

## **Abstract**

The study aimed to investigate the reality of researchers' practice of strategies and evaluation models in evaluating educational and training programs, and reasons that impede researchers to employ strategies and models of evaluating educational and training programs. It used a mixed approach to study the phenomenon. The sample consisted 329 evaluation studies in 16 Arab countries. The study used a content analysis card and an interviews conducted on seven experts in educational administration, measurement and evaluation. The results revealed that many evaluation studies were conducted without evaluation models strategies and references 309 studies (93.9%), while fewer evaluation studies based on models 20 studies (6.1%). The study revealed that "questionnaire" is the most tool used in the practice of researchers in evaluating programs, and a large percentage of them were used by the university professor, and they appeared greatly in studies published in scientific journals. The study found that the more diverse the research tools are, the less likely be used by researchers in evaluating programs. The evaluation of reaction and opinion was the purpose of evaluating programs in studies that were not based on models (86.3%), and studies based on models (4.6%). The personal interviews revealed reasons for the lack of researchers employing evaluation models and strategies, including: small number of researchers in a project, ignorance and weaken academic background, cost and effort, diversity of the required tools, difficulties in designing and integrating analysis, and the lack of clarity in the procedures used for the models.