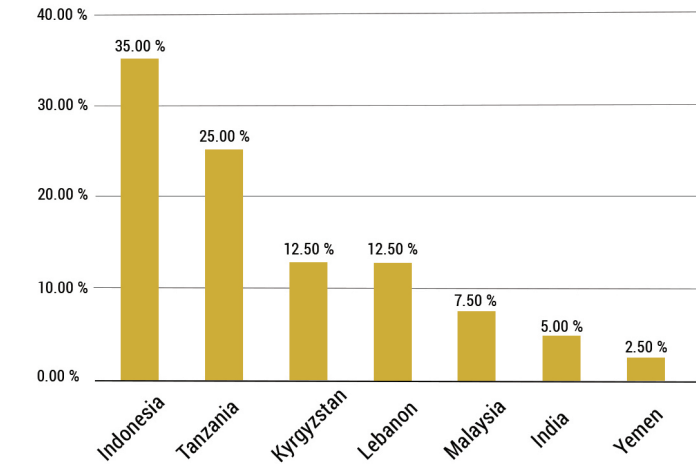
3

The **quota** of each country as per NAMA request as follows:

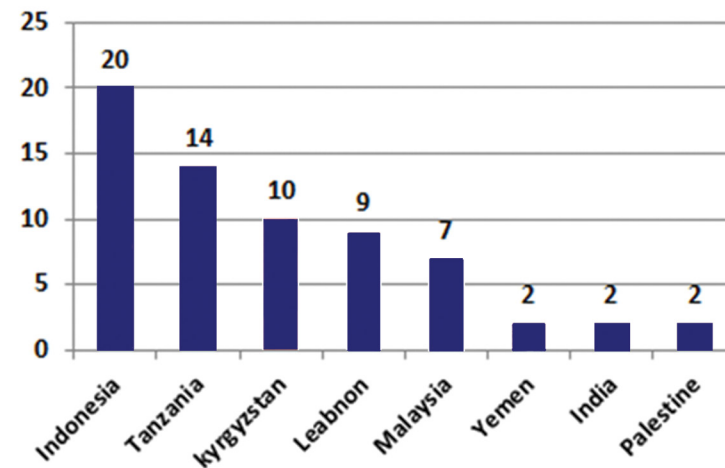
Qouta % Wave 2



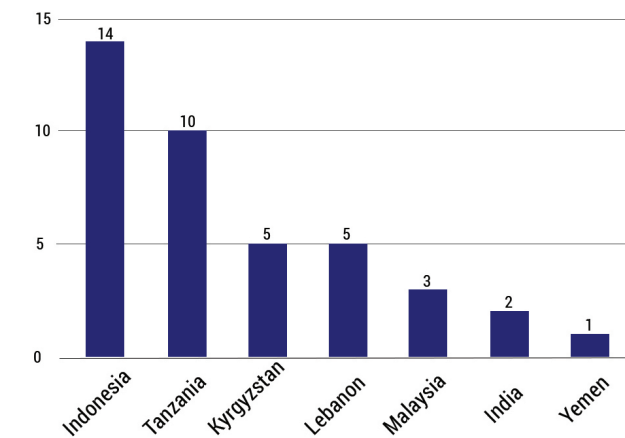
Qouta % Wave 3



No of consultants From each country W 2



No of consultants From each country W 3



4 The **gender** of the consultants to be balanced between males and females.

5 The level of **English** language of the consultant (understanding, writing and speaking)

6 The consultant **reach** in his/her country and how strong it is.

7 If two consultants are equal in everything, the recommendation of SeGa coaches and trip facilitators are taken into consideration.

COACHES TOTAL INVESTED HOURS

SEGA COACHES TOTAL INVESTED HOURS

SeGa has worked hard to implement ROOTS Waves. These numbers present the effort invested in all interactions across the pre, trip and post trip between SeGa coaches and ROOTS consultants

SEGA COACHES` TOTAL INVESTED HOURS WITH CONSULTANTS IN WAVE 2



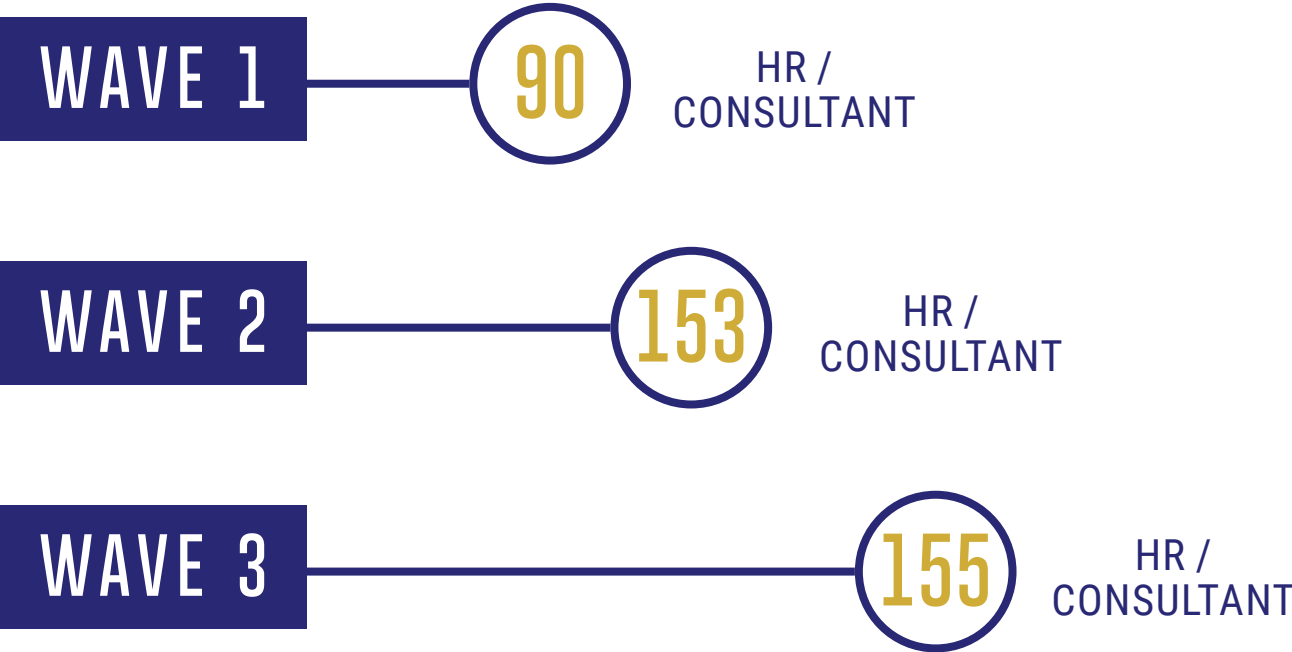
SEGA COACHES` TOTAL INVESTED HOURS WITH CONSULTANTS IN WAVE 1



SEGA COACHES` TOTAL INVESTED HOURS WITH CONSULTANTS IN WAVE 3



CONSULTANTS` DEVELOPMENT HOURS



CONSULTANTS REACTION

THE REACTION OF ROOTS CONSULTANTS BY THE END OF THE WAVES

WAVE 1

100% OF CONSULTANTS,
Recommend ROOTS Program
for other colleagues

Reference: ROOTS Wave 1 reaction survey



WAVE 2

100% OF CONSULTANTS,
Recommend ROOTS Program for other colleagues
ACCORDING TO CONSULTANTS, 97.4 is the
Net Promoter Score «NPS» of ROOTS; which
indicates a high satisfaction and learner
experience compared to the **69 NPS**
benchmark in education.

Reference: <https://npsbenchmarks.com/industry/education>



WAVE 3

100% OF CONSULTANTS,
Recommend ROOTS Program
for other colleagues

ACCORDING TO CONSULTANTS, 100 is the
Net Promoter Score «NPS» of ROOTS; which
indicates a high satisfaction and learner
experience compared to the **46 NPS**
benchmark in coaching training.

Reference1: From IECL specialized in coaching training
<https://www.iecl.com/coach-training/testimonials/>



Note: In wave 3 & 2 consultants were asked if they recommend ROOTS program to others on a Scale from 1 to 10.
All the responses were 10&9&8.

TEACHER'S REACTION

HOW LIKELY FIRSTEDU & LXC-STUDENT ARE RECOMMENDED BY TEACHERS?

According to the teachers the Net Promoter Score "NPS" of FIRSTedu and LXC-Student indicates high satisfaction compared to the benchmark in education and Coaching training

FIRSTEDU

74.5

IS THE NPS COMPARED TO THE 69 NPS BENCHMARK IN EDUCATION.

[HTTPS://WWW.IECL.COM/COACH-TRAINING/TESTIMONIALS/](https://www.iecl.com/coach-training/testimonials/)

LXCSTUDENT

48

IS THE NPS COMPARED TO THE 46 NPS BENCHMARK IN COACH TRAINING.

GENERAL NPS BENCHMARK

-100

0

50

70

100

Good

Excellent World-Class

TEACHERS REACTIONS

USING A SCALE FROM 0 TO 10



TO WHAT EXTENT, ROOTS HAS CHANGED YOUR POINT OF VIEW ABOUT THE
ROLE OF TEACHER IN EDUCATION?

FIRSTEDU

86.5% OF TEACHERS RESPOND WITH
MORE THAN 8 OUT OF 10.

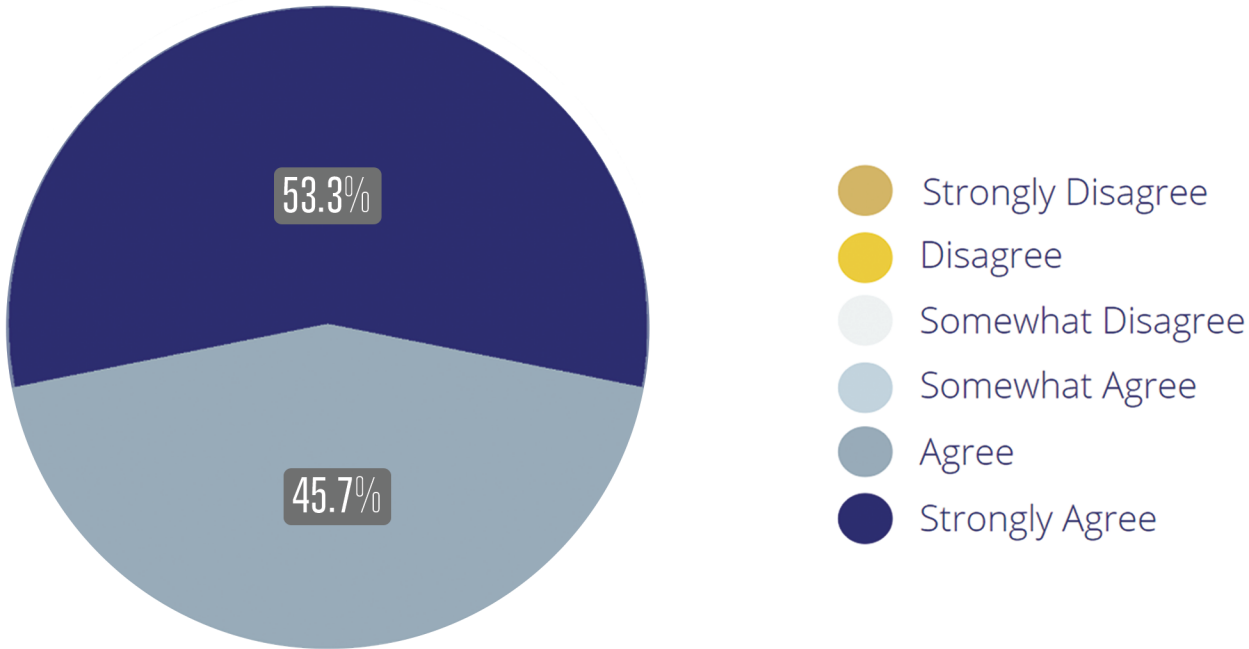
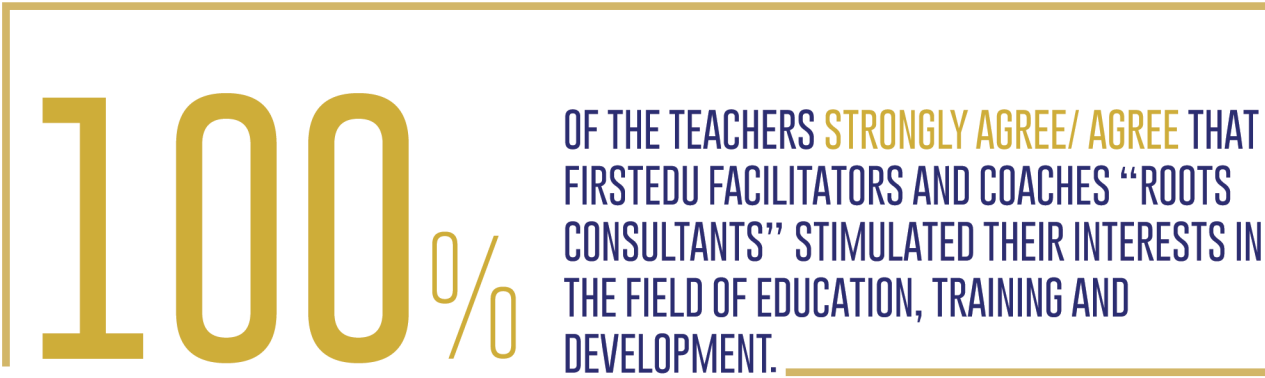
Which indicates a dramatic change
in their point of view about **the role of teacher** in education

TO WHAT EXTENT, ROOTS HAS CHANGED YOUR POINT OF VIEW ABOUT THE
ROLE OF COACHING IN EDUCATION?

LXC-STUDENT

86% OF TEACHERS RESPOND
WITH MORE THAN 8 OUT OF 10.

Which indicates a dramatic change
in their point of view about **the role of coaching** in education



ROOTS REACH

ROOTS TRANSFER OPENS THE DOOR TO NEW LAYERS OF IMPACT

The phase of “FIRST edu transfer” in wave 2 & LXC-Student transfer in wave 3 is when the consultants apply what they were learning across the journeys of wave 1&2&3. In this phase, the interaction between the consultants and the teachers starts and increases until it creates the fruitful impact of ROOTS program when the teachers positively affect their students in their classrooms.

The reach of ROOTS program is maximized during the phase of “FIRST Framework and LXC-Student transfer”; as we can see the actual numbers across the countries of impact.

WAVES REACH

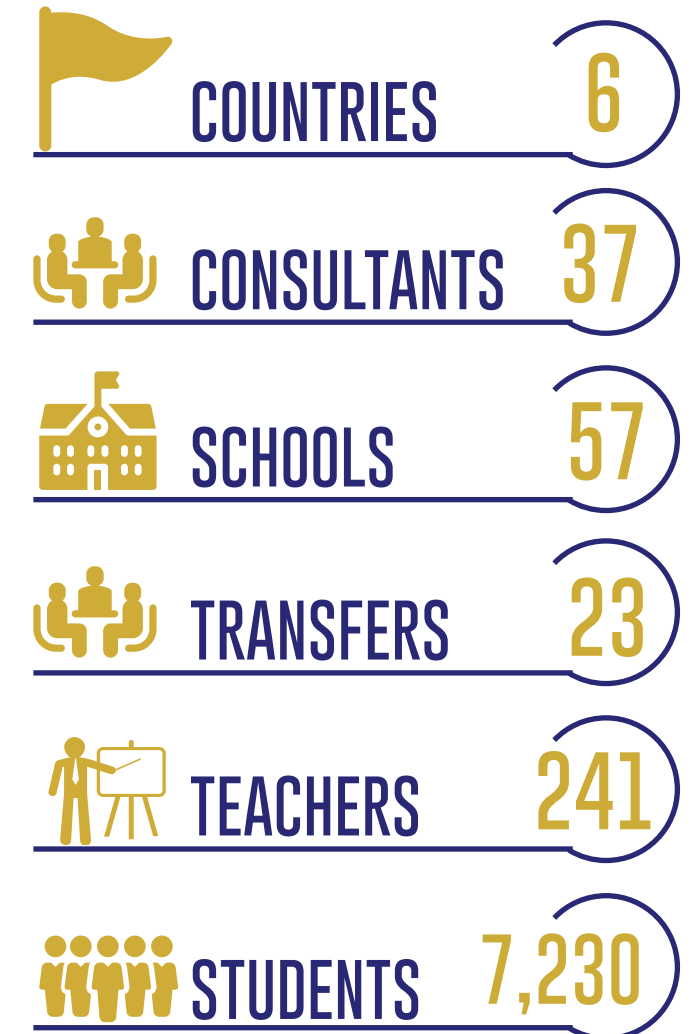
WAVE 1



WAVE 2



WAVE 3



Note: The numbers of students calculated with assumption that each teacher apply with only 30 students

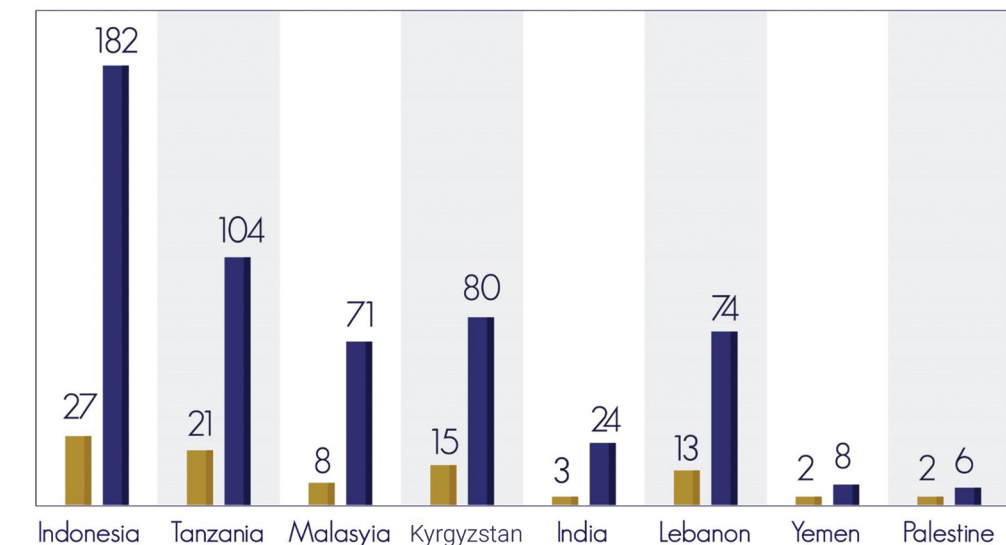
WAVE 1 REACH

In Wave 1, While ROOTS Consultants where learning and experiencing FIRST Framework, they were practicing the framework by applying it in ROOTS Soft, Teachers development program, in their countries.

The following graph shows the number of consultants in wave 1 and the number of facilitations they did.

WAVE 1 REACH DURING ROOTS PROGRAM (FROM OCTOBER 2017 - TO MARCH 2019)

■ NO. OF CONSULTANTS
■ NO. OF ROOTS SOFT FACILITATION



549

Total no. of facilitations



6411

Total no. of teachers



9891

Total no. of attendees

WAVE 2 REACH

After 9 months from finishing the program there is a continuous change in the numbers of the reach in each country. There is a flow of FIRST Framework transfers in the countries of focus without any intervention from SeGa Group team. There is a scaling up every day in the numbers of the schools where the transfers is happening, in the number of teachers who are attending the program, and in the number of students who are definitely affected by their teachers application.

The following graphs shows the change in the numbers of Schools, transfers and teachers.



85

Total no. of FIRSTedu transfers

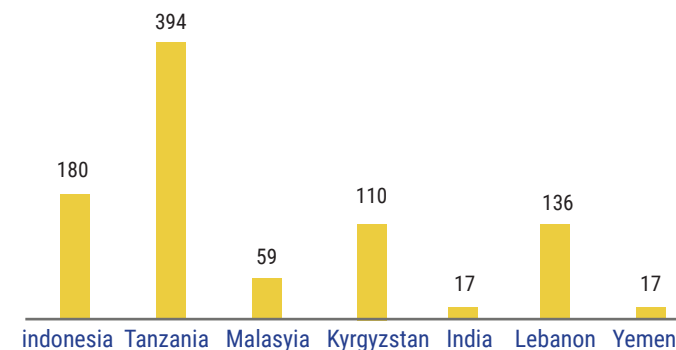


1,613

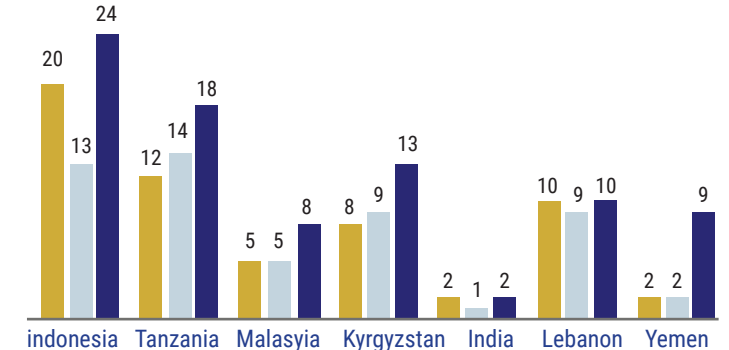
Total no. of teachers

WAVE 2 REACH DURING ROOTS PROGRAM (FROM OCTOBER 2017 - TO MARCH 2019)

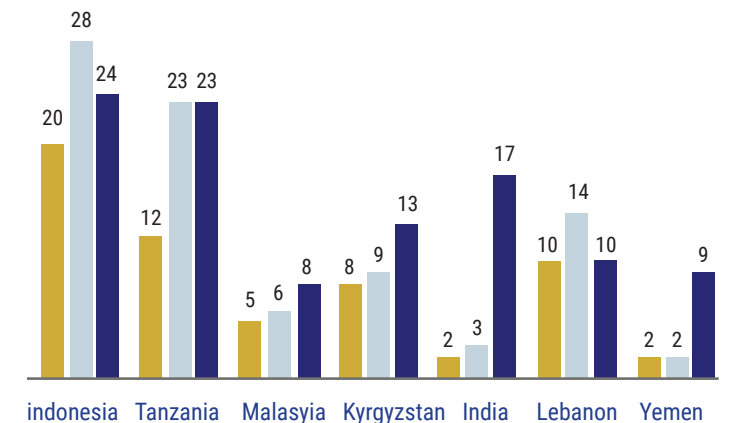
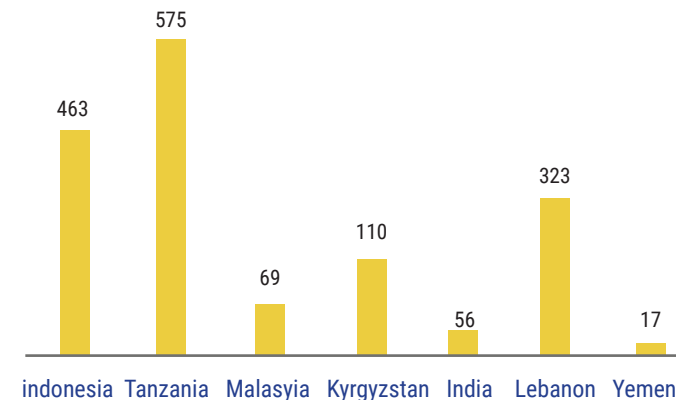
NO. OF TEACHERS



NO. OF TRANSFERS
NO. OF CONSULTANTS
NO. OF SCHOOLS



WAVE 2 REACH TILL THE END OF 2019.



Note: In Kyrgyzstan we couldn't reach the consultants to add their achievements. In Yemen they are facing challenges with the ministry of education that prevent them from doing other transfers

WAVE 3 REACH

In Wave 3, The consultants were transferring LXC-Student. Although the change in reach is not as big FIRST Framework but there is one more transfer in India with teachers from 17 different school.



23

Total no. of LXC-Student
transfers

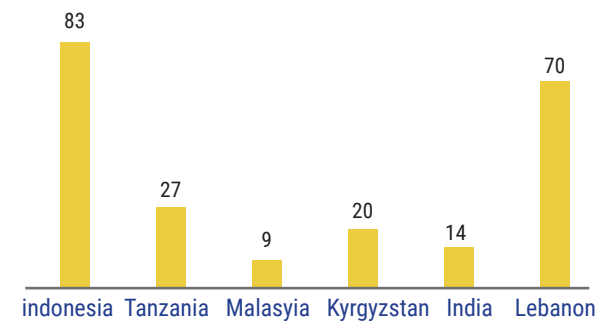


241

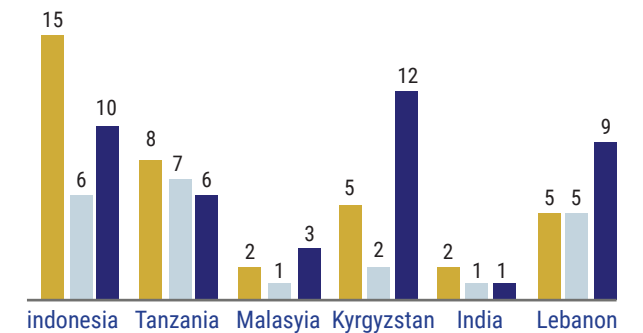
Total no. of teachers

WAVE 3 REACH DURING ROOTS PROGRAM (FROM OCTOBER 2017 - TO MARCH 2019)

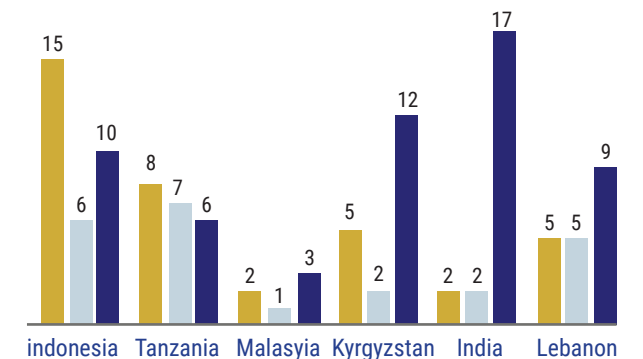
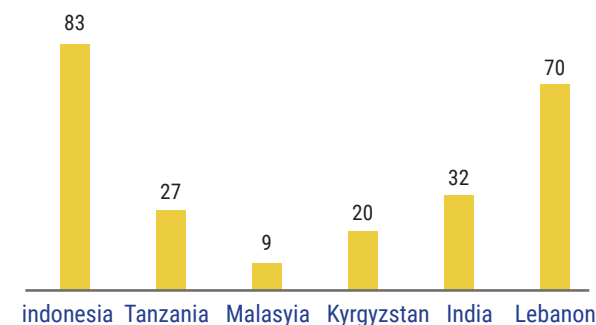
NO. OF TEACHERS



NO. OF TRANSFERS
NO. OF CONSULTANTS
NO. OF SCHOOLS



WAVE 3 REACH TILL THE END OF 2019.

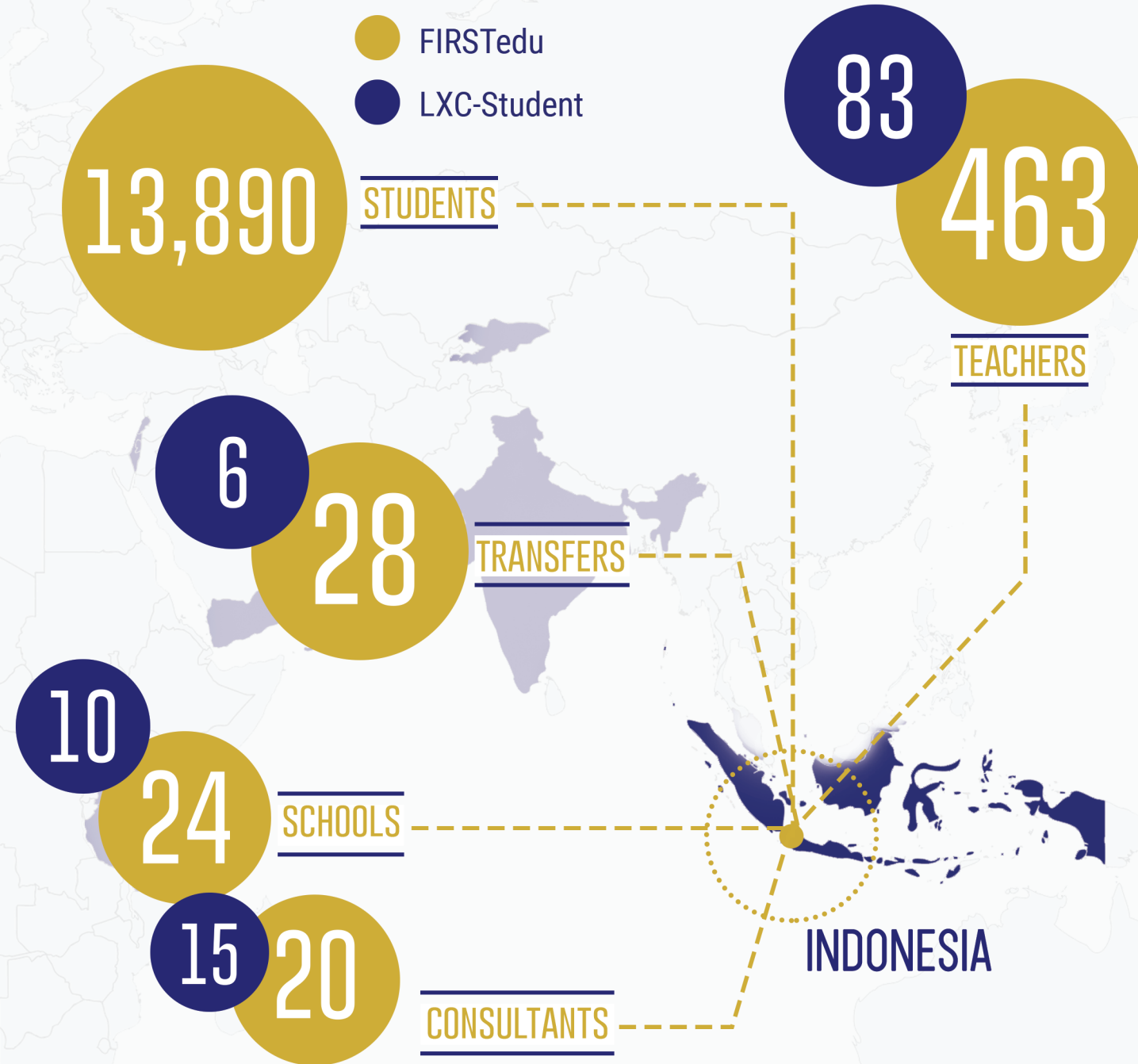


Note: In Kyrgyzstan and Malaysia we couldn't reach the consultants to add their achievements. In Yemen they are facing challenges with the ministry of education that prevent them from doing other transfers

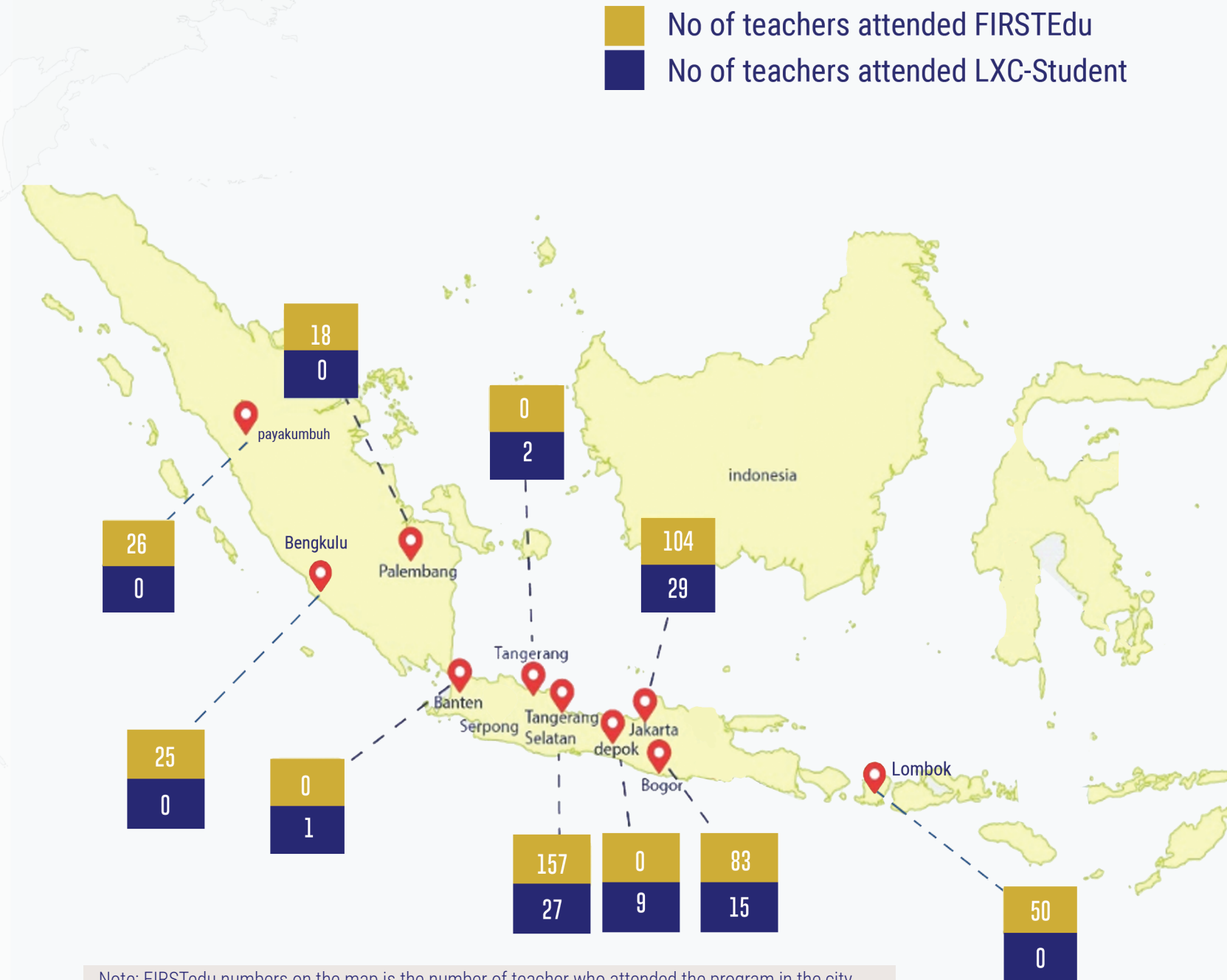
COUNTRIES REACH

TILL THE END OF 2019

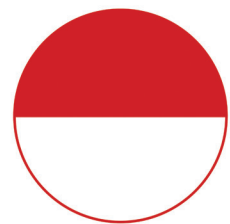




Note: the numbers of students calculated with assumption that each teacher apply only with 30 students.



Note: FIRSTedu numbers on the map is the number of teacher who attended the program in the city.
 LXC-Student numbers on the map is the number of teachers who came from the city.



WAVE 1 CERTIFIED FIRST FACILITATOR



Dwi Aprilisasi



Erna Herawati



Dasril Guntara



Fahmi Irhamsyah



Sunarti Dahlan



Zulkarnaen Hasbulloh



Izharul Haq



Triadmoko Paingin



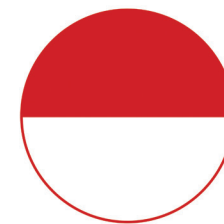
Yusuf Sahlan



Fachriadi Tanjung



Sapto Sugiharto



WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Lina Pujiastuti



Fitriani F. Syahrul



Shintawati Muhasim



Hiznu Sobar



Maryatun



Nisa Shalihah



Epong



Nur Ihsan



Maya Yunus



Novi Hardian



Novy Anwar



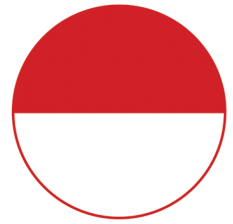
Dian Iestari



MASITHA



Hensi Margareta



WAVE 3 CERTIFIED LXC- FACILITATOR
& WAVE 2 CERTIFIED FIRSTEDU FACILITATOR
& WAVE 1 CERTIFIED FIRST FACILITATOR



Sulistami Prihandini



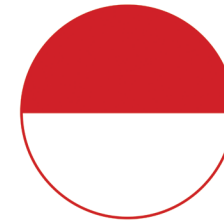
Handayani SuminarIndrati



Kusuma Dewi



Rudy Prihatin



NAME OF SOME SCHOOLS



An Nahl Islamic School



SDIT Lentera Insan CDEC



Sinar Cendekia Islamic School



Madrasah Alam Sayang Ibu



Citra Az Zahra Islamic School



Sekolah Alam Palembang
(Nature School of Palembang)



SMPIP Baitul Maal
(Islamic School of Baitul Maal)



Elementary School
of Muhammadiyah



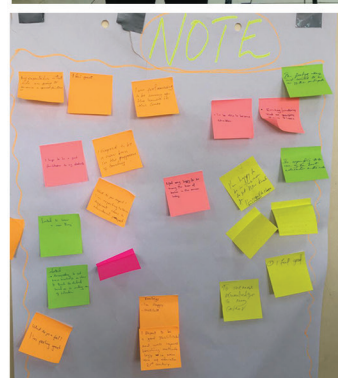
SMAN 7
(Senior High School No. 7)

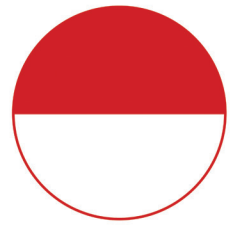


SMAIT
(Islamic Senior High School)



TRANSFER IN INDONESIA





TRANSFER IN INDONESIA



● FIRSTedu
● LXC-Student

■ No of teachers attended FIRSTedu
■ No of teachers attended LXC-Student

STUDENTS

2,070

SCHOOLS

8

TRANSFERS

5

TEACHERS

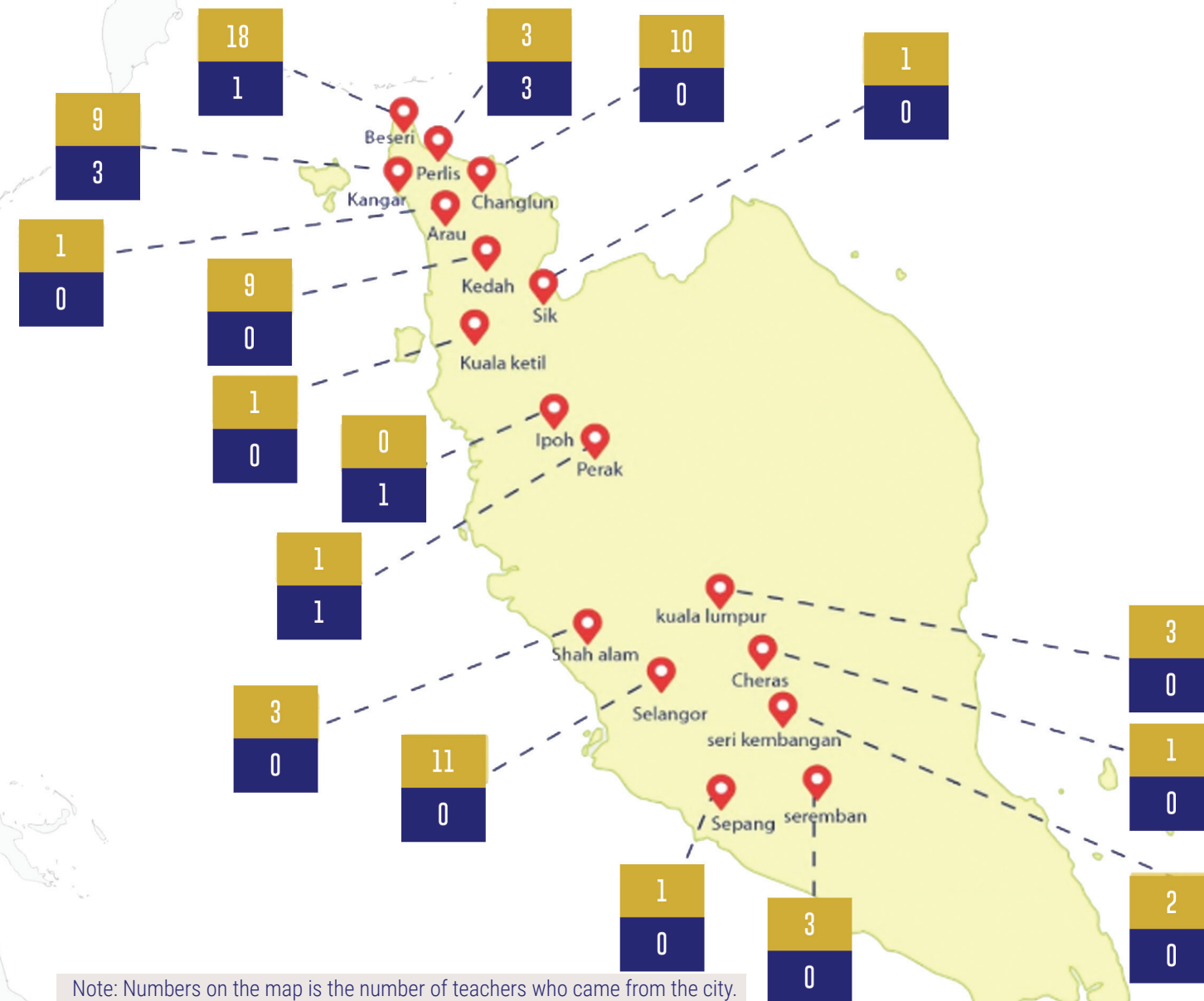
69

CONSULTANTS

5

MALAYSIA

Note: numbers on this map till December 2018



Note: Numbers on the map is the number of teachers who came from the city.



WAVE 1 CERTIFIED FIRST FACILITATOR



Ahmed Qassim



Mohd Shafie

WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Nurul Syahida



Sharifah Raudhah Alqudsy



Umar Hanif



Abidatul Mardhiah



WAVE 3 CERTIFIED LXC- FACILITATOR & WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Cikgu Azmi Bahari



NAME OF SOME SCHOOLS



Mahad Attrbbiyah Al Islamiyah (MATRI)



Sekolah Rendah Islam (sri)



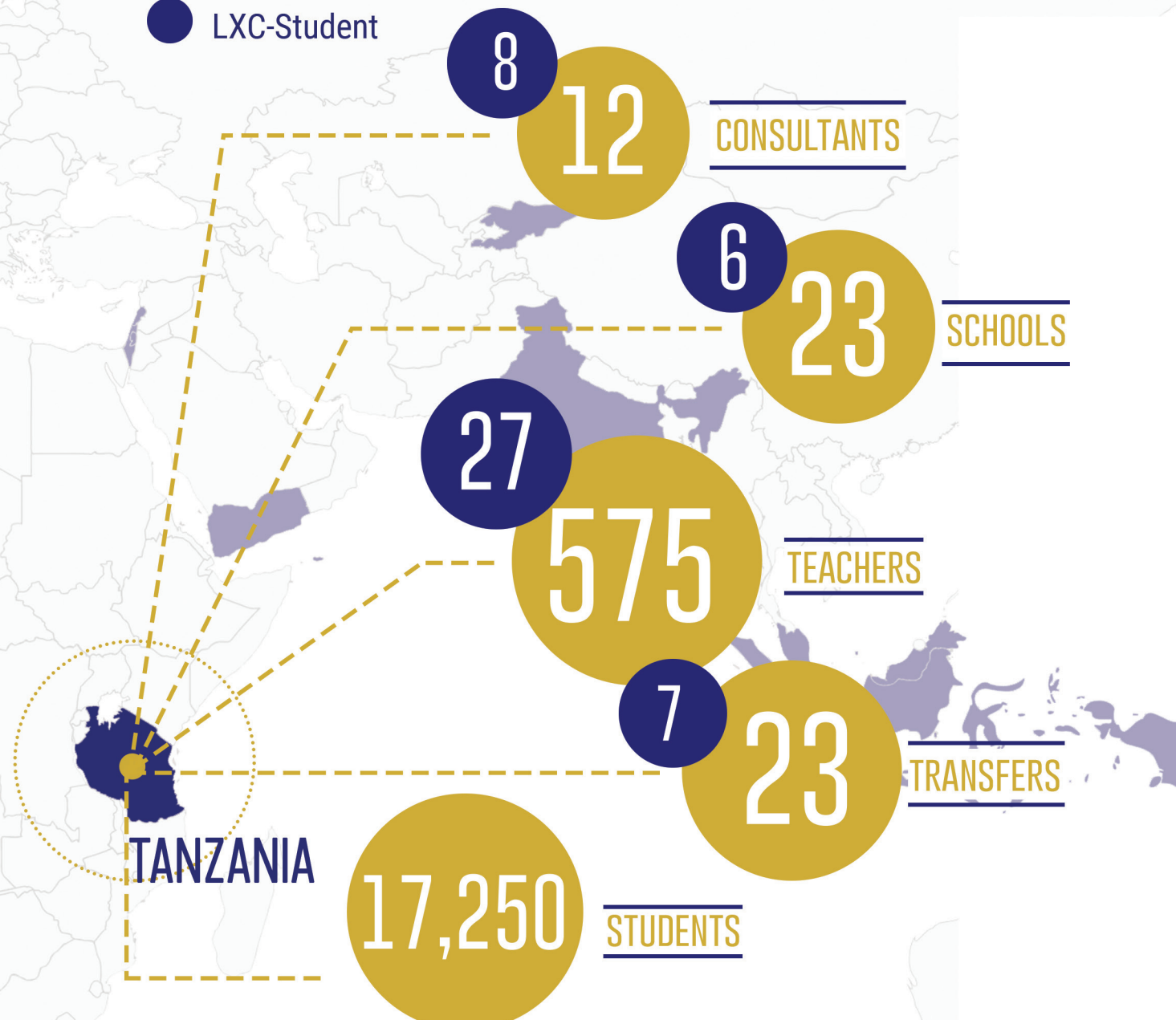
Maahad Tahfiz Sains Darul Muttaqin (MASDAR)



TRANSFER IN MALAYSIA

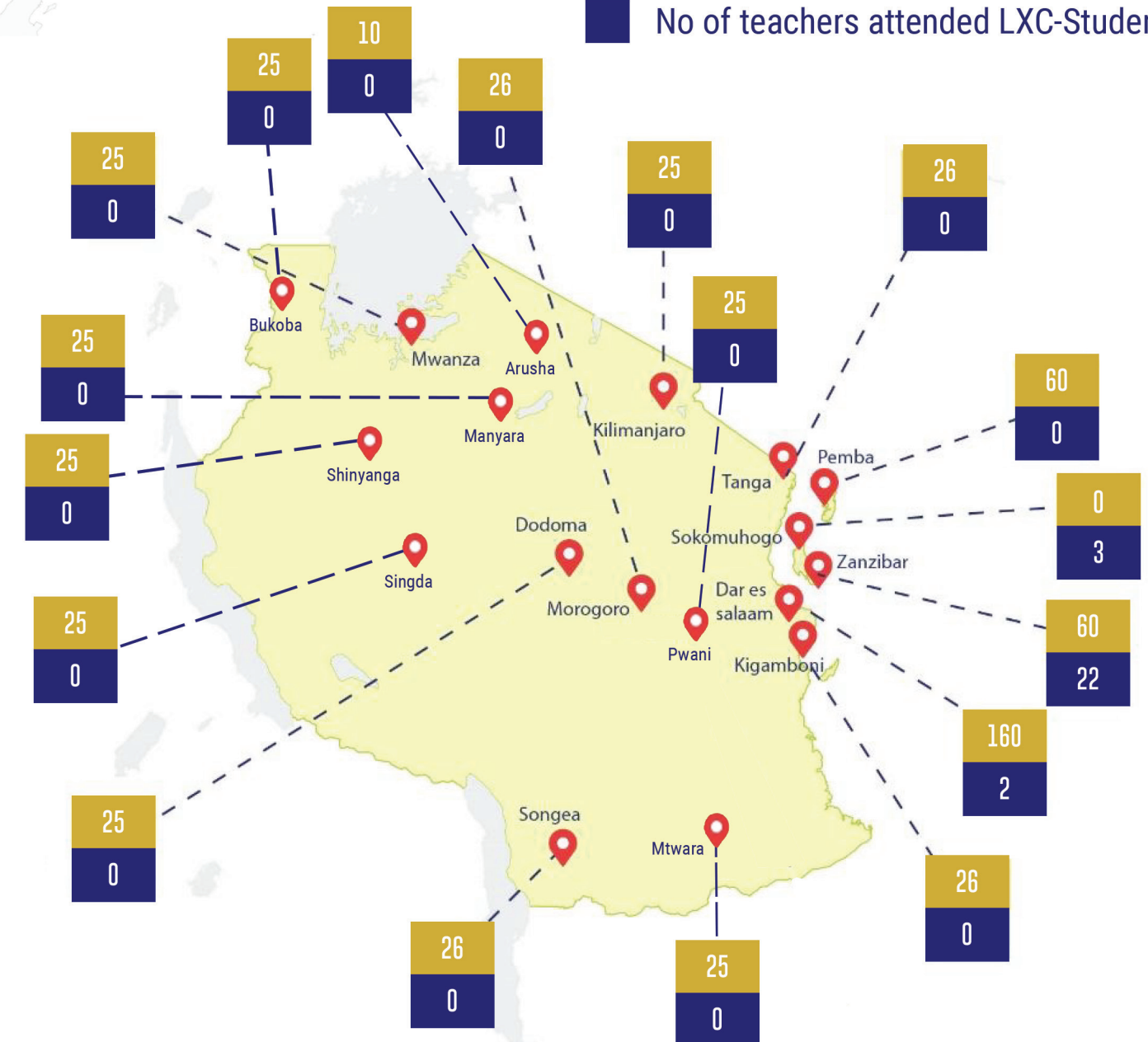


● FIRSTedu
● LXC-Student



Note: the numbers of students calculated with assumption that each teacher apply only with 30 students.

■ No of teachers attended FIRSTedu
■ No of teachers attended LXC-Student



Note: Numbers on the map is the number of teachers who came from the city.

TANZANIA

WAVE 1 CERTIFIED FIRST FACILITATOR



Mussa Kideli



Juma Killaghai



Mohamed Wage



Yassin Mkwizu



Idrisa Sabour



Sadiki moshi



Abdalla Muddy



TANZANIA

WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Khadija Mgambo



Mbaraka Ishobiza



Baraka kondo



Rayha Abdulla



Ahmad Sovu



Hamisi Juma



Zinga Bakari



Shafii Hussein



Hamisi Togwa



Jumanne Mpinga



WAVE 3 CERTIFIED LXC- FACILITATOR
& WAVE 2 CERTIFIED FIRSTEDU FACILITATOR
& WAVE 1 CERTIFIED FIRST FACILITATOR



Fatuma Bangu



Idda Romore



Hussien Kimei



Hashim Hemed



NAME OF SOME SCHOOLS



Imaan English Medium Primary School



Ubungo Islamic High School



Alfalah Islamic -Manyara



Alfalah Muslim -Zanzibar



Amanah Islamic -Mtwara



Aswidiq- Singida



Assalaf -Arusha



Alhijra -Tanga



Mivumoni-Daressalaam



Wete Pemba



Kirinjiko-Kilimanjaro



Mkuzo -Songea



Buhongwa -Mwanza



Rahma Islamic School



Ibn Jazar -Pwani



Ambasha- Pemba



Alhidaaya- Zanzibar



Ilala Daressalaam



Ihsan Daressalaam



Mhumbu -Shinyanga



Hijra -Dodoma



Algebra-Daressalaam



Qudus - Bukoba



Ubungo -Daressalaam



Forest Hill -Morogoro.



Ununio Islamic college



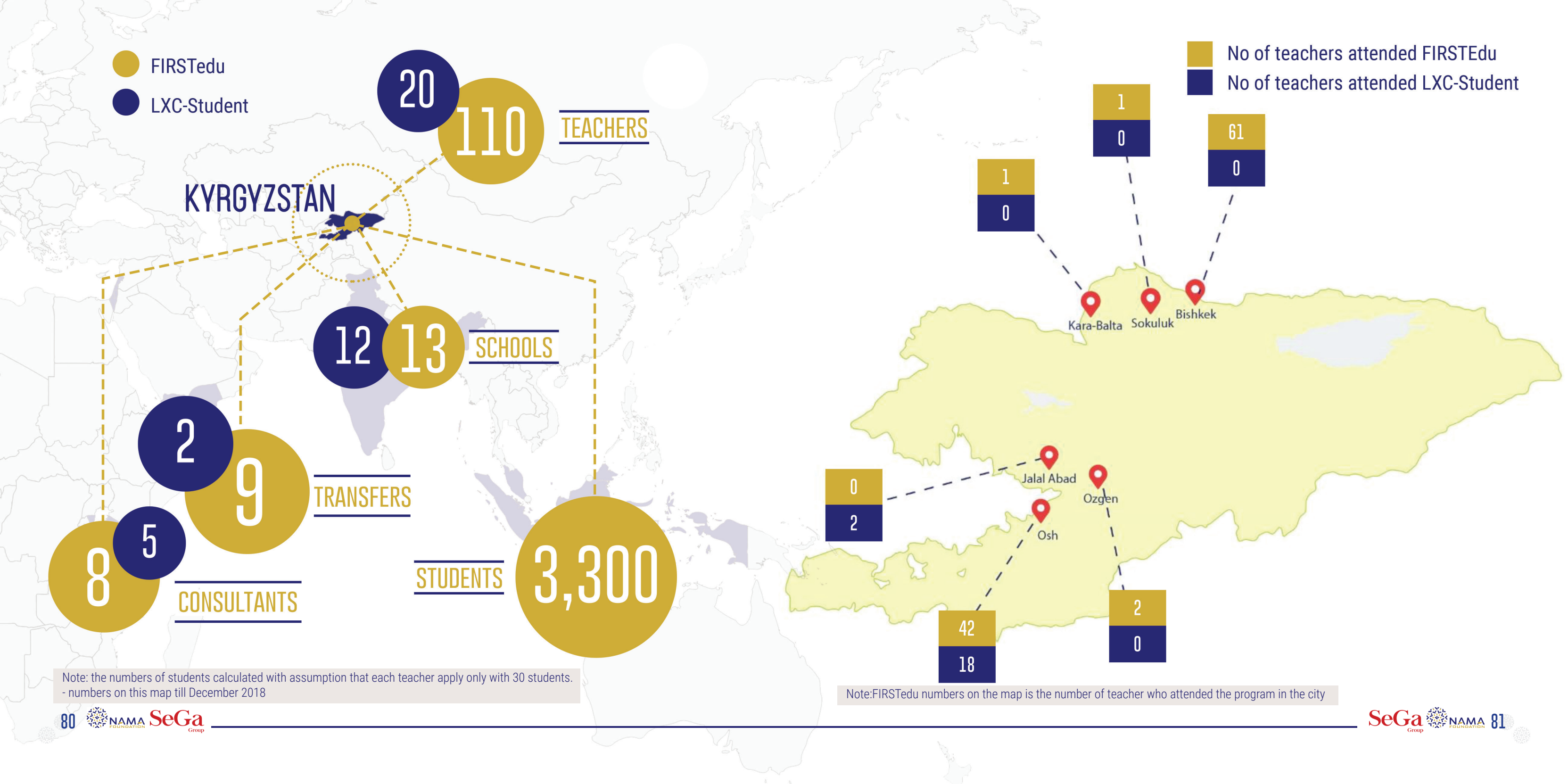
TRANSFER IN TANZANIA





TRANSFER IN TANZANIA







WAVE 1 CERTIFIED FIRST FACILITATOR



Abiba Matkasimova



Tynybek Naraliev



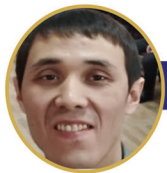
Ulan Aidarov



Kakharov Donier



Abdisait kyzy Nargul



Eldiir Emir Uulu



Talantbek Toksonbaev



Feruza Komilova



Usenov Ulan Mirbekovich



WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Dinara Erkinova



Dinara Kerimzhanova



Azam Abdurazakov



Otabek A. Beknazarov



Zamira Mahmaturayim

WAVE 3 CERTIFIED LXC- FACILITATOR & WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Zamira Sirojiddinova.



Iskandar Zakirov



Maruf Maniyazov



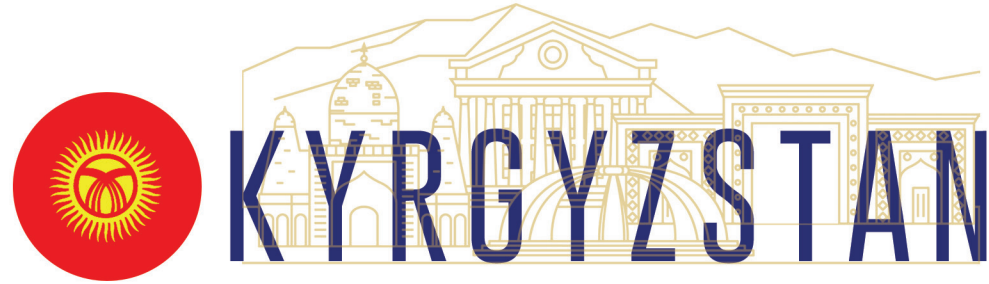
NAME OF SOME SCHOOLS

-  Seytek - Djal
-  International Kuwait University
-  Oriental Liceum



TRANSFER IN KYRGYZSTAN





● FIRSTedu
● LXC-Student

LEBANON

9,690

STUDENTS

6

SCHOOLS

5

14

TRANSFERS

70

323

TEACHERS

5

10

CONSULTANTS

Note: the numbers of students calculated with assumption that each teacher apply only with 30 students.

■ No of teachers attended FIRSTedu
■ No of teachers attended LXC-Student

123

20

Tripolli

10

16

15

10

Bekaa

Aramoun

Saida

Rafid

42 teacher in Istanbul- Turkey

41

10

Note: Numbers on the map is the number of teacher who attended the program in the city.



WAVE 1 CERTIFIED FIRST FACILITATOR



Omar Abou Shami



Mohamed Naser



Zainab Fawwaz



Ola Al Kadry

WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Dana Itani



Nadia Al Saheb



Alaa Katerji



Nidal Ayoubi



WAVE 3 CERTIFIED LXC- FACILITATOR & WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Hanan shaker



Niam Fawwaz



Sherin Khudari



Mazen Raad



Sara salla



NAME OF SOME SCHOOLS

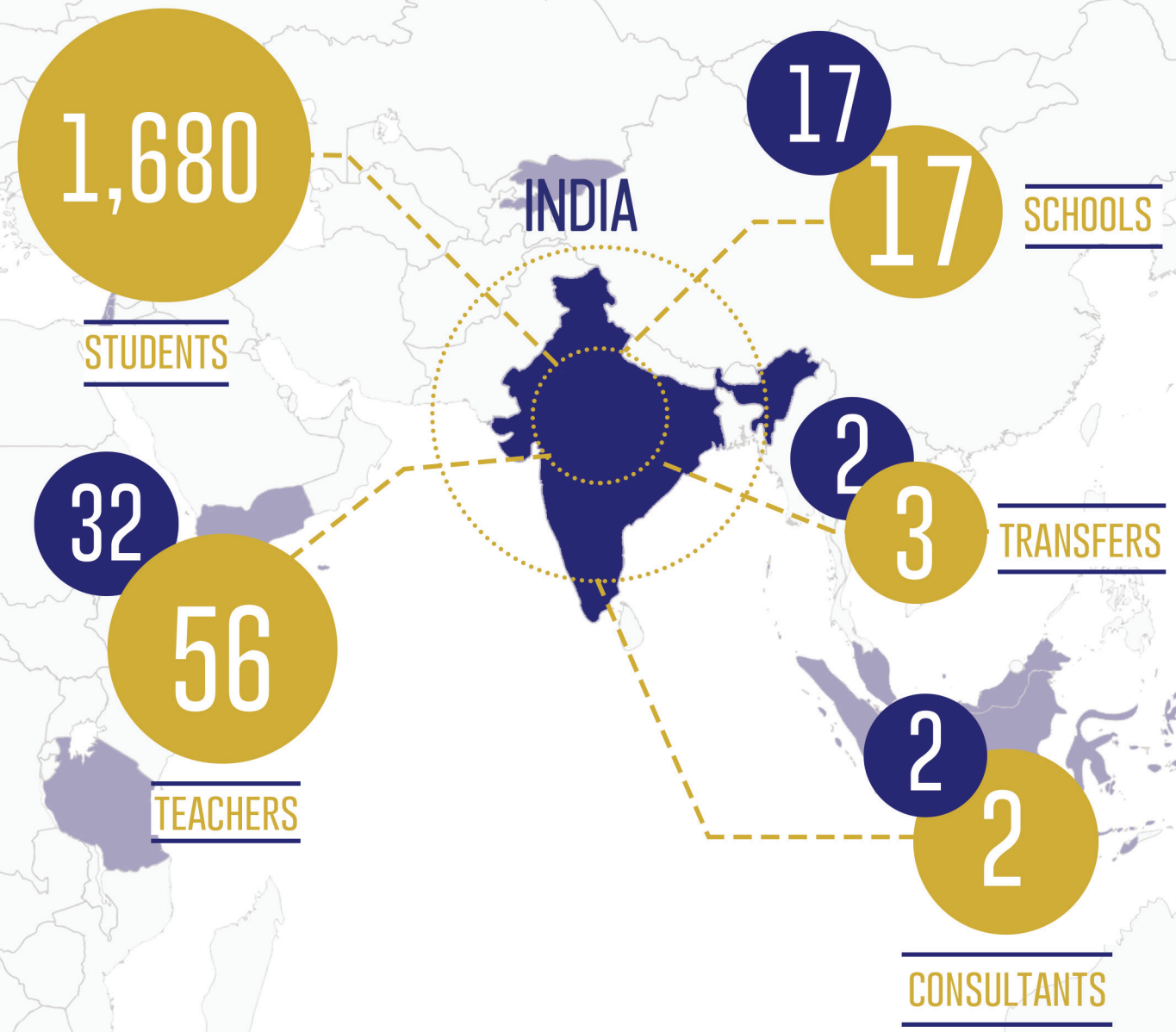
-  AlAqsa International School
-  Rawafid School
-  Al Ofoq Al Jadeed School
-  Al Iman Islamic School
-  Rahma center
-  Al Hayat International School

TRANSFER IN LEBANON



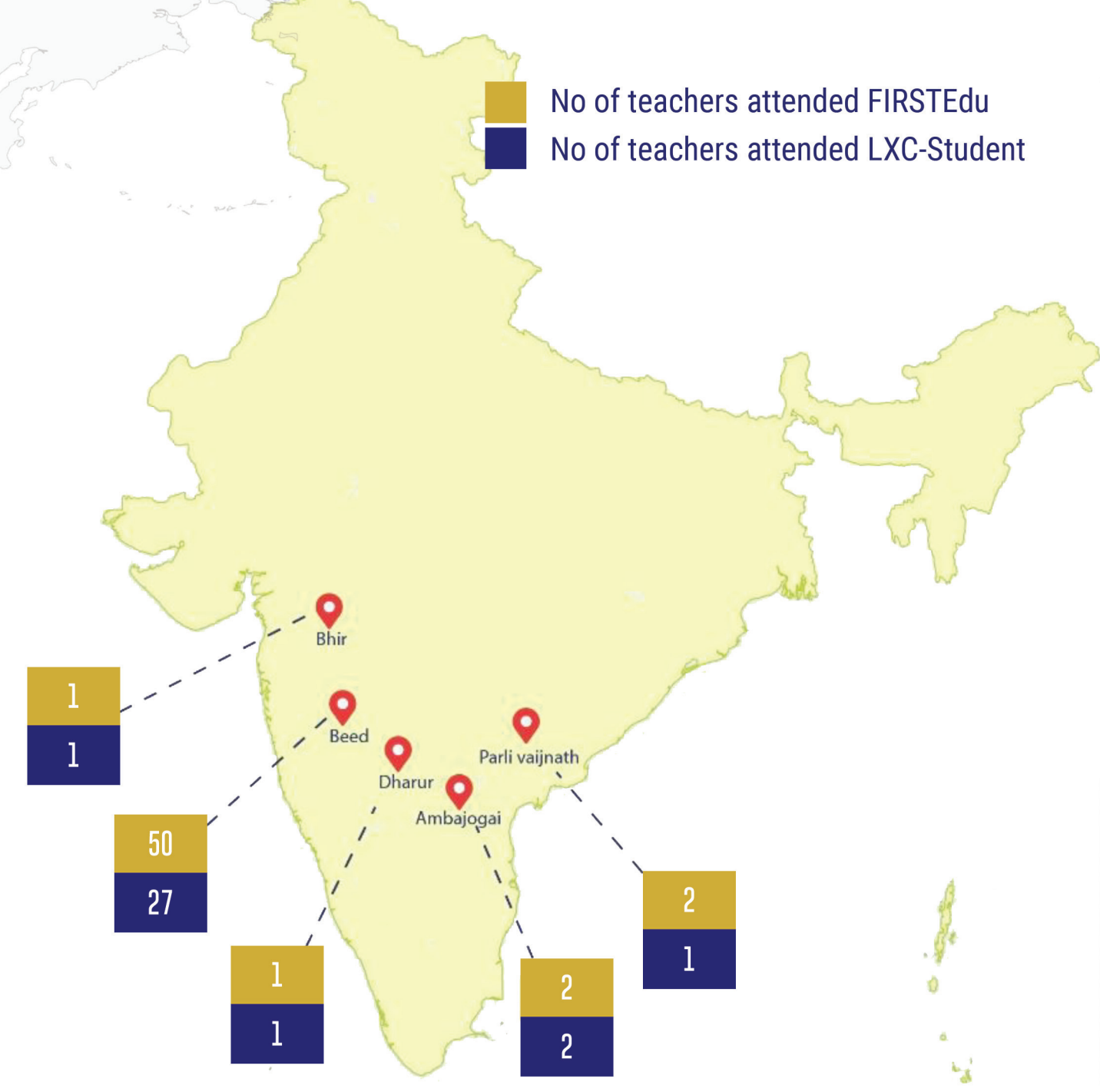


● FIRSTedu
● LXC-Student



Note: the numbers of students calculated with assumption that each teacher apply only with 30 students.

■ No of teachers attended FIRSTedu
■ No of teachers attended LXC-Student



Note: Numbers on the map is the number of teacher who attended the program in the city.



WAVE 1 CERTIFIED FIRST FACILITATOR



Abdul Anees

WAVE 2 CERTIFIED FIRSTEDU FACILITATOR & WAVE 1 CERTIFIED FIRST FACILITATOR



Imran Khan



Faisal Chouse



NAME OF SOME SCHOOLS



Milliya Arts,
Science and Management Science
college, Beed



Milliya Junior College
of Arts and sciences, Beed



Milliya Vocatinal and Technical
college, Beed



Milliya Schools



TRANSFER IN INDIA



FIRSTedu
LXC-Student

No of teachers attended FIRSTedu
No of teachers attended LXC-Student

510

STUDENTS

4

SCHOOLS

2

TRANSFERS

17

TEACHERS

2

CONSULTANTS

YEMEN

Hadhramout

Aden

1
0

16
0

Note: the numbers of students calculated with assumption that each teacher apply only with 30 students.

Note: Numbers on the map is the number of teacher who attended the program in the city.



WAVE 1
CERTIFIED FIRST FACILITATOR



Hussein Salem

WAVE 2
CERTIFIED FIRSTEDU FACILITATOR
& WAVE 1
CERTIFIED FIRST FACILITATOR



Ahmed Moqa'as



NAME OF SOME SCHOOLS



Faculty Of Education



ROOTS IMPACT



ROOTS IMPACT ON TEACHERS

- Change in performance as educators
- Change on personal level and behavior at work
- Success Stories



ROOTS IMPACT ON STUDENTS

- Impact on behaviors & Academic performance
- Students evaluation and Testimonials
- Parents testimonials
- Success stories



ROOTS IMPACT ON SCHOOL CULTURES

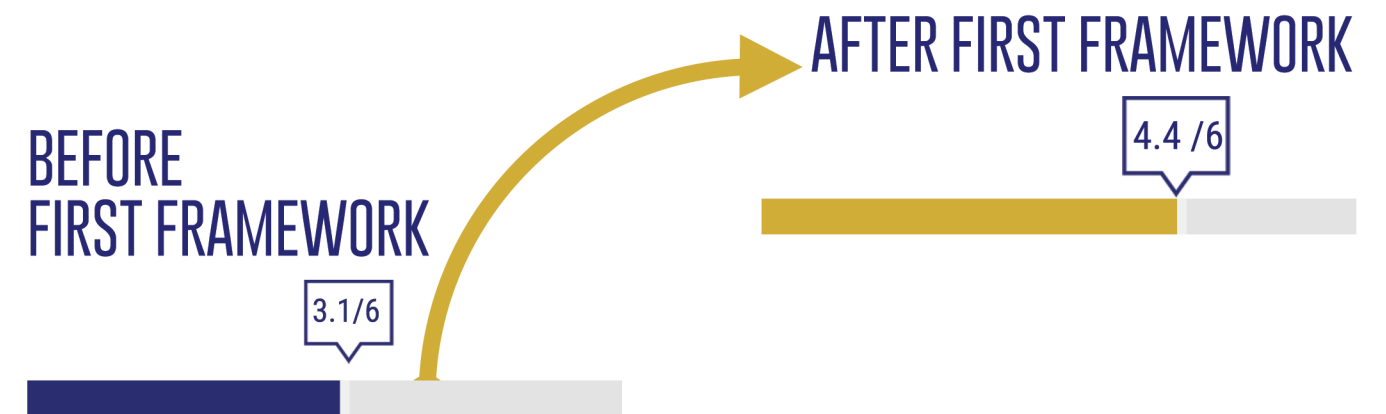
- Impact on relationships in the school
- Change in relationship between teacher and students
- Change in relationship between teachers
- Parents testimonials
- Success stories

ROOTS IMPACT ON TEACHERS

108

CHANGE IN TEACHERS PERFORMANCE AS EDUCATORS IN CLASSROOM

■ RATE YOUR PERFORMANCE AS AN EDUCATOR BEFORE AND AFTER
APPLYING FIRST-ADLX FRAMEWORK.



TEACHERS MENTIONED CHANGE IN

- Mindset transformation in the role of the teacher as educator
- Being student-Centric
- Higher confidence level
- Design the lesson before facilitating it
- Enjoy teaching more
- Stronger relationship with students
- Giving more attention to the attitude
- Adding educational games and activities

The **focus on students** a lot .. the less dependency on teacher in the classroom... knowing that even my smile means a lot .I started to realize the importance of making students satisfied and become aware of the importance of the five domains to this extent that I imagined it as the official way of teaching everywhere.



Gharam nabeel
Yemen

A huge improvement and positive motivating feedbacks from the students. Each session seems to be **a joyful experience** for me and for my students. They are more interested and engaged in the materials concepts.



Marwa mostafa msarra
Lebanon

I consider much to the importance of making **individualization and reviewing**, beside the importance of the other principles, too. I used to have a punctual classroom duration as my design flow (lesson plan). And also I used to review the lesson by considering "what", "so what", "what next". So then I can pull the students' information about how they perceive the lesson. My classroom is also more **challenging and exciting** (as the students' said), and they feel comfortable eventhough they have to finish the task



Erly Mulfias Yuli
Indonesia

It effected me in a way that i started to be aware of the way of teachingbeing an educator is not just teaching but also **changing behaviors and attitudes of learners** and that what Roots \Firstedu added to my career as an instructor



Amal Farhan
Yemen

A total change has been observed by me and by everyone! i became more **confident** and sure about how to live with my students not only teaching them. FIRSTedu program is a life changing program.



Kobla Ali Abdullah

Yemen

I increased the number of **activities and educational games** at class. I gave more importance to the **attitude** to focus on it with the students I tried to give a **positive spirit** for my students all the time.



Rasha mohammad

Lebanon

Before FIRST edu we did the traditional method of teaching, presentation with pre opener, activity, sometime energizer if needed and then closer. Without 15 amazing principles in FIRST. I was only a mentor and presenter. So the learners have to listen all session and they did the task because of they should do, not because of they really want to do. After FIRST, they looks happier, closer to each other, eager to know more, involving thoughts and feelings, ect. The result is so amazing with 15 principles, more creative, deep and effective.



Handayani Suminar Indrati

Indonesia

CHANGE IN TEACHERS THEMSELVES AND THEIR BEHAVIOUR AT WORK

TEACHERS MENTIONED CHANGE IN

- Giving more time for planning
- More Confidence
- Less stress
- Being Patient
- Being Creative
- Enjoying the learning process
- Focusing more on others needs
- Being more positive
- Taking care of how to give feedback on a positive way
- Being organized

I became aware with anyone needs and their character. I always try to build rapport with anyone. I let anyone to use their time and space to express their ideas, to collaborate each other, as long as I could. I became better at preparing anything. I used to be on time at work.



Novi Hardian
Indonesia

I admit **planning** is taking a little bit more time, but always excited about every days activities. if you visit our staff room, you will hear this question whenever a teacher is thinking of her plans for the next day: can you help me come up with linking and summarizing activity on this topic? ;) And YES, **all will try to come up with ideas** and benefit from the ideas too.



Doha Saaddeen Arnouss
Lebanon

My **learning design capacity** is increasing. I can deliver the materials in more **enjoyable and in a different ways**. I do the learning design like we did in the program. In daily works, I encourage my team too to design the overall experience we want the student live.



Anggun Nadia Fatimah
Indonesia



I am a teacher for more than 17 years. I love teaching and I enjoy it. But sometimes ,before First edu, I used to feel tired .Yet, in the last couple of years, thanks to this program, I feel like I am full of energy, ideas, and experiences. In fact, I became a popular teacher now!



Balquis Ahmed _____
Yemen

The safe environment in the class is reflected on my mood all day long also it is reflected on my behavior with my colleagues at work. i noticed a marked decrease in the stress



Marwa mostafa msarrah _____
Lebanon



Changes after attending FIRST such as being more organized, **passion to teach, ready** and taking into account to provide safe environment during sessions.



Genan Abdul Aziz _____
Lebanon

Since completing ROOTS/FIRSTedu program I observed changes in myself and behavior at work and I became more patient and better at recognizing my learners abilities and interests.



Aya Baydoun _____
Lebanon



I had a manual to perform better because i planned it before, then that is the key of confidence to teach, you already knew what to do, what was the tools and assessment of the materials



Syahtriyah _____
Indonesia

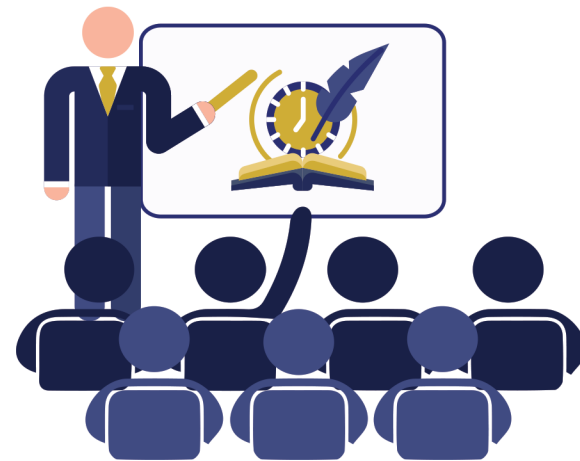
SUCCESS STORIES

GUESS WHO?!- HISTORY CLASS

I used FIRST ADLX framework for subject history in grade 10. I opened the session with "Guess Who" opener but I changed the person in this games are some Indonesian National Hero. I have some learning material/content, I divide the student into 2 groups, and I share that learning material to each group, and let them do discussion and make some points. And then the student have mini presentation in front of the other group. The audience group may give some feedback. I helped them in this process with wrote down on whiteboard about some important related points or helped them if there were any difficult questions. I tried to do reviewing with the 3 level of reviewing. I linked and summarized the student before closer.

So, after this "history" session:

- ☒ The student feel engaged and collaborate each other
- ☒ They were more interest with history, they were invited to find the meaning of history session by themselves
- ☒ They did not get a chance to get sleepy because they are always active in class.



*Novi Hardian-Sekolah Alam School-
Indonesia*

MEETING SKILLS CLASS

I had to teach my students how to perform effective meeting skills .Instead of lecturing them, I divided them into groups and asked each group to create an imaginary company. Then I asked each company to carry a meeting for their staff while others observed their performance. Finally they found out by themselves all the required skills. That saved my time and efforts besides each student was a very important member who.



*Balquis Ahmed -Aden community College-
Yemen*



INVOLVE ME AND I'LL UNDERSTAND

My name is Yasmin Salla, and I'm a science teacher at Al- Rawafid School. FIRST framework helped me recognize what my lessons were lacking, it helped me improve as an educator and this is how my journey with FIRST began.

I began my period with grade 4 with an emotional check-in, my students were shocked at first, but I asked them to go along with my pre-opener. So, each student wrote how they felt on sticky notes and placed them on the board. I went over each one asking the students to elaborate on why they are feeling sad, sleepy... I noticed a change in their features. I took that as a sign to start my lesson knowing that my students took "a breath of fresh air".

We began with a game "Hangman", students were very excited to guess the 5-letter word plant. Then, I asked them to brainstorm in groups what information they know about this term. I wanted to trust my learners and pull from them more than just push information into their head. To be honest, I was surprised with the outcome. As simple as the word was, my students provided me with incredible information leading to astonishing outcomes.

Throughout the lesson, when a student answers correctly another one will remind us to do the circular clap for them. It was delightful to see the friendly, safe environment between the classmates.

At the end of the lesson, I divided the class into groups based the straw color they picked out. Each group had to draw the concept "Photosynthesis". As I passed by each group, I listened to them and discuss their strategies Upon finishing their drawings, the class made a gallery walk, where each group did a little presentation about their drawing.

Before the bell rang, we did a word storm. All the students were engaged in this final activity.

The period was a total success, I felt satisfied with the outcome, and I was positive that my students left the class well aware of the topic discussed in class that day.

FIRST brought life to education. It taught me so much and made me believe that learning is not only about finishing the book and sticking to the curriculum. It's about building a child's self-esteem, creating a safe environment for him/her to make mistakes and not worry about the consequence of being laughed at.



*Yasmin Salla -science teacher -Al Rawafid School-
Lebanon*



A DIFFERENT FACILITATION EXPERIENCE

FIRST Framework domains and principles affected my experience from the very beginning, in designing the lesson plan and putting learning outcomes for my lessons. Individualization was always in my mind, I made a special channel to every learner and I treated them as individuals. I trusted my learners more. I was no longer the only one speaking during the session as my learners got to share their opinions too. As a result, I was able to assess their level of understanding and to probe further about their needs. These were my practices inspired by the first domain of FIRST Framework Focusing on Learners Behaviours (F). I also concentrated on Interacting Within Positive Group Dynamics (I) domain. I created a safe and positive environment so that the learners felt free to share their thoughts. I was frequently motivating my learners. I used the RAR model (R) in facilitating activities as well.

LEARNERS STUDENTS

"This is the first time ever, I got the chance to speak during the session."



This is the only session that I do not feel sleepy at all.



"I don't want to miss your session."



I can't wait for our next session.



I love the bonding we have among us and of course with you Sister Nurul.

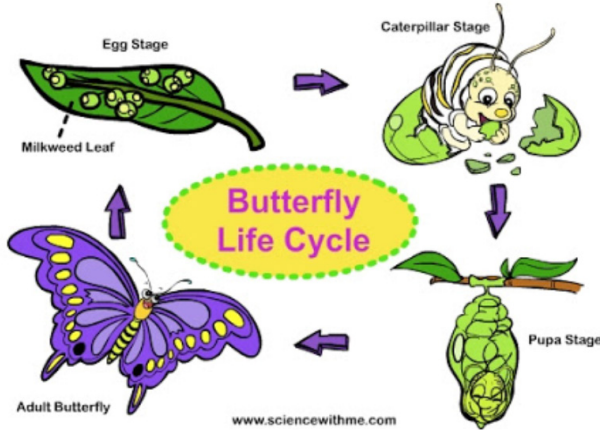




Nurul Syahida
Malaysia

EXCITING BUTTERFLY LIFE CYCLE SESSION

The butterfly life cycle was a lesson planned using the FIRST principles towards reaching an active deep learning experience. the lesson included a very effective story (The very hungry caterpillar), discussions (what do you notice...) , predictions (next event in the story), cooperative learning strategy (order the stages using the cards), group assessment strategy (watch a video and notice if you order the cards the correct way; draw on a post-it a happy face beside each correct stage and at the end count the happy faces) , individualized activity (draw the stages on a whiteboard after dividing it into 4 columns), dramatizing activity (listen to the teacher's words and imagine you are an (egg - egg hatching - caterpillar...)). It is one of my favorite times spent with kids and i know it's one of theirs too, all were feeling excited and enthusiastic. And at the end, I knew learning happened in a big percentage, i knew this when i took a look at their drawings to assess learning.



Doha Saaddeen-Al Ofoq Al Jadeed School
Lebanon

TRANSFORMING LEARNING INTO PERFORMANCE

I am Sadiki Moshi. I teach at Muslim University of Morogoro as an Assistant Lecturer in the Department of Languages and Interpretation. My main responsibilities are teaching, handling seminars, planning, holding academic events and conducting outreach activities and consultancy.

My session was for 14 undergraduate students from Morogoro University. The lesson of my session was on conflict resolution.

Considering the nature of the lesson, the Social event and Activity facilitation principles were very important to be applied but without ignoring other principles as they are all integrated. To reach a solution of a given conflict one must build trust within the social group. The social event shelters a very good platform to build trust within the group or intergroup.

Frankly speaking, social event was a very useful principle in promoting a good relationship among the learners within the group and intergroup as well. Through social event, it was easy for me to identify individuals with unique potentials related to the subject matter. For example, assuming leadership in a group of 5-4 students implies that such students have the ability to resolve a conflict.

It should be put into account that conflicts among students particularly in primary and secondary schools are common, and therefore, training teachers on conflict resolution is of paramount importance. In this regard, I used short videos showing different contexts of conflict and asked them to get into groups for discussions. I was impressed by the presentations made by the teachers as they looked like they were solving a real conflict.

Similarly, since activities are the central part in experiential learning and active deep learning, the lesson was designed to ensure that every activity in the classroom concurs with the lesson objectives. Therefore, the lesson was inclusive and active deep as well.

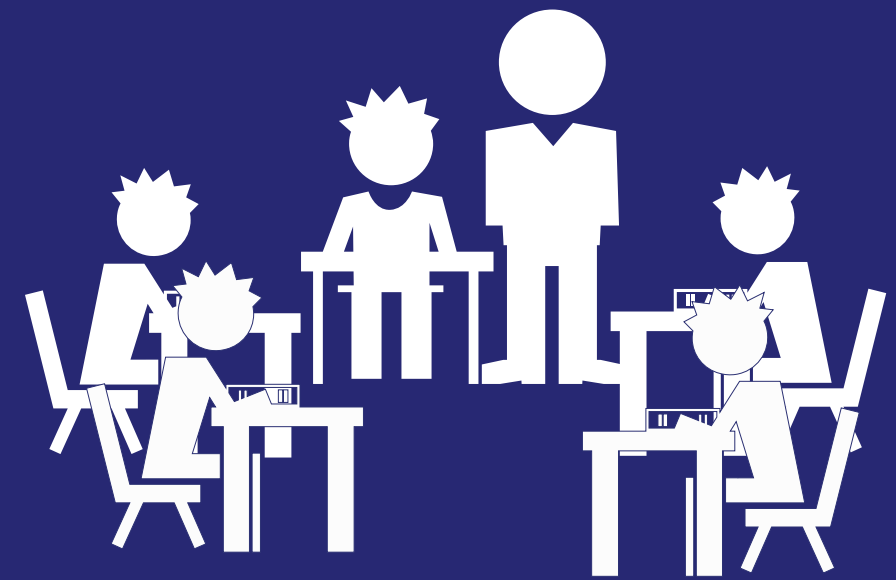
I realized that students, especially at the university level, are enthusiastic to learn things that will distinguish them from students in other universities. Setting the model of how teaching in practice should be, all students in the classroom were very keen to follow me in every activity from the beginning of the lesson until the end. When I asked some of their teachers if they are such cool students in the classroom they said they are not. Because all of them were fully engaged in the learning journey no one asked for PPT as they usually do. This implied that the style of facilitation impressed them and thus derived their eager to know.

Students were very excited about seeing the way they were involved in the lesson. Integration of games and energizers added more flavor to the learning journey. In fact, our WhatsApp group chat was supposed to be closed after the training but it was not easy because students continued to share ideas derived from the training. I personally received several messages of appreciation.



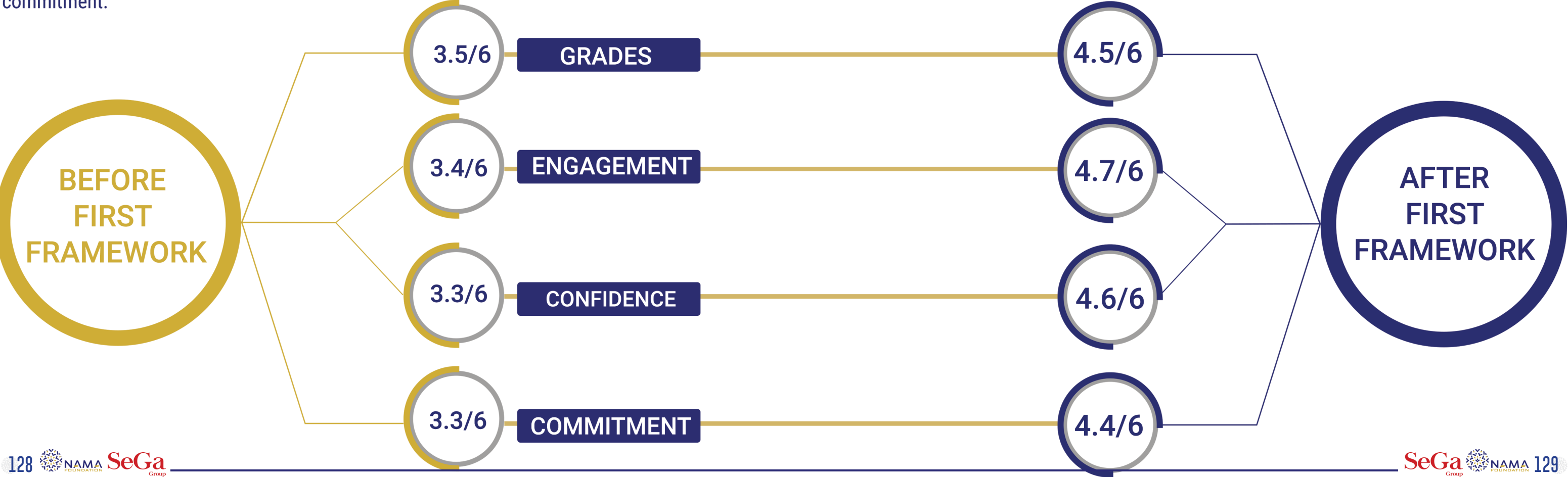
Sadiki Moshi
Tanzania

ROOTS IMPACT ON SCHOOL STUDENTS



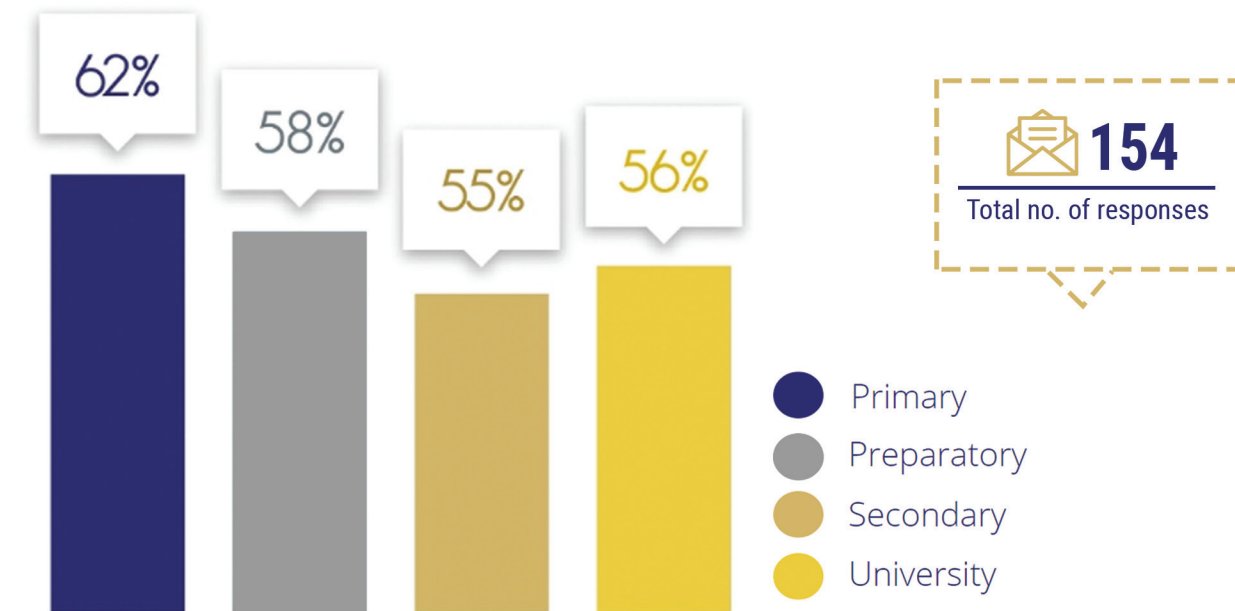
IMPACT ON STUDENTS BEHAVIORS & ACADEMIC PERFORMANCE BEFORE AND AFTER APPLYING FIRST FRAMEWORK

Teachers were asked about their students' behaviors and academic performance before and after applying FIRST Framework. The average numbers changed significantly. Teachers mentioned a change in the grades, students engagement in the class, their confidence while sharing and participating inside and outside the class and even in their commitment.



IMPACT OF FIRSTEDU ON STUDENTS LABELED AS “POOR PERFORMERS”:

Teachers said that the grades of the poor performers in their classes got better after applying FIRST Framework. The following graph shows the average improvement in the grades in each level.



The improvement in grades of "poor performer" students after FIRSTedu

IMPACT ON BEHAVIORAL ENGAGEMENT BEFORE AND AFTER FIRSTEDU:

After ROOTS teachers applied FIRST Framework they notice a change in student's behavioural engagement. Students participated more in the class, became more involved in the school activities and become eager to learn and attended classes.

The following graph shows the change on students' behavioral engagement before and after applying FIRST Framework based on teachers' responses



TEACHERS TESTMONIALS

Students are more excited especially upon using energizers and are more engaged as to reflecting on reality; expressing their own ideas with confidence and preparing interesting missions(such as videotaping themselves applying an activity they enjoy as connected to the time duration topic..) .



*Amira Al Sinn-Al Ofoq Al Jadeed- _____
Lebanon*

They smile entering my class and often they don't go for breaks. I have got many requests from students of other groups who wants to be in my class. And when I referred to school regulation which don't allow such, they time by time come to my class for 1 lesson



*Zamira Sirozhiddinova -Olympus- _____
Kyrgyzstan*

Their behaviors change, they started caring about each other more. They listened to their teachers and the classroom became a safe environment for them, full if activities. They loved and trusted the teacher more.



*Taymia Salla -BYEC - _____
Lebanon*

After FIRSTedu the students changed a lot, first they love the subject, they are free to express themselves, they are active and happy during the lesson, they speak out their thoughts about the lesson, they do the work given by teachers and also they speak on their personal life to a teacher which is good for me as a teacher because it help to identify the students.



*Aisha Saleh Issa -Imaan Primary schools - _____
Tanzania*

I feel that FIRST not only left an imprint on my learners but also on me. I try to apply as much as I can of the principles because I truly believe that it will leave a mark through my learners journey. My students are more calm now, and fully understand and live the flow of my session. They are more energetic and are enjoying the new era of education. Alhamdulillah!



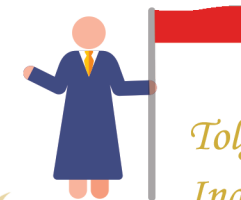
Yasmin Salla-Al-Rawafid School
Lebanon

Before my students were not much active and most of them did not like sharing their ideas and being involved. This was because they were feeling shy and nervous, but after this course Alhamdulillah there is a great change where students love much sharing through groups and even individually, they most of the time create their games. What I found is my believe in them, make them active and attentive.



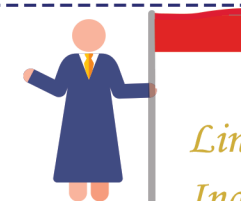
Abdallah Ally Omar-Alfalah Muslim School
Tanzania

Really it's not enough to be a teacher to engage, to motivate students. Before FIRSTedu as a teacher I didn't pay attention Individualization, special communication channel, ONLY positive feedback. The assessment for learning not of learning, Safe learning environment, Attention span, Changing learners status, No push ONLY PULL, Ask question and OPEN the door, DIG DEEP, Repetition without BOREDOM, Reflection on REALITY Those were my weak points. But AFTER FIRSTedu I try to use all knowledge of session and notice changes. After FIRSTedu we build special communication channel and they let me know their feelings, thoughts, ideas.... and this actions open me door work effectively with them. When they feel themselves in safe environment they discovered and work with strong points. Individual approach, Assessment for learning and Only positive feedback change some of my students status.



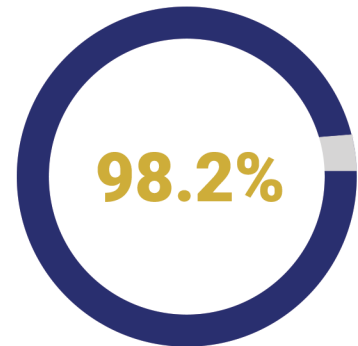
Tolgonai Abdurasulova-OshSU "Iyman" gymnasium
Indonesia

Alhamdulillah. Students' attitude have gradually changed after engaging FIRSTedu method. Students can be actively involved in learning process. They become much braver and think critically in giving their opinions. They seem enjoy to learn more after engaging FIRSTedu method. Furthermore, the cognitive understanding has gradually developed. The concept that is told by the teacher can be more easily understood and remembered in long term memory."

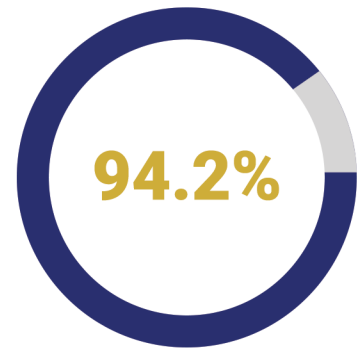


Lina Ferlina -SD Islam Sinar Cendekia
Indonesia

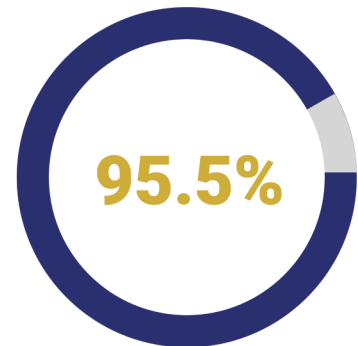
STUDENTS' EVALUATION OF THEIR LEARNING EXPERIENCE



AGREE That they feel the activities are interesting in their classes



AGREE That their teachers help them to achieve their learning goals



AGREE That they feel that they are energetic during the class.

WHAT STUDENTS SAY ABOUT THEIR LEARNING EXPERIENCE



*Ihsan islamic school
-Tanzania-*

WHAT STUDENTS SAY

ABOUT THEIR LEARNING EXPERIENCE

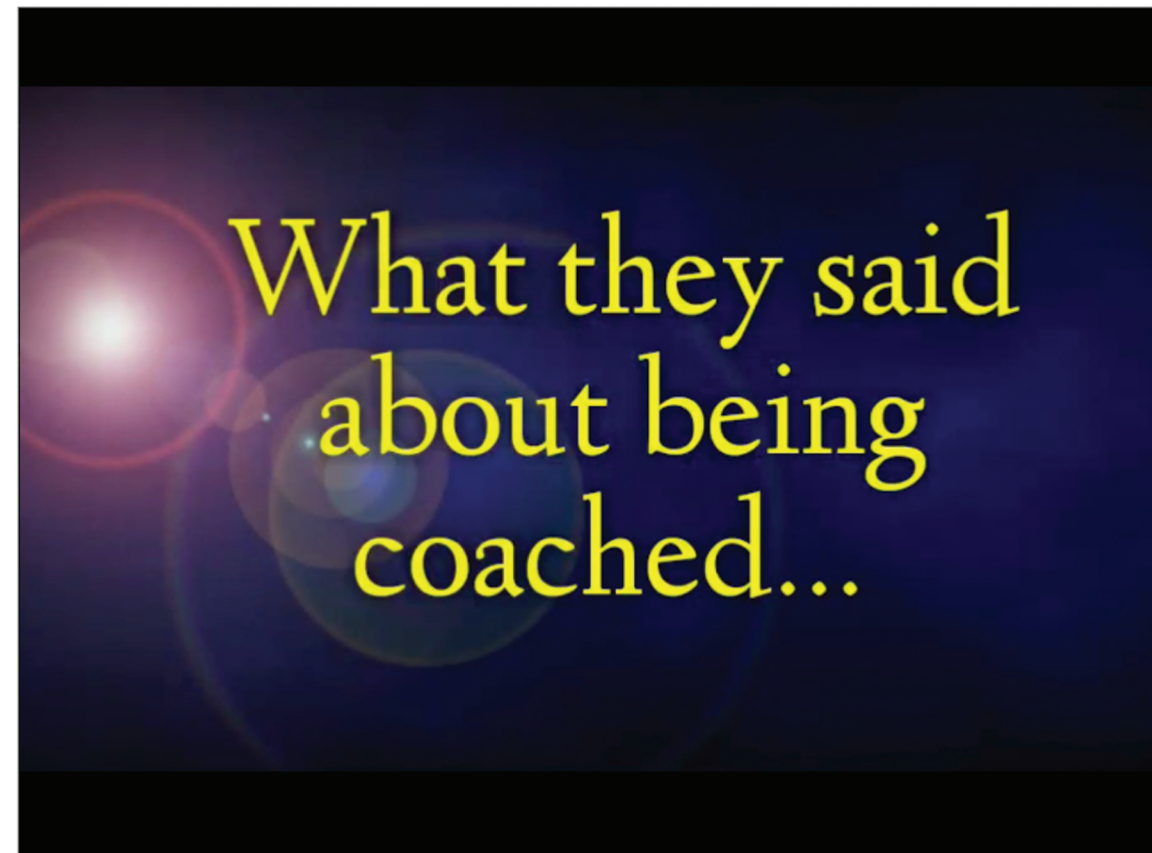


Rawafid school
-Lebanon-



WHAT STUDENTS SAY

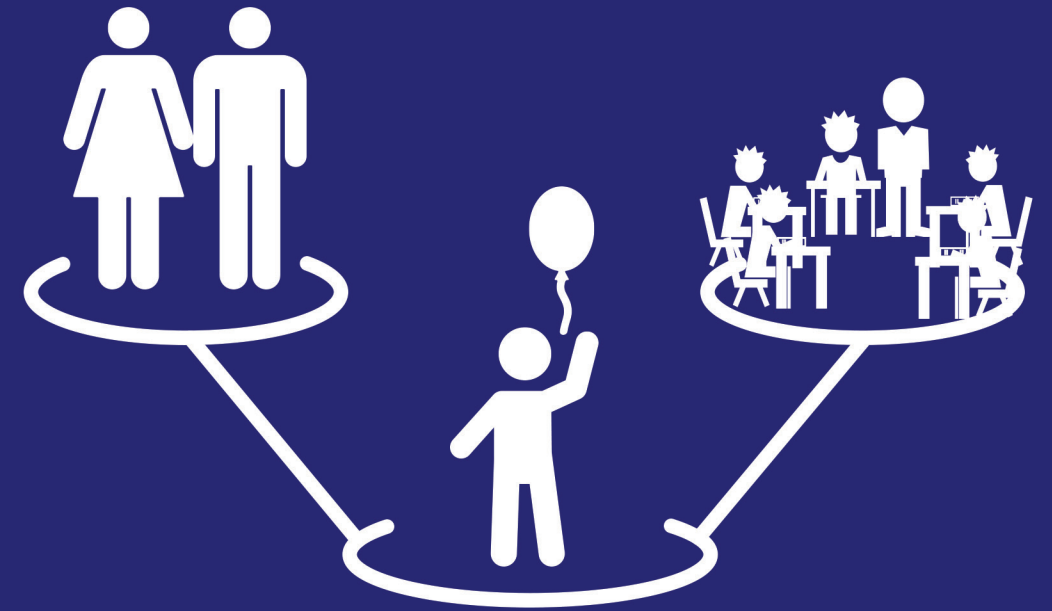
ABOUT THEIR LEARNING EXPERIENCE



LXC-Student eXperience



WHAT PARENTS SAID ABOUT THEIR CHILDREN

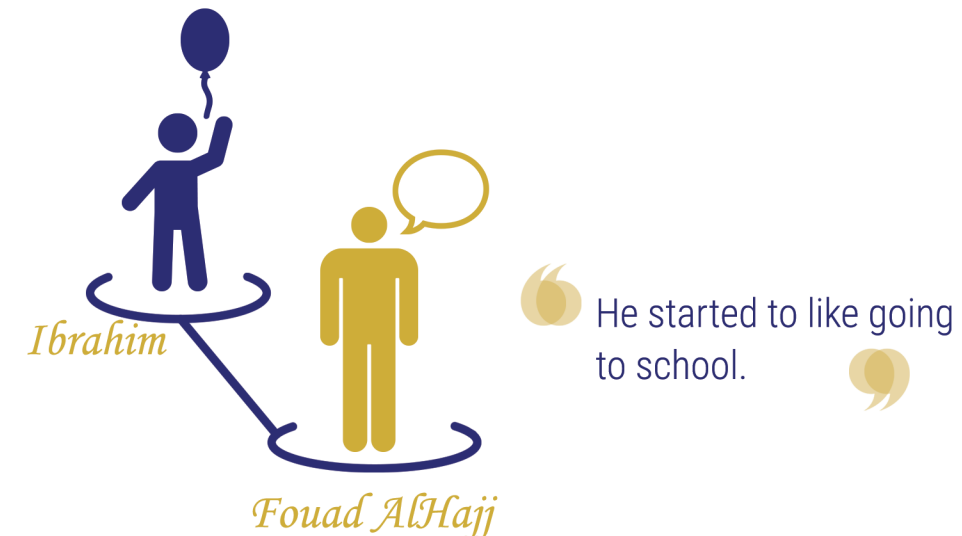
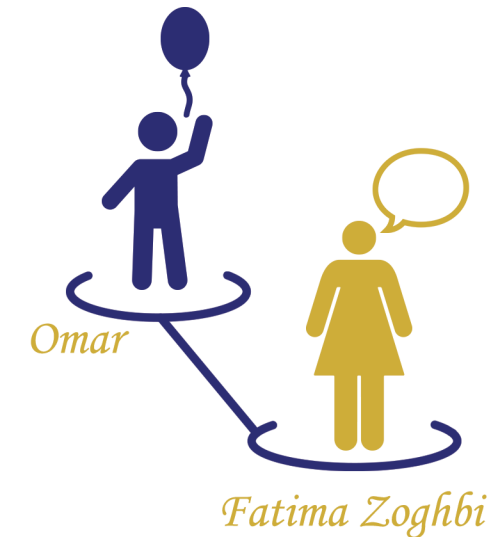


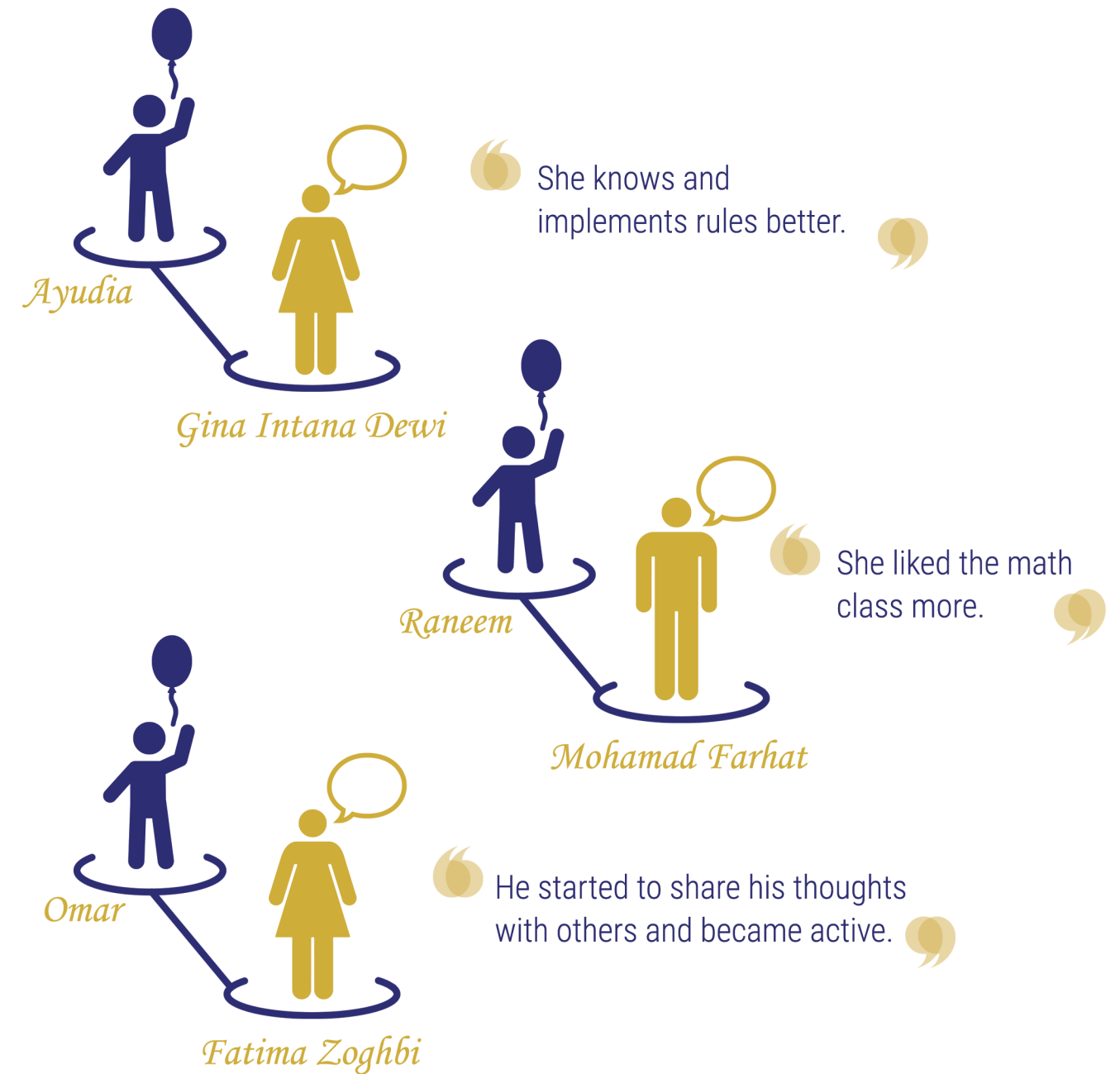
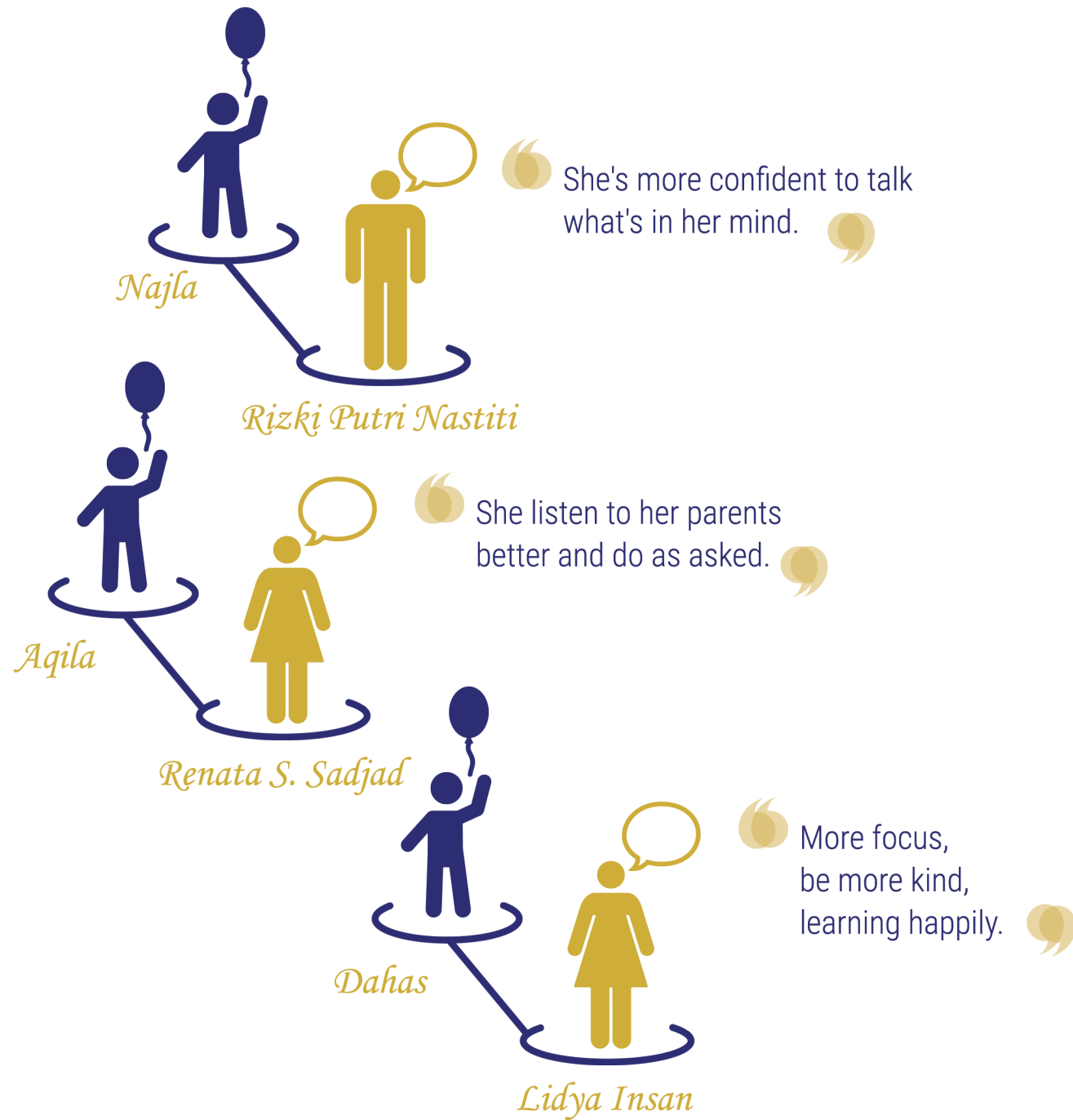
WHAT ARE THE OBSERVED CHANGES ON YOUR CHILD?

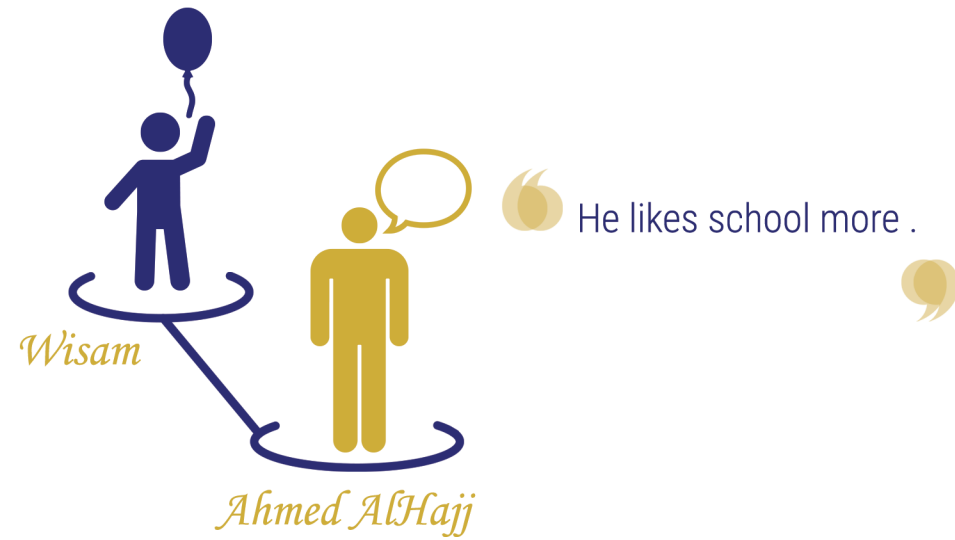
Parents were asked if they observed changes on their children after their teachers applied FIRST Framework in the class. There were many observable positive changes on their personality, how they act with others, how they feel toward the school, and being eager to learn in different ways.



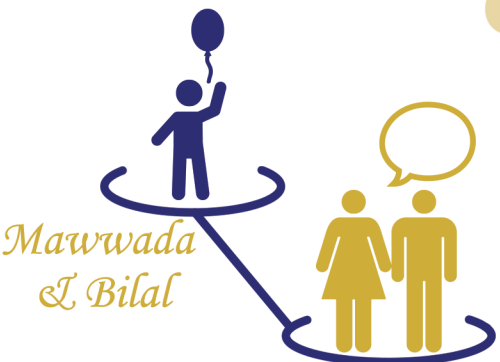
 **70% OF THE PARENTS AGREE THAT THEIR CHILDREN CHANGED ON A PERSONAL LEVEL**







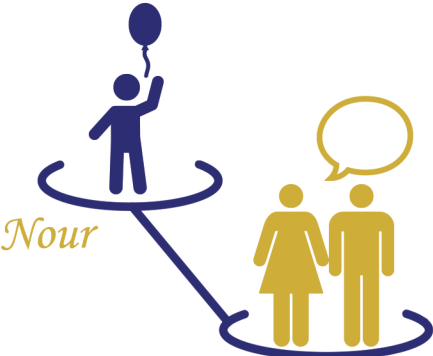
SHARE A POSITIVE EXPERIENCE YOUR CHILD SHARED WITH YOU FROM THEIR CLASS



Mawwada & Bilal

Mohamad Farhat

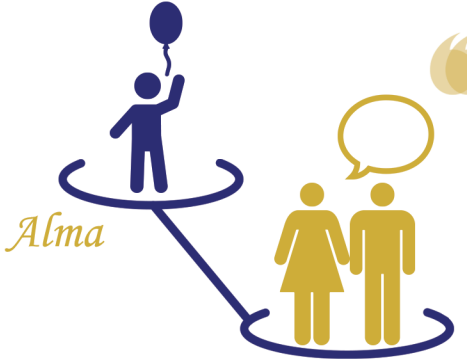
“ My daughter came once from school and told me that she thinks the chemistry class is so interesting. I asked why. She replied that i can do new experiences alone. I feel as if i am a future inventor same as Madam Cory.& Once Bilal came home and said that their teacher set them in a circle and asked them yo throw words they learned in the middle of the tornado. He was happy because he helped the tornado to stay alive by his words. ”



Nour

Ghaida Hably

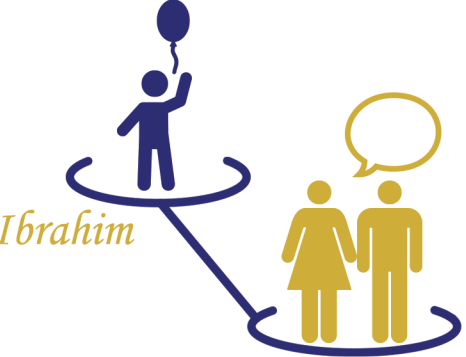
“ While studying he asked me to do energizers before moving from studying one subject to another. ”



Alma

Ahmed AlHajj

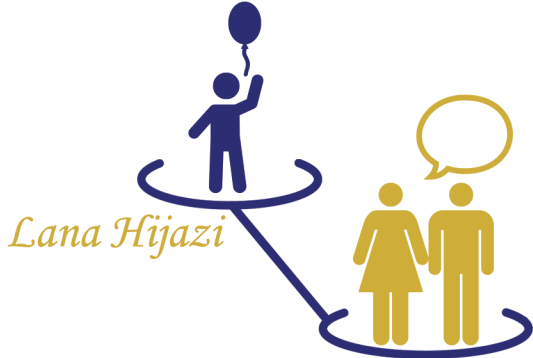
“ She always repeat an activity which is sit, stand, up,down. I asked her when do you use this game. She answers at class when we two hours of English after each other, the teacher let us play it. ”



Ibrahim

Fouad AlHajj

“ He once came to the house and said that the teacher of math loves me . I asked why and i was shocked that she is always calling me by my name. She calls me a lot during the same class. ”



Lana Hijazi

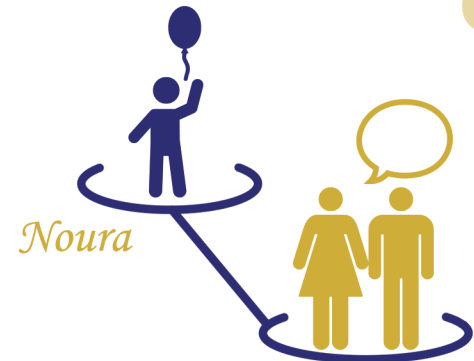
Mona Ramadan

“ The teacher made them act through a dance to make the concept of projectile easier for them. ”



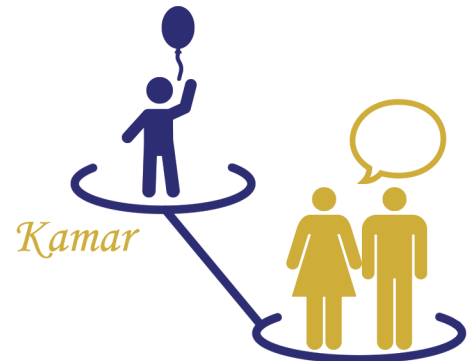
Sharing in a competition in Physics class.

Wissal Misto,



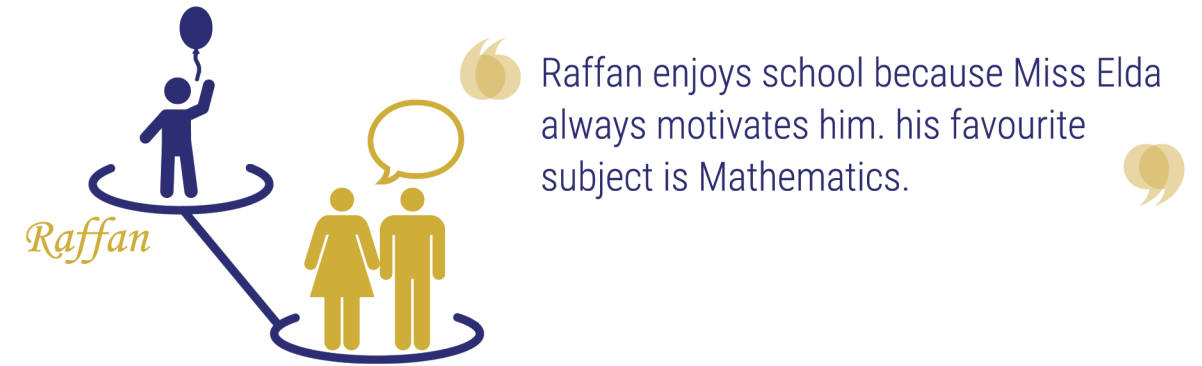
My child once came home at told me about the amount of excitement she was experiencing when the teacher asked the class to work in groups so that they can act out the lesson they were taking.

Mira Abou Zainab



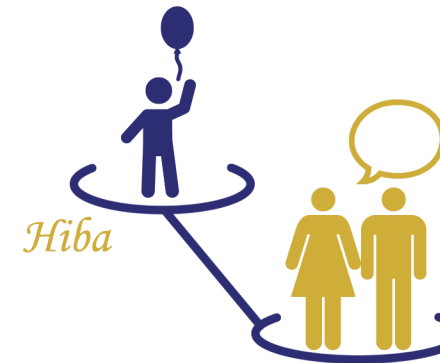
My daughter always talk about her arabic teacher Ms. Sahar because of her way of teaching and her beautiful way of communication with the students.

Rana Najem



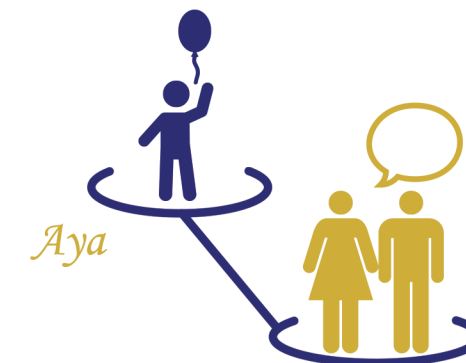
Raffan enjoys school because Miss Elda always motivates him. his favourite subject is Mathematics.

Irma Damayanti



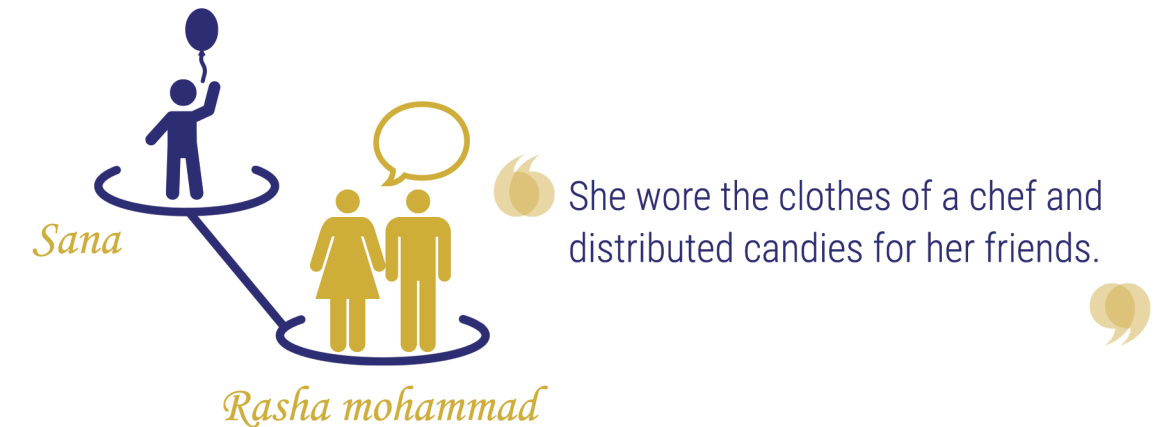
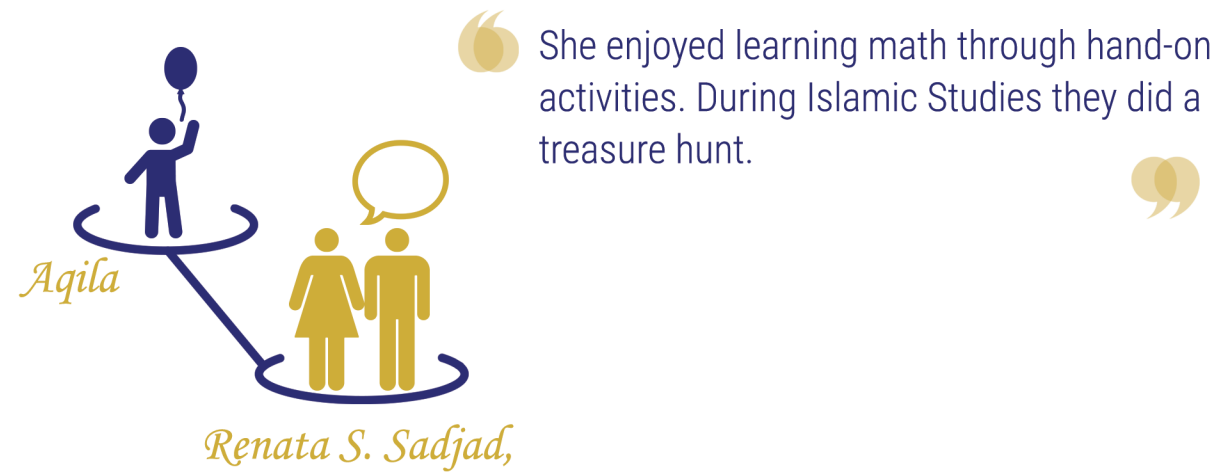
Teachers are lovely, caring and have a great sense of humanity. They share students problems and always try to fix them.

Hoda Al Tayish



Bring a number of stories to read at home and was eager to finish it to take a photo with the bronze star.

Fatima Mohamed



SUCCESS STORIES FROM TEACHERS



FIRST – FROM FEAR TO SUCCESS

“Roi des mathématiques” Is the french nickname one of Soha’s students got which means “The king of Mathematics”. Soha with around 30 years of experience in math teaching, had a student who spent two years in second grade due to poor grades, which led to a depressed child with a lower than ever self esteem.

After attending the ROOTS program Soha started to apply the FIRST framework principles in class, Which made her recognise the change in the spirit of the students, their participation, how they loved the subjects & school. “All the fear disappeared, he is now one of the smartest students in the class, Safe environment, No criticizing and individualization were like the magic keys for that change, finally he is smiling!” Soha says.

*Soha Ahmed (Math Teacher st Al - Iman School _____
Lebanon*



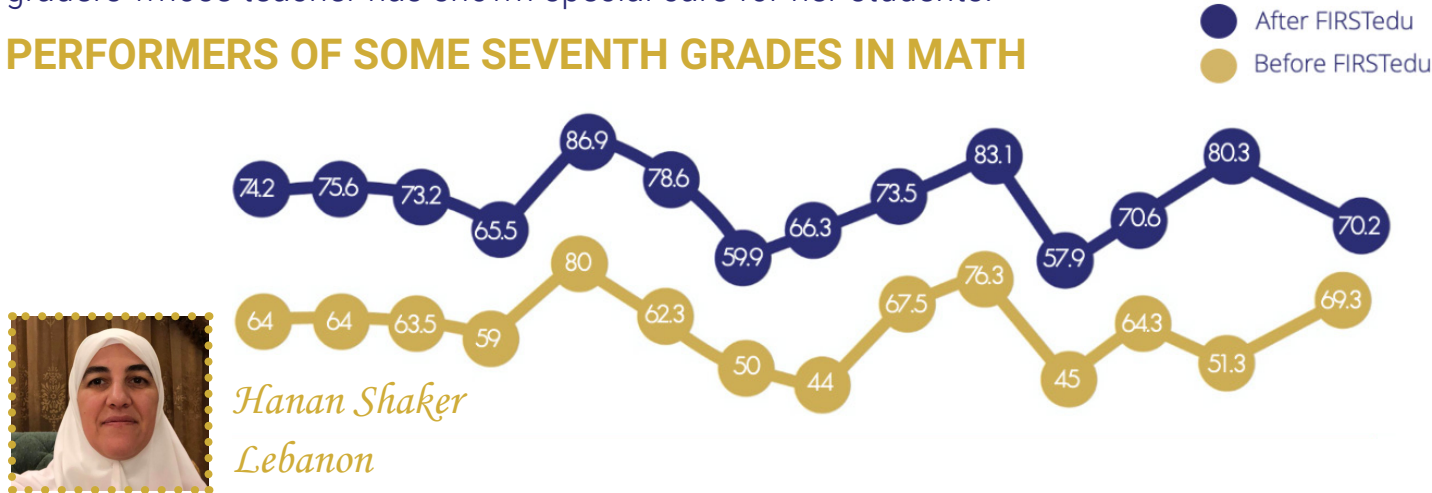
JUMP IN STUDENTS’ MATH GRADES

The impact of ROOTS program has started to spread in our school, where all teachers are diligently applying some of the acquired behaviors like facilitating group activities in various engaging methods and making sure to review it actively at the end.

The change that FIRST has brought to our school community has started to give its fruit; especially in the Math department where I followed up with my teachers through class meetings and classroom observations. Teachers enjoyed interacting with each other in the facilitations they attended, so they did their best to apply interactive activities with their students, and of course I encouraged them a lot and guided them assuring the importance of reviewing actively and linking and summarizing well at the end of every activity.

Also, under my supervision, the math teachers, indirectly, applied some of the behaviors of FIRST principles with their students such as checking learners’ understanding through observation, exit cards, asking and answering questions, which are part of the “Probing and Assessing” F domain principle. In fact, learners started enjoying math sessions a lot and their performance improved a lot as well. Below is the stunning change of some seventh graders whose teacher has shown special care for her students.

PERFORMERS OF SOME SEVENTH GRADES IN MATH



TRANSFORMING LEARNING INTO PERFORMANCE

In IB (International Baccalaureate) schools, students of fifth-grade culminate their learning journey in an exhibition to show their deep understanding of the concepts, proper development of skills, and appropriate display of attitudes and learner profile attributes all throughout the primary years program (PYP). Fortunately, 4 members of our team were getting FIRST training throughout the academic year 2018/2017 and with the whole team, they implemented FIRST framework domains and principles. Students and the team, together, brainstormed for ideas for the exhibition.

we would like to show how the Transforming Learning into Performance Domain (T) was applied which is transforming learning into performance. Grade 5 HIS students inquired into the use of media in creating new opportunities. After brainstorming for ideas that would benefit them, their community, and the world, and after noticing that a lot of food is being wasted at their homes and in the cafeteria, they decided that their exhibition will be about «Grace Savers». Accordingly, they researched different solutions to deal with wasted food. Students agreed to place a refrigerator in the school's Masjid for the needy people to get food on a daily basis where all the students in the school would donate food from their homes. Their further research led them to think of the expired food in the fridge, and decided to create a machine that turns expired food into fertilizers; these organic fertilizers will be used for nourishing their school's gardens. Moreover, students employed their research and knowledge about media to advertise for their projects through Facebook, by announcing their idea in Friday Prayer in the school's Masjid, and by creating a (Grace Savers) phone application that encourages people in their neighborhood to donate food.

The example above is a live example of how learners, when being trusted and empowered, can transform learning into different contexts. Moreover, through their observations, feedback, and continuous reflection, they found a solution for a problem that emerged which is creating a food cycler machine that turns food to fertilizers for their school's gardens. Furthermore, in the T domain, one of the principles is «Reflection on Reality», and here we can witness how grade five learners were able to reflect on their reality and face the real problems that emerge when they go deeper during their inquiry then accordingly suggest solutions for each problem.



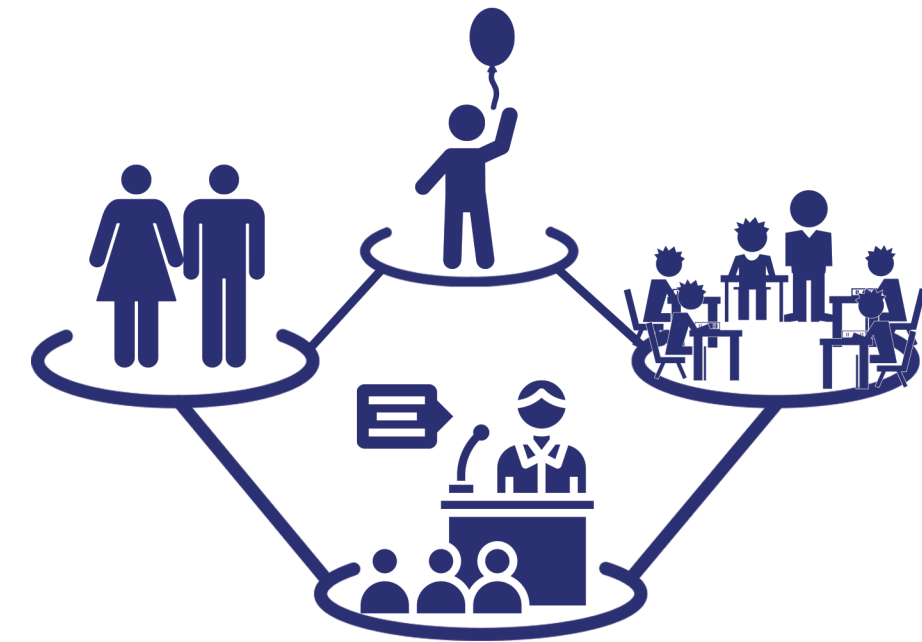
*Dana Itani-Al-Hayat
International School
Lebanon*

ROOTS IMPACT ON SCHOOL CULTURE

ROOTS Consultants mentioned that there was a change in the school culture after applying FIRST Framework. They notice a change in the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. That helps to have a positive school climate which promote students' ability to learn.

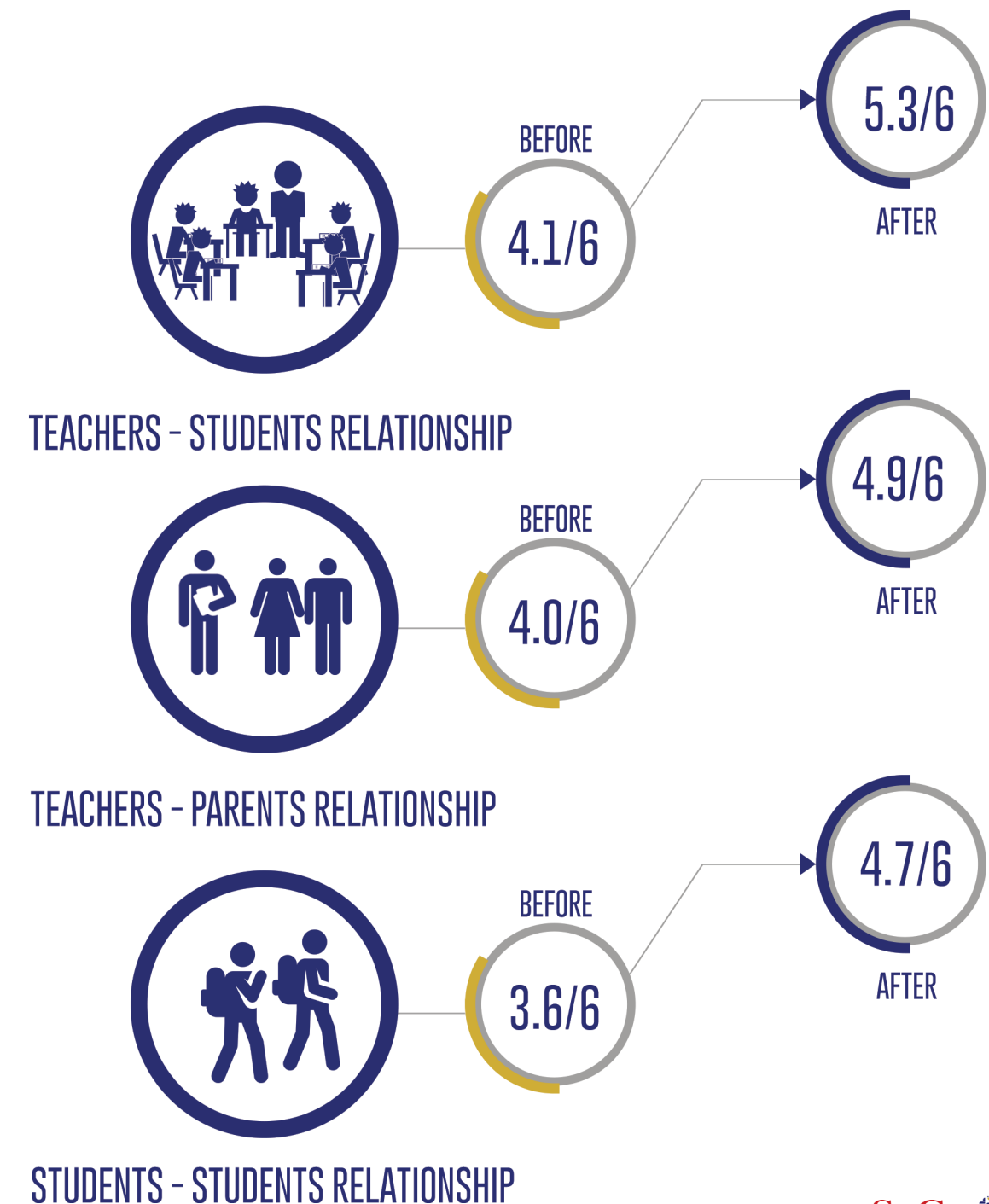
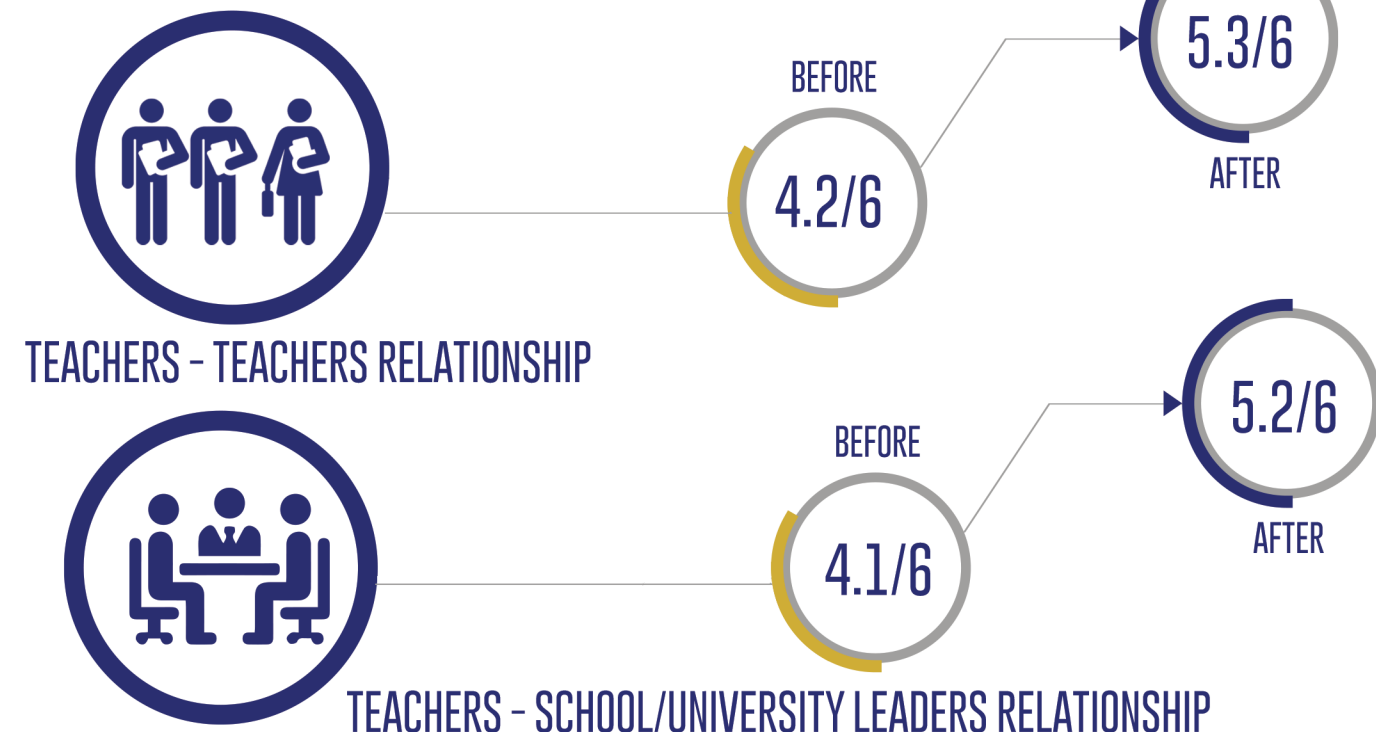
IMPACT ON THE RELATIONSHIPS IN THE SCHOOL BEFORE AND AFTER FIRSTEDU

Teachers who attended FIRSTedu with ROOTS consultants said that their is a change in quality of their relationships with peer teachers ,school leaders,students and parents and even in the relation of the students with each other. The following graphs shows average numbers of teachers responses before and after applying FIRST Framework.



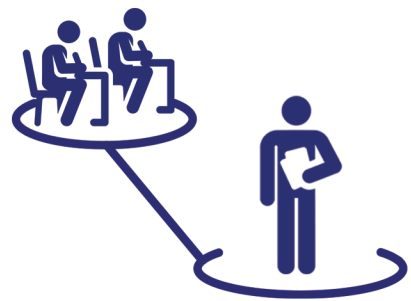
IMPACT ON THE RELATIONSHIPS IN THE SCHOOL BEFORE AND AFTER APPLYING FIRST FRAMEWORK

Applying FIRST Framework in the school did not only affect teachers' performance and students' behaviors and grades, it also affected the relationships in the school between teachers and their students, teachers and their peers and school leaders and even the relationship between teachers and parents. The quality of the relationships increased as teachers reported. The scene of support and cooperation become the dominant in the different levels of the relationships. And accordingly, the positive spirit took place in the schools.



CHANGE IN THE RELATIONSHIP BETWEEN TEACHERS AND THEIR STUDENTS

WHAT TEACHERS SAID ABOUT THEIR RELATIONSHIP WITH THEIR STUDENTS



- Closer relationship, build on respect, trust and cooperation
- Students enjoy the class and become eager to attend
- More trust, Student share their personal problems
Students feel safe to share what they understand and what they don't



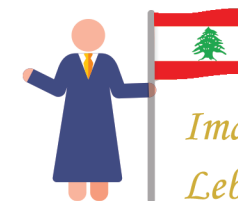
TEACHER- STUDENT RELATIONSHIP

They are comfortable to share everything both relates the lesson or not, and inside or outside the classroom. They also aren't hesitate to tell me when they don't understand or feel confused of something. They wanted me to give additional class of English. The 10 graders also feel playful in the classroom, so it makes them relaxed to learn as long as the task finished on time.



Erly Mulfias Yuli
Indonesia

While preparing I have the target of explaining the lesson by providing a safe environment and having student understand the concept without boredom; in addition to provide them with feeling of trust. This contribute to bridging the gap between me as a teacher and my students.



Imanne Ashkar
Lebanon

I become more organized and behave with confidence. I share with them my knowledge and belief that teaching is a passion and we have to make the students experience the learning.



They became more opened to ask things they could not understand.



I didn't learn only about FIRST, but also about how to deal with different personalities, how to correct the students' answer without make them being defensive, how to give feedback, and be more positive to make positive environment.



Positively , we became more familiar and there performance in class made our relationship more entertaining , valuable and better communicating.



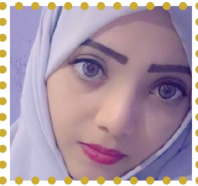
The relationship has become strong and there is more trust, because the goals have become oriented towards behaviors and securing a safe environment in which the student can express his potentials and fears safely.



One day of the students had a personal problem, she ran to me saying that I totally trust you. that time I knew that I built a rapport with my students not only teaching them.



Students used to hate studying English language due to the old methods of teaching ...but now they are enjoying studying the language once they felt that it wasn't boring as it used to be and I was too close to my students than before and begin to understand their fairness and how to pass it through the language. Other teachers start to apply the principles but in their own ways and this program made me closer to them and we started to share our ideas and connect with them so easily.



Roa'a Mohammed _____
Yemen

While preparing I have the target of explaining the lesson by providing a safe environment and having student understand the concept without boredom; in addition to provide them with feeling of trust. This contribute to bridging the gap between me as a teacher and my students.



Balquis Ahmed _____
Yemen

I become close to students. they having fun in the classroom, so they ask questions about it outside the classroom. they feel happy to have new experience with the teacher.



Ilham Rudy _____
Indonesia

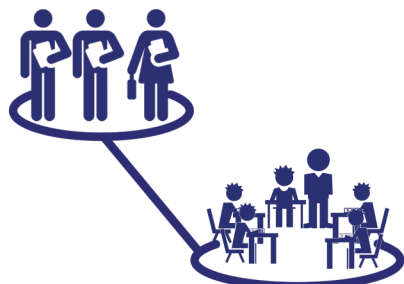
They felt the difference and become able to understand the content more.

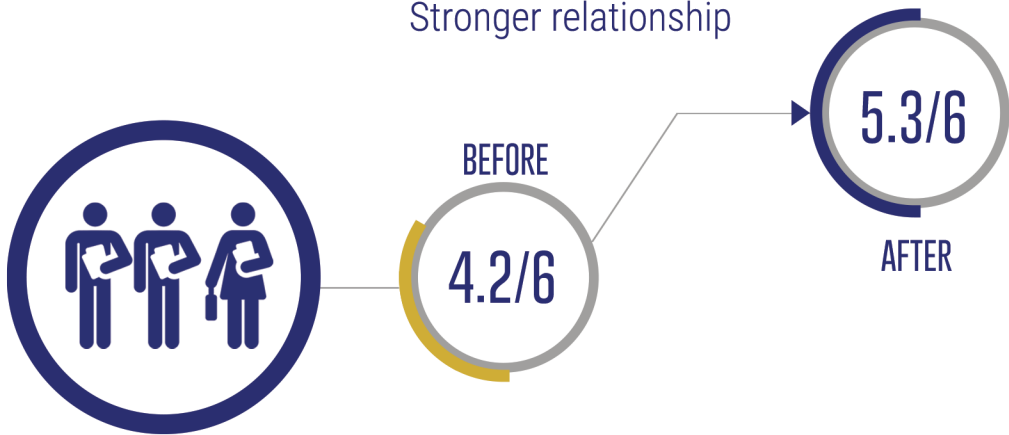


Gharam Nabeel _____
Yemen

CHANGE IN THE RELATIONSHIP BETWEEN TEACHERS AND THE TEACHING STAFF (TEACHER-TEACHER RELATIONSHIP)

WHAT TEACHERS SAID ABOUT THEIR RELATIONSHIP WITH THE TEACHING STAFF (TEACHERS- TEACHERS RELATIONSHIP)

- 
- Become more connected
 - Share our experiences and actions we do in classroom.
 - Cooperating with each other.
 - Listening to each other more.
 - More Socialization.
 - Invite other teachers to attend our classes.
- Stronger relationship



TEACHERS - TEACHERS RELATIONSHIP



Mira abou Zainab _____
Lebanon

It helped us work more together which made our relationship stronger . It also helped us work and increase our bond .



Imanne Ashkar _____
Lebanon

We share more ideas and discuss the merit or demerit of any activity being applied so that we can benefit from each other's experience.



Amal Farhan _____
Yemen

I was a bit away from my staff work but now we are getting connected and consulting and co operating with each others .

We support each other and have willingness to learn more.



Shabrina Prayidyaningrum

Indonesia

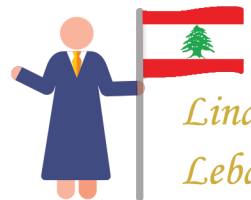
Respect each other and share to enhance our ability as educators.



Ramadhya Eka

Indonesia

The relationships with colleagues has been boosted!



Lina Suleiman

Lebanon

Our relationship become more positive.



Mona Kassabieh

Lebanon

We started sharing experience about the learners and the concepts we learned.



Amira Al Sinn

Lebanon

It is stronger since we share our experiences with each other after every activity or energizer we also share ideas.

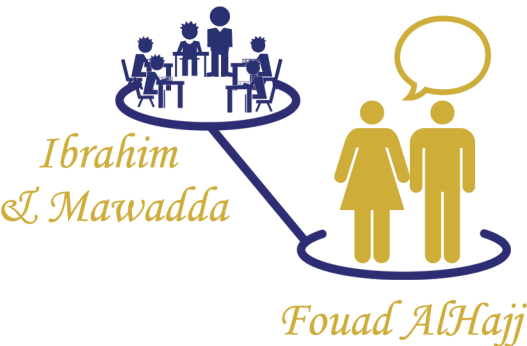


Marwa Mostafa

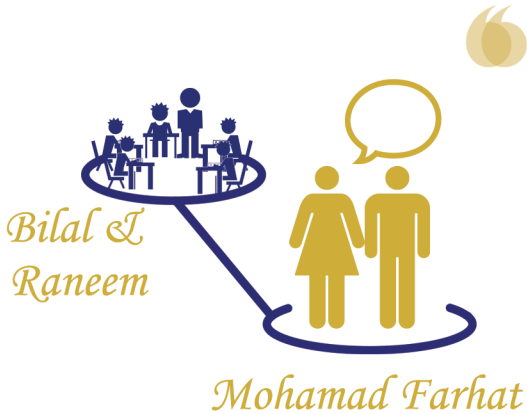
Lebanon

WHAT PARENTS SAID ABOUT THE CHANGE THEY NOTICE IN THE WAY OF TEACHING IN THEIR CHILDREN CLASSES?

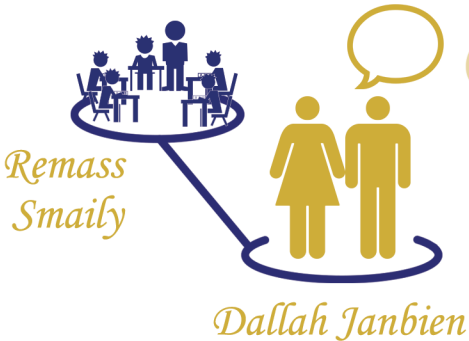
Parents also notice a change in the way of teaching in their children classes. When we asked them, they mentioned a change in the way the teachers interact and focus with the student, the strategies they use, the educational games implemented in the class and much more. Most of what parents said were application of FIRST Framework. Parents did not know what is the framework but they see the change in the teaching way and on their children reactions toward their classes.



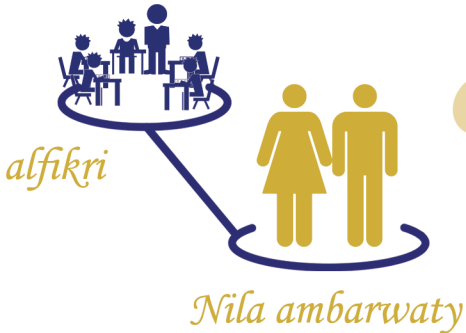
Teachers are using various ways to let the students all of different levels understand the idea, and each student thinks that the teacher care for him the most. My child now is doing more experiences and is having fun during class. She said an important word which is i feel my teacher loves me now more than before.



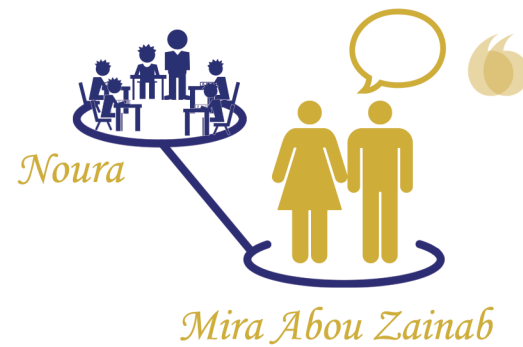
The teacher is always laughing while looking toward her students. She is always using their names when calling them. She is using new ways in teaching The teacher is giving a space for students to work in groups, ask each other and learn through different techniques.



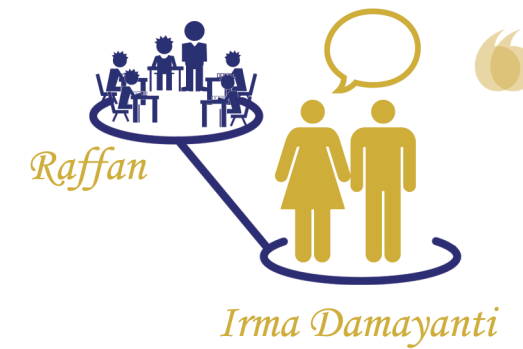
Teachers are more close to students they are using different techniques to let them understand.



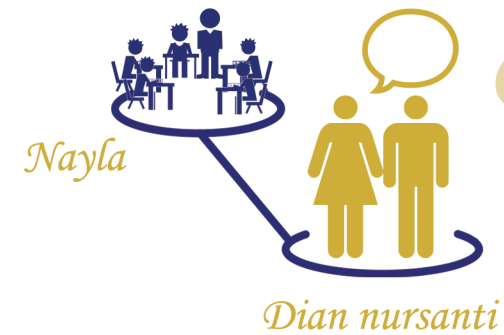
More fun but meaningful.



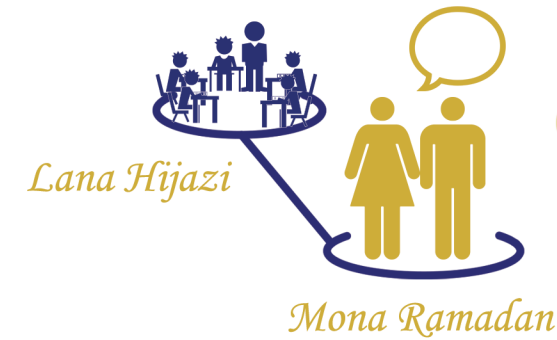
New strategies were added. And some of those strategies seems to make learning more fun and attractive.



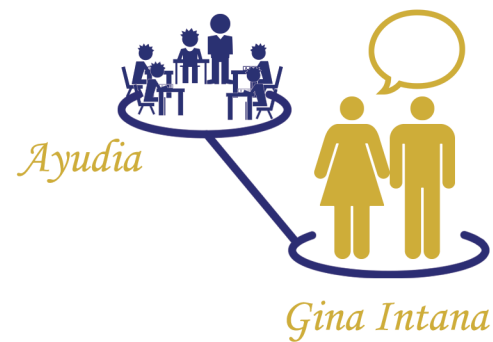
classroom learning becomes more active and fun.



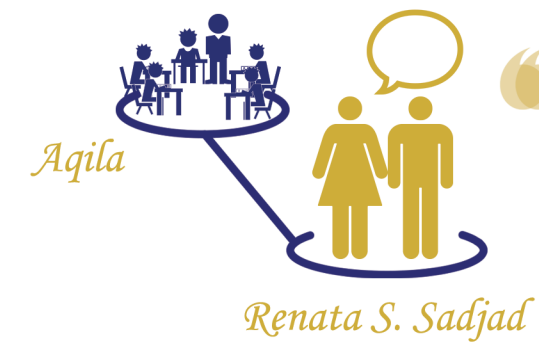
The change made because Ms windu had to take care of the emotional level of the children.



They are more involved during the sessions.



It is more interactive, and make students more responsible due to to their duties.



The methods are more toward hands-on and engaging.



CHANGE IN SCHOOL CULTURE

SUCCESS STORY FROM TANZANIA

There is a significant improvement in communication and interaction among teachers and pupils like greeting each other and exploring more on ones' condition, solving individual and group problem, empathic listening, and eating together.



From the beginning of training days, the entire school community is living like a family. Our relationship has become solid, the management and the teachers now sit together and discuss issues in a very friendly manner. The relationship among teachers is also superb, no teacher is moving out of the school or walking within the school alone, in most cases you will find them in pair.

Students also enjoy the presence of their teachers unlike before where these two groups were antagonistic. I have also observed a strong tie among students, always playing, performing tasks and walking together and also calling one another brother or sister. The school manager has initiated his way of playing and talking with students and this has made all students running to him, carrying kids on his shoulders and so on. Kids are now addressed with their desired professional such as engineer Fatma, doctor Muhammad, Pilot Khair etc.

The culture of the school has also changed, for example, student calling one another brother, sister; or when one drop a pen one will run and pick it for him/her and appreciation will follow, the kids are too cooperative and love each other.

We also treat everyone positively and we challenge the negative attitude in a very positive way that easily gives room for total transformation." "We also give out seminars to the non-teaching staff on what we have acquired from FIRSTedu and now everyone serving to the best and ensuring the satisfaction of pupils and the rest customers like parents and visitors."

*Mr Swaleh Swaleh - School headteachers
-Rahma School-*



CHANGE IN SCHOOL CULTURE

SUCCESS STORY FROM INDONESIA

HOW FIRST FRAMEWORK IMPACTED ATTITUDE

That is my experience after my first time; I transferred FIRST-ADLX Framework after completing my FIRST-ADLX Facilitator certification program. I have a colleague in my old school; we had a bad experience with each other. When I was a teacher in the same school, in my opinion, he was a lousy teacher. He was shouting at the students and disrespect them. Yelling, snapping, cursing, disrespect students. I wouldn't say I liked his way. Then one day, I resigned from that school to continue my studies. Today, he was a participant in my FIRST-ADLX Framework program. On the 1st day, he didn't even want to look at my face. For me, it was a psychological obstacle. But then, I decided to do my role as best as I could. I tried to be friendly with him as genuine as I can during the program. On the fourth day of the transfer, I saw his reflection in the closure of day four, and he wrote that he would stop his ego, stop being arrogant, stop being stubborn. Something I had never heard from him when we were teachers in the same school. Anyway, at the end of the last day, I greeted him first and told him thank you for joining this trip. Surprisingly, our relationship has transformed and became much respectful.

Another insight from my FIRST-ADLX program is when I didn't see all learners participating in the activities during the four days facilitation. Until day 3, only certain people talk in the big group and participate. The rest of the learners kept silent during the class discussion due to their anxiety to talk in front of a significant number of people. This reminded me of myself during ROOTS training in Malaysia.

I was afraid and anxious to speak, even I wanted to participate. But then, SeGa mentor and facilitator kept encouraging me gently to engage all the time, in a non-pushing way. That «by design» encouragement matters a lot for me, and I never forget that experience.

Then I decided to share my experience with the teachers in FIRST-ADLX program in order to encourage them all to participate and highlight the importance of sharing their opinion to others. as I finally talked in front of the big circle in the last day after six days kept silent. I told them when I asked the mentor, «why do you keep encouraging me to talk? Many people already talked in the circle. Who would listen if everyone wants to talk?»

In my mind, I thought he just wanted to increase my self-confidence. Turned out, his answer beyond what was in my mind. He answered, «because we all want to learn from you.» I was shocked and impressed. Now I know, that was part of the I domain, Interacting, let the learners learn from each other. Based on that experience, I told the teachers, «opinions and experiences from EVERYONE here, matters.»

I shared it with the teachers, and they got my point. As a result, on the last day of my transfer, all learners participated in front of each other. They became more aware of participating for the sake of inspiring others and try to increase their self-confidence. Beyond my expectations, learners who always talk, now aware of giving space and chance to other learners who need the effort to speak up. I feel touched by this result of parallel learning outcomes.



*Sulistami Prihandini, M.Si,
Indonesia*



CHANGE IN SCHOOL CULTURE SUCCESS STORY IN LEBANON

Due to the professional development that we aim to apply on Rawafid's teachers during every academic year, Ola Kadry and Sara Salla were the two facilitators who facilitated FIRST Framework in a duration of 5 months among daily reflection, interaction and coaching sessions from peers and ROOTS facilitators with the teachers who were learners and at the same time facilitators to their students at class, which was the place where these teachers implemented FIRST in every life session every day.

The teachers at Rawafid School were empowered by the framework to focus on the learner inside class, outside class and of course outside school. They were concerned about the behavior of each learner. The teachers started to share their success stories among each other in the teachers' room and on WhatsApp group. They changed their look toward learning. They became more positive and cooperative. They didn't irritate to ask each other and learn from each other.

Applying FIRST Framework at Rawafid was one of the success keys that made our staff unique. The culture of our school was united. All the teachers were using same principles, thinking in the same way, I mean having the same mind set and are able to understand each other and the learners too. They were engaged to think positively on how they can collaborate to cause a change on the coming generation. FIRST Framework honestly highlighted the path for the teachers and organized their background knowledge. It added to their package fruitful principles that can serve them in completing their message. To end with, I as a member of the staff at Rawafid, was amazed by the big change caused by FIRST which took from us 5 months of effort but was enough to leave an impact on each and every member at Rawafid.

It changed the culture of our school. It changed the mindset of the teachers. It attracted teachers not to forget how much it is essential to keep in mind that they have a hard job which is interact with each learner and respect him to deserve the name "Teacher".



Ola ElKadry
Lebanon

World changes everyday. Be part of this change." FIRST was the major change and turning point in my career. We in Rawafid School have adopted FIRST framework as an educational framework in our classes and departments. As educators in Rawafid School we believe FIRST was the highlight of the trainings we have conducted over years. The 5 domains and 15 principles are now a part of our daily preparations, conversations, events, assessments, meetings and reflective sessions. As the supervisor of Special Education Department I see FIRST as one of the secrets of our success.



Sarah Salla
Lebanon



RAWAFID TRANSFORMATION TO A LEARNING COMMUNITY

Ms. Amal Farhat, Educational supervisor at Rawafid School, published a **research paper** about Transforming Rawafid School into a Learning Community by integrating FIRST Framework through a Professional Development Framework.

“ The content used to implement the PD framework was a learning framework that focuses on students’ Active Deep Learning, FIRST.

The implementation of the PD incorporated many tasks such as training, coaching, classroom observations and learning walks, all of which were delegated to teachers as a way to distribute leadership.

Other tasks included formative assessment of teachers’ skills, reflection on practice, and planning for action. At the end of the year, the impact of the PD was investigated through questionnaires, classroom observations, lesson plans, and interviews with students.

It was found that teachers preferred the newly adopted PD framework to preceding professional development programs and reported to have benefited more than they had previously.

Classroom observations conducted by external and internal observers indicated that the teachers were integrating the majority of the newly introduced skills in their classroom performances.

Finally, students, when interviewed, used much of the terminology that were elicited from the learning framework, FIRST, which constituted the content of the PD framework their teachers had undergone. In addition, they reported to have learned considerably from the newly adopted activities and practices by their teachers and enjoyed the new approaches used in their classrooms.



Amal Farhat, PhD

Educational supervisor at Rawafid school,
Assistant Professor at the Lebanese International University Lebanon



Rawafid
Research
Paper



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THANK YOU
”



ROOTS IMPACT REPORT

— OCTOBER 2017 - DECEMBER 2019 —

SeGa
Group

INVESTMENT FOR FUTURE SUSTAINABILITY