

Technical Report 7



Toward an Educational Reform Movement in the Arab World: TAMAM Lebanon Hub Experience

**For the period of the project from
November 2015 – November 2020**

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Executive Summary

Toward an Educational Reform Movement in the Arab World:

TAMAM Lebanon Hub Experience

The TAMAM Lebanon Hub project was launched in 2015 as part of the TAMAM project at AUB. The TAMAM Lebanon Hub project was initiated upon receiving a grant from Lore Foundation, a Lebanese foundation that supports educational initiatives targeted at the Lebanese public schools to provide every child with the best education possible.

The objectives of the Hub project were set to achieve school improvement that: 1) focuses on developing students holistically and prepares them to be productive and responsible citizens; 2) improves teachers' performance and involvement in the school improvement process to become agents of change capable of facing the challenges of public schools while sustaining their momentum; and 3) engages the school's parents, community and students in the shared responsibility of this improvement process.

During its five years, the Hub project has succeeded to build the leadership capacity for change of six lead teams in geographically distributed public schools in Lebanon following the TAMAM Capacity Building Program. The schools were : Bzal Mixed Public School (Students: 243; Teachers: 32; Lead team: 4), Ghobeiry Second Mixed Public School (Students: 400; Teachers: 38; Lead team: 7), Jezzine Elementary Public School (Students: 160; Teachers: 45; Lead team: 8), Kfarruman Second Intermediate Public School (Students: 657; Teachers: 57; Lead team: 11), Rachel Edde Public School (Students: 233; Teachers: 36; Lead team: 3), and Tarbiya Haditha Public School for Girls (Students: 852; Teachers: 70; Lead team: 6).

In addition to that, the Hub steering team (HST) which comprised the TAMAM director, a senior coach, an expert in community building and local development and a senior researcher/Hub coordinator added, in collaboration with the TAMAM project steering team (PST), two new dimensions to the original TAMAM Capacity Building Program which are forming "Partnerships with the Parents and the Local Community" using the Socio-cultural approach and "Promoting Student Leadership".

During the first four years of the project, each of the six schools identified a school improvement need and were able to implement their improvement initiatives, within the project's period, under the guidance of the Hub steering team and the help of expert coaches who were recruited to train educational practitioners at the participating schools as needed by their improvement plans.



The schools' improvement needs were the following:

Bzal Mixed Public School	Developing the love of learning and motivation of Cycle One students
Ghobeiry Second Mixed Public School	Increasing the engagement of Grade 7 students in school life
Jezzine Elementary Public School	Enhancing an Inclusive learning environment: Designing differentiated learning experiences in Arabic language for Grade 4 students
Kfarruman Second Intermediate Public School	Designing an educational and developmental model for Supervision enhanced by Information Technology
Rachel Edde Public School	Addressing the psycho-social challenges to improve the learning experience of Grade One students
Tarbiya Haditha Public School for Girls	Adopting a comprehensive educational approach to develop the personal and social aspects for Grade 6 students

The Hub steering team completed several activities during the project period; these activities included around 230 encounters with the six public schools distributed as follows: 9 workshops held at AUB - an average of 2 workshops per year, 4 gatherings that included networking activities with the TAMAM community in Lebanon and the Arab countries, advocates of TAMAM, international researchers and expert coaches, 15 individualized visits by the senior coach to each school – an average of 3 school visits per year, 8 individual strategic meetings between the TAMAM Director and each school principal – an average of 2 meetings per year, 2 Principals group meetings, a number of trainings by the internal and external expert coaches (Bzal: 2 workshops; Ghobeiry: 5 workshops, 15 training sessions and 7 coaching visits ; Jezzine: 3 workshops and 118 coaching and follow up visits; Kfarruman: 6 workshops, 7 follow-up visits and 13 coaching visits; Rachel Edde: 3 workshops and 2 follow-up visits; Tarbiya Haditha: 6 workshops, 4 follow-up visits and 3 coaching visits), daily interactions by the HST with the school teams for support and guidance via WhatsApp messaging, phone calls and emails. In addition to that, the HST held around 116 weekly planning and monitoring meetings, periodic coordination meetings with the TAMAM steering team- an average of 2 meetings per academic year, ongoing research and experimentation for refining the TAMAM Capacity Building Program, 3 proposals for expansion submitted to the Advisory Committee and the Ministry of Education and Higher Education, 16 meetings with the Advisory Committee and chairperson - average of 4 meetings per year; and 4 presentations at international conferences and 1 publication in international peer reviewed journal.



Despite the challenging environment surrounding the participating public schools, the commitment of the school lead teams was secured due to the responsiveness of the TAMAM program and its skilled steering team leading to the achievement of the Hub project's objectives. The school lead teams successfully implemented their initiatives following the TAMAM Capacity Building Program starting with identifying their improvement needs up to evaluating their implementation plans. They also acquired, as part of the program, the TAMAM competencies of inquiry, evidence-based decisions, reflective practice, decisions based on needs, evolving design planning, professional collaboration, systematic documentation, de-privatization of practice, job embedded experiential learning, participative leadership and mentoring. By the end of the fourth year, the school principals succeeded in developing strategic plans for improvement to their schools and were able to disseminate TAMAM culture over the whole school. They fully adopted the TAMAM approach for school improvement and started applying it in new initiatives of their own, involving the whole educational staff.



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Acronym List

AC	Advisory Committee
ATF	Arab Thought Foundation
AUB	American University of Beirut
CERD	Center for Educational Research and Development
CLES	Centre Libanais pour l'Éducation Spécialisée (Eng: Lebanese Center for Special Education)
DG	Director General
DOPS	Department of Orientation and Guidance
EDPII	Education Development Project II
HST	Hub Steering Team
MEHE	Ministry of Education and Higher Education
NGO	Non-Governmental Organization
OGC	Office of Grants and Contracts
PST	Project steering team
SIP	School Improvement Plan
UBD	Understanding By Design
UNICEF	United Nations International Children's Emergency Fund
USJ	Université Saint-Joseph



I. Background about TAMAM Project

A. TAMAM

1. *TAMAM: An Educational Movement in the Arab World*

TAMAM was initiated in 2007 as part of a memorandum of understanding between the Arab Thought Foundation (ATF) and the American University of Beirut (AUB). Through continuous funding, TAMAM has transformed into an educational movement that spans 8 Arab countries, comprising more than 860 practitioners in 69 schools with 32 researchers from 12 different universities, 42 coaches and numerous policymakers collaborating to design and implement impactful school-based improvement.

TAMAM was initiated to address four key concerns:

- 1) The absence of a culturally grounded, research-based body of educational knowledge that is in line with international best practices yet capable of addressing the challenges of Arab educational practitioners;
- 2) The lack of agency and preparedness among school-based practitioners to lead innovative school improvement;
- 3) The compromised quality of professional development programs offered to Arab educational practitioners; and
- 4) The lack of accountability and evidence-informed decision-making at all levels of the educational system.

TAMAM's name derives from its purpose: it is an acronym from the initials of the Arabic translation of the phrase "school-based reform" [Al-Tatweer Al-Mustanid ila Al-Madrasa]. In Arabic TAMAM means good or perfect.

- a. **TAMAM Vision.** TAMAM is an educational movement in the Arab world that promotes transforming schools into self-renewing institutions, with broad based leadership capacity for change, working in a concerted effort through strong partnerships with research universities, policymakers and community members toward enhancing the transformative role of schools to graduate the next generation that leads innovation and change in their society. TAMAM educators are leaders of change enacting their collaborative expertise to generate knowledge that is grounded in the cultural fabric of the Arab region and that triggers innovative practices for sustainable school-based improvement.
- b. **TAMAM Mission.** TAMAM operates as a research lab adopting emancipatory collaborative action research to produce practical knowledge that can inform and refine



the process of leading sustainable school-based improvement towards schools that are proactively engaged in their community. As action researchers, the TAMAM Steering Team develops research-based designs to build the leadership capacity of teams of educators to initiate, plan, monitor, implement and evaluate innovative initiatives while concurrently supporting them as they acquire competencies needed to lead sustainable school-based improvement. These research-based designs also encompass strategies to build partnerships with students, the school community, research institutions, ministries of education, donors, and training centers and to empower Arab educators to influence educational policy in their countries.

2. Research in TAMAM

TAMAM promotes research methodologies based on collaboration with educational practitioners who are actively engaged in leading transformational change in their schools aimed towards social development.

TAMAM uses emancipatory collaborative action research to generate research-based designs while capturing the best practices at educational institutions, building on strengths and honoring the sociocultural context of the communities they serve. This methodology allows for continuous refinement of the generated designs through an iterative process of experimentation informed by international research and the experiences emerging from the practices of Arab educators. As such, the main contribution of TAMAM's research goes beyond introducing internationally accepted practices to Arab schools and towards triggering a paradigm shift in how reform is conceived, implemented, and researched in the Arab region.

With that, TAMAM aims at contributing to building a contextually grounded knowledge base on effective school improvement practices that can inform educational policies in the Arab region.

The progress and outcomes of TAMAM research are documented in a series of papers and technical reports, some of which are published in regional and renowned international journals and others on the TAMAM website.

In addition, teams of educational practitioners document their school-based improvement experiences in the form of reports, which are available for the public through the TAMAM webpage.

TAMAM research outcomes are disseminated through participation in regional and international conferences.

3. The TAMAM Capacity Building Program

The TAMAM Capacity Building Program is the first research-based design that the TAMAM Steering Team generated and refined through iterative cycles of inquiry and action. The program aims at building leadership capacity among lead teams of practitioners at schools while setting the stage for building broad based leadership capacity encompassing students, parents, and partners from the larger community. Implementation of this program spans over 3-4 years and follows an evolving plan approach, which facilitates customization of the program to the unique conditions and sociocultural context of educational institutions.

Design of the Capacity Building Program:

- a) A set of guiding principles essential to lead sustainable school-based improvement: the eleven TAMAM Pillars.
 - b) Targeted outcomes at the individual, team, and institution levels.
 - c) Strategies to train and guide educators built around a job-embedded process on leading school-based improvement: the TAMAM School Improvement Journey.
 - d) Evaluation framework with criteria and tools to evaluate impact.
- a. Guiding Principles.** TAMAM Pillars are eleven research-based principles found to be essential for leading change in educational institutions. They encompass a combination of theoretical knowledge, practical and applicable skills along with the necessary attitudes needed to enhance the performance of educational practitioners and increase their commitment to lead and sustain school-based improvement at their institutions. The TAMAM Pillars constitute the foundation for deriving the targeted outcomes as well as the strategies used to support and guide the lead teams' continuous professional learning.

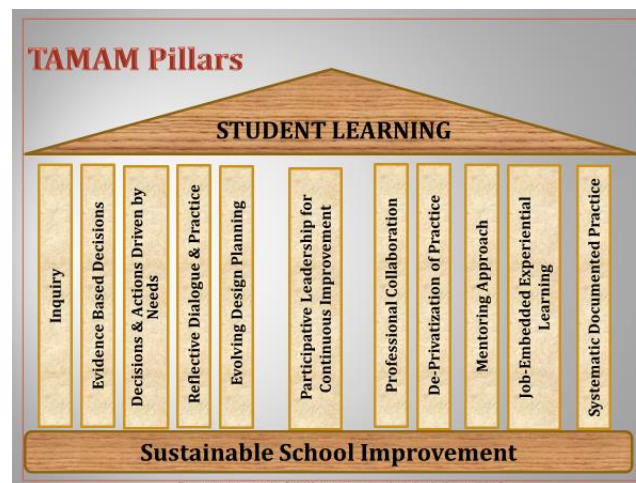


Figure 1: TAMAM Pillars



- b. Targeted Outcomes.** At the conclusion of the TAMAM Capacity Building Program, lead team members acquire competencies essential to lead sustainable school-based improvement. These competencies are derived from the pillars and are considered the program learning outcomes. They are, reflective dialogue and practice, inquiry, evidence-based decisions, decisions and actions driven by needs, de-privatization of practice, systematic documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, mentoring approach and job-embedded experiential learning. Lead teams also acquire the knowledge and skills to implement a strategy which they can always use to initiate and lead improvement initiatives. Finally, they also develop positive attitudes towards change that strengthen their motivation for leading school improvement.

At the institutional level, the TAMAM Capacity Building Program triggers structural and normative changes that foster the school's organizational learning and development resulting in self-renewing schools that are flexible in structure, adaptive to change, and innovative.

- c. Strategies to Train and Guide Educators in Leading School-based Improvement.** The TAMAM School Improvement Journey is a job-embedded cyclical process that allows lead teams to initiate, plan, implement, monitor and evaluate an innovative improvement project of their choice with a collectively chosen focus that aligns with their school's vision and mission. This journey consists of a series of stations that entail selecting a focus, designing an intervention for improvement, planning, and implementing the intervention, monitoring its implementation, and then evaluating its impact.

This journey concludes with practitioners reflecting on the impact of the improvement initiative and then taking action in their school to introduce the necessary organizational changes in order to institutionalize this improvement. The last station in the journey sets the stage to initiate a second cycle of improvement where more teams are involved in professional learning towards building school capacity for leading change.

Throughout the journey, TAMAM coaches guide and support the lead team members to acquire the TAMAM Competencies skills and attitudes needed to increase their commitment to lead and sustain reform and change at their institutions.

In addition, TAMAM coaches continuously monitor the lead teams' progress, offering a balance of support and challenge to facilitate their professional learning. They also negotiate with the school's administration to provide supportive conditions that ensure sustainability of the lead team's engagement in TAMAM activities and development of

their commitment towards leading school improvement long after the gradual withdrawal of the coaches.

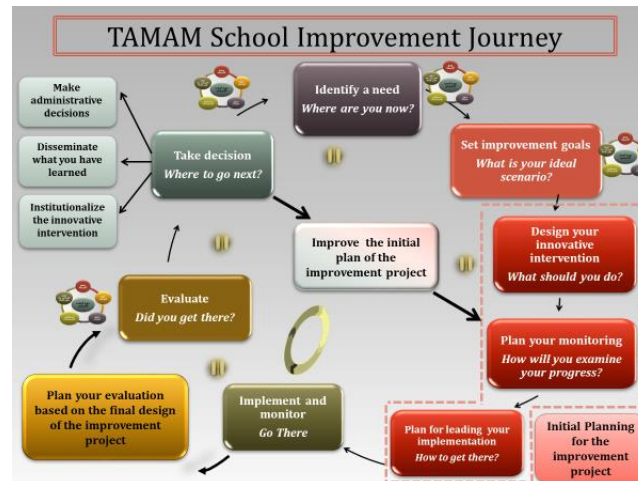


Figure 2: TAMAM School Improvement Journey

d. **Evaluation Framework with Tools and Criteria to Evaluate Impact.** The TAMAM Capacity Building Program offers criteria and a set of tools to collect baseline and monitoring data used to examine the growth in professional learning of lead teams. The TAMAM Capacity Building Program also involves extensive documentation and includes an evaluation research plan that uses existing data and includes more tools to collect additional data for evaluating the impact of the TAMAM Capacity Building Program in reaching all its desired and targeted outcomes.

4. What is Unique about TAMAM?

- A Capacity Building Program that simultaneously develops individual and social capacity to promote continuous self-renewal of educational institutions.
- School Improvement Journey with strategies that target the collective learning of practitioners and institutions and expand to students, parents, educators, and policymakers to achieve transformational change towards social development.
- A growing educational network of professionals from different Arab countries who share similar concerns with diverse expertise to achieve a common shared vision.
- Country hubs that connect practitioners with ministries of education and university educators as well as local funders/community to tackle impactful large-scale improvement goals towards realizing the TAMAM vision.
- Contextualized and actionable research-based knowledge to inform educational practitioners and policy makers as they lead school-based improvement in the Arab region.



B. TAMAM Lebanon Hub

In September 2015, the TAMAM steering team at the American University of Beirut received a 5-year grant from the LORE foundation, to pilot an initiative to establish the TAMAM Lebanon Hub, its first Hub to serve the public schools in Lebanon. TAMAM Lebanon Hub aims to provide every child in Lebanon with the best education possible and focuses its effort on improving the quality of Public Schools. The LORE foundation grant built on the successful experience of TAMAM in 2010, where TAMAM project steering team worked with 3 public schools in Lebanon in coordination with Ms. Elham Komaty as the representative of Ministry of Education and Higher Education at that time.

The objectives of the TAMAM Lebanon Hub project was to achieve school improvement that:

- 1) focuses on developing students holistically and prepares them to be productive and responsible citizens.
- 2) improves teachers' performance and involvement in the school improvement process to become agents of change capable of facing the challenges of public schools while sustaining their momentum.
- 3) engages the school's parents, community and students in the shared responsibility of this improvement process.

The strategic goal of the Hub was to complete a five-year pilot phase with five public schools in preparation for institutionalization and a large-scale expansion in Lebanon. The pilot phase was centered on the following activities: 1) building in each school the leadership capacity of a fully trained school improvement lead team composed of principals, supervisors, teachers and academic coordinators to lead sustainable school based improvement with the aim of improving student learning, and to coach others on leading improvement; 2) preparing a team of coaches to lead the activities of the Hub; 3) refining the implementation and evaluation of the TAMAM program in the specific context of the public schools; 4) establishing the governance structure and technical and operational procedures as well as the expertise for expanding the services of the Hub to additional Lebanese schools following the TAMAM evidence-based evolving design approach; and 5) connecting the Hub schools to the external community including parents and local community players to secure additional resources and support to the schools.



Success at the conclusion of the pilot phase was defined to be according to the following indicators:

- 1) Members of the schools' lead teams participating in TAMAM have developed awareness of their schools' areas of weakness and strength and are able to identify specific school problems and improvement needs.
- 2) Members of the school lead teams have gained the required knowledge and skills needed to address and solve the identified problems and acquired the professional competencies needed for leading school-based improvement.
- 3) The school lead teams have successfully implemented their school improvement plan and succeeded in attaining its specified objectives.
- 4) The vision of the school was revised to include transforming the school into a professional learning community where educators invest in their capacity to ensure school sustainability and renewal.
- 5) Members of the school lead teams have developed awareness of the need to connect the school to its parents and local community and have engaged in establishing partnerships with both to solicit support and resources to the school.
- 6) Members of the school lead teams report that they have become aware of the paradigm shift in their assumptions, patterns of unexamined beliefs and practices.
- 7) There is documented preliminary improvement in students' academic achievement and their attitudes towards learning.
- 8) Existing and new school educators not participating in TAMAM are interested in the TAMAM capacity building program and are willing to adopt the TAMAM Professional development design and pillars.

II. Getting Started with the TAMAM Lebanon Hub Project

A. Preparing for the Project

The proposal offered by TAMAM was approved by the funder - Lore foundation -represented by Mr. Fawzi Kyriakos-Saad (See Appendix A) and the agreement was closed in October 2015 (See Appendix B) Consequently a series of steps were taken in preparation for the initiation of the project:

- 1) A Hub steering team (HST) was formed including at the time only Dr. Rima Karami, the TAMAM Director and Ms. Suha Harb as the Project coordinator and senior coach.



2) A board of advisors, called later the Advisory Committee (AC), was jointly selected by Mr. Kyriakos-Saad and Dr. Karami (See Appendix C for biographies of the AC members). Mr. Kyriakos-Saad selected members from diverse fields of business who can represent leverage for the TAMAM Lebanon Hub and who can provide support for the project when the need arises; while Dr. Karami selected well experienced educators and scholars who have great achievements in the field of education in Lebanon and in the United States. The Advisory Committee members were the following:

- Dr. Adnan El-Amine
- Dr. Munir Bashshur
- Dr. William Greenfield
- Mr. Fadi Yarak
- Dr. Bahige Tabbarah
- Mr. Bassam Yammine
- Mr. Ramzi EL-Hafez
- Mr. Ghassan Kansou
- Ms. Mirna Atalla
- Ms. Josiane Torbey (Joined later in 2016)
- Ms. Elham Komaty (Joined later in 2018)
- Mr. Fawzi Kyriakos-Saad
- Ms. Rouane Nahas
- Dr. Saouma Boujaoude
- Dr. Rima Karami

3) A first meeting for the Advisory Committee (AC) was held on November 11th, 2015 to launch the TAMAM Lebanon Hub project at the American University of Beirut. During the meeting, the Hub steering team introduced the TAMAM Lebanon Hub project and discussed with the AC members the selection criteria for the participating schools in the project soliciting their input and their ideas in that regard. The HST also presented the Hub plan for the first year 2015-2016 which included:

- a) Preparing a list of 10-12 candidate schools
- b) Meeting with the principals of these candidate schools
- c) Deciding on 5 schools to be selected to participate in the project
- d) Inviting the selected schools through individual visits to participate in TAMAM Lebanon Hub
- e) Signing an agreement with the schools
- f) Finalizing the list of participating schools



- g) Requesting the formation of a school lead team
- h) Collecting background data about the school, team members and students
- i) Collecting and analyzing baseline data
- j) Conducting an initiation workshop and the first capacity building workshop.

B. Initiation of the Project

Following the launch of TAMAM Lebanon Hub on November 11th, 2015, the TAMAM Hub steering team (HST) had instigated other preparations to initiate the project at the school level. For example, meetings with different stakeholders and key players have been conducted to ensure moving in the direction of achieving the Hub objectives to be delivered by the end of the pilot phase, in addition to several other activities. The following steps took place:

1. Meetings with the Director General of the Ministry of Education and Higher Education (MEHE)

The HST had two meetings with the Director General, Mr. Fadi Yarak, who was also a member of the Advisory Committee:

- a. Meeting on November 30th, 2015.** During this meeting, the HST asked the Director General for the permission to initiate the project in the Lebanese public schools and discussed with him the selection process as well as the issue of sustainability of the TAMAM project in the participating schools. It was agreed that the HST would prepare a list of 25 public schools as candidate schools for the Hub project.
- b. Meeting on January 13th, 2016.** During this meeting, the HST discussed with Mr. Yarak the selection criteria of the public schools as prepared by the HST and the consequent list of the 25 candidate schools to participate in the project that fit the criteria (See Appendix D). In addition to the list of schools, the HST has prepared and submitted to Mr. Yarak, upon his request, the questionnaires to be used by the HST to collect data about the demographics of the school, the principal and the participating team members as well as an estimate of the time required from each school team member participating in the TAMAM Project (See Appendix E). The HST also shared the criteria for selecting the principals. These included principals who:
 - are passionate about the cause of public education bringing excellence to every child;
 - are liked in their schools;
 - have built good rapport with their staff;



- are resilient and creative principals, know the system and its policies and are willing to navigate these policies.

It was agreed then that MEHE will prepare and share a shortlist of 10-12 schools out of the 25 schools named by the HST. Then the HST would in turn choose 5 schools out of the shortlist to join the project.

2. Visits by the HST to the Candidate Schools

MEHE has given the HST a short list of 12 public schools (See Appendix F) and asked the team to visit these schools to explore their demographics and to identify the schools that are the best fit to participate in the project. For that purpose, the HST prepared a document including points to focus on during these exploratory visits (See Appendix G). Consequently, the HST conducted exploratory visits to ten out of the twelve public schools on MEHE’s shortlist during the month of February 2016. They met with the principals and explained about TAMAM, the TAMAM Lebanon Hub project and the subsequent gains and requirements should they decide to participate in it. The HST also collected the needed data about the school and the principal using the relevant questionnaires that were previously prepared and approved by MEHE.

3. Selection of Schools

After visiting the candidate schools and collecting the needed information, the HST shared the results of these visits with Mr. Kyriakos-Saad. Then upon thorough discussion and analysis of the results together, five schools were selected to participate in the TAMAM Lebanon Hub project. When the HST informed the DG of the five selected schools to participate in the project, he requested to add another school -Rachel Edde School to the participating schools which totaled the number to six schools instead of five given that the school offer a unique model of community school that align with the TAMAM vision. It is worth mentioning that even though the agreement entailed building the leadership capacity for 5 public schools in Lebanon, the TAMAM Lebanon Hub steering team has managed, within the same granted budget, to cover the 6 schools instead of 5. The selected participating schools were the following:

#	School	Wider Area	Narrow Area	Tenured Teachers	Students	Cycles	Principal Name
1	Ghobeiry Second Mixed Public School	Baabda	Ghobeiry	28	361	C3	Fatima Ahmad Salameh

2	Kfaruman Second Intermediate Public School	South	Nabatiyeh Kfarruman	49	655	C1-2-3	Ali Farhat
3	El Tarbiya Al Haditha Public School for Girls	North	Tripoli	21	851	C1-2-3	Safaa Zaylaa
4	Rachel Edde Public School	North	Zgharta Sebaal	13	131	K-C3	Wadad Dweihi till 2015/2016 Rita Sassine starting 2015/2016
5	Jezzine Elementary Public School	South	Jezzine	37	251	K-C2	Colette Slim
6	Bzal Mixed Public School	North	Akkar	31	339	K-C3	Suha Mousa

4. *Informing the Selected Schools and Signing Agreement*

Upon finalizing the decision for six schools to participate in the TAMAM Lebanon Hub, the HST contacted the principals of the six schools in March 2016 to relay the news and welcome them to the project. It is important to note that the schools' participation was recommended by MEHE, yet the final decision was conditional on the school's acceptance and buy in to take part of this project. After getting the approval of the six school principals to participate in TAMAM, the HST asked them to sign a cooperation agreement with the TAMAM Lebanon Hub which included the project's objectives, the role of the Hub steering team, the expectations and requirements from the school lead team, the gains for the school, and the funding of the project (See Appendix H for the agreement template).

5. *Selection of School Teams*

Right after signing the cooperation agreement with the six school principals, the HST asked them to start forming the lead team that would be working on the project, following the TAMAM selection criteria for the lead team member. The HST provided the principals with the criteria that need to be available in the team member who would participate in leading change at the school (See Appendix I). The lead team members were to be selected according to the following criteria:

- Commitment and loyalty to the school and to the community
- Tenure status or a contractual (preferably a tenure)
- Has administrative and coordination responsibilities in addition to the teaching tasks.
- Is willing to spare some of his/her time at school every week to work on the TAMAM Lebanon Hub project
- Is committed to work on the school project for at least a period of 5 years
- Is motivated, keen and resilient to make change at the school by participating in the TAMAM project
- Is willing to receive training following the TAMAM model and to acquire the leadership skills needed to lead the change in the school
- It is preferable to have at least one of the team members fluent in the English language.

The number of the lead team members has changed throughout the project; whereas some teams remained unchanged, other teams had members who have left, replaced, or added. Below is a table that shows the number of lead team members over the period of the project:

School	Lead team members in 1 st year	Lead team members in 2 nd year	Lead team members in 3 rd year	Lead team members in 4 th year
Bzal Mixed Public School	5	5	4	3
Ghobeiry Second Mixed Public School	7	7	7	7
Jezzine Elementary Public School	8	8	7	7
Kfarruman Second Intermediate Public School	7	10	10	8
Rachel Edde Public School	7	8	5	3
Tarbiya Haditha Public School for Girls	8	7	6	6

6. *Permits to Access Schools*

Right after the schools were selected by the HST and approved by the Director General of MEHE, the HST coordinated with the latter to prepare the required permits allowing the schools to participate in the TAMAM Lebanon Hub project and the HST to access the schools, collect the baseline data and conduct workshops. Accordingly, MEHE provided the HST in March 2016 with access to the six participating schools and granted permission to the school team



members to attend TAMAM workshops and to participate in TAMAM's 11th Gathering to be held then in Jordan from May 20-22, 2016 (See Appendix J).

7. *Initiation Workshop*

On February 12th, 2016, the HST organized its first (initiation) workshop under the title “Launching the TAMAM Lebanon Hub Project in the Experimental Schools in Lebanon”, to the public schools that have been selected to participate in the TAMAM Lebanon Hub project. The principals attended the workshop with potential team members, and they were introduced to TAMAM's vision, objectives and capacity building program which includes the TAMAM journey and pillars, as well as the scope and prospects of the work on the project. The HST also presented the “Standards of the Effective School” adopted by MEHE and reminded the principals of the selection criteria for the school lead team members asking for their feedback and comments.

Following the workshop, the HST contacted all school principals and solicited their feedback on their willingness to commit to working on the project for the duration of the pilot phase and asked about their progress in forming the school teams.

8. *Visits by the HST for the Collection of Baseline Data*

During the following two months after the initiation workshop, the senior coach made site visits to the six schools to collect baseline data on their leadership competencies by conducting individual interviews and focus group interviews. She met at each school with the principal, the lead team members, and community key players like the Mayor (mukhtar) and members from the municipality, parents committee and local NGOs to solicit input on their roles in serving the school. She used templates and questionnaires prepared by the HST: a) Lead team member profile; b) Focus group questions for diagnostic purposes to analyze how much each lead team member possesses of the TAMAM's competencies, including the principal; c) Interview questions to identify the relationship that exists between the school and the local community; and d) Questionnaire about the previous improvement projects. She also collected data at each school about the motivation of the school team members and even attended administrative meetings and instructional sessions. The focus group interviews were analyzed as per the TAMAM rubric, and a diagnostic baseline analysis was generated showing how much of the TAMAM competencies each lead team member, including the principal, possesses. Moreover, the HST was able during these visits to solicit information from the school lead team members on the school needs and challenges faced. All the data collected constituted the basis on which the HST to develop a customized work plan based on the needs of each school and the analysis



of the baseline data. Also, during these visits, the HST was able to detect a high level of enthusiasm among the school teams in joining the TAMAM project. They expressed interest in the TAMAM approach (the mentoring approach and job-embedded coaching of the TAMAM team) and the long-term duration of the project. The HST also noticed that the school lead teams were formed just days after the initiation workshop following TAMAM's criteria; and these teams have even started brainstorming ideas on their school's areas of weakness and improvement needs for the purpose of identifying a school improvement project, as the next steps identified in the workshop. Some school teams began working to ensure that needed measures are in place prior to initiating the TAMAM project at their school. After the conclusion of these visits, the baseline information about each school was compiled and documented to be produced at a later stage in the form of a comprehensive school baseline data report that was shared with the school teams.

9. Meetings with the Funder

Intensive meetings took place with Mr. Kyriakos-Saad during the initiation stage of the TAMAM Lebanon Hub project. The purpose of these meetings was to brainstorm ideas activating the role of the advisory committee and involve additional external sources of support for the project. He even arranged for a meeting on December 23rd, 2015 between the HST and representatives from Saint-Joseph University (USJ), in his presence, to discuss ways of networking with the USJ's Faculty of Education.

10. Individual Meetings with Advisory Committee Members

The HST also had several meetings with members of the Advisory Committee to explain the strategies followed in the project and to solicit their help in advocating for the project and their ideas that can be of help to the project steering team in navigating the obstacles to the project implementation.

- On November 25th, 2015, the Hub Director met with Advisory Committee member Mr. Bassam Yammine to brainstorm ideas on connecting the Hub to the external community.
- On February 8th, 2016, the HST met with Advisory Committee member Ms. Myrna Atalla and discussed TAMAM's vision and approach with schools. Based on the discussions with Ms. Atalla as well as with Mr. Kyriakos-Saad, the HST adjusted its vision to transfer the school into the center of the community that networks with organizations and people from the community to serve students' learning.



11. Recruiting More Members for the Hub Steering Team

Throughout the initiation stage, Dr. Karami was working on identifying coaches and consultants for the Hub. By the end of March 2016, the HST welcomed a new member, Ms. Noha Chaar, a consultant with a Master's degree in Educational Administration from AUB who served as an educational consultant and senior researcher; then in September 2016, Ms. Feyrouz Salameh, a sociologist specialized in community building and local development joined the TAMAM Hub steering committee as an expert in connecting schools with the community. By that, the HST was completed and consisted of the project director, the senior coach/ project coordinator, the educational consultant/researcher and the expert in community building and local development. In August 2017, Ms. Rania El Hage replaced the senior coach Ms. Harb upon her resignation from the project and Ms. Chaar was assigned to be the new Project Coordinator in addition to her position as the senior researcher.

III. Profile of the Selected Participating Schools

To understand the profile of the six participating schools, the HST collected and analyzed data from various sources. As mentioned previously the senior coach collected baseline data about the school, its demographics, organizational structure, services and resources, school climate, professional development, improvement projects, surrounding environment, and its relationship with local community and parents. Moreover, the coach collected baseline data about the school principal and selected lead team members educational and professional background, educational experience and professional development, leadership competencies and motivation. In addition to that, the HST member Ms. Feyrouz Salameh, the sociologist specialized in community building and local development collected additional data about the schools' history and establishment, its surrounding environment, and its interaction with the local community and parents. For this, she conducted several meetings with previous and current school principals and community key players like the mukhtar and members from the municipality, parents committee and local NGOs. Moreover, she studied the history of MEHE, its improvement projects throughout the years, and its key educational policies.

All these data were analyzed to understand the profile of each of the six public schools and a report on the profile of each school was developed. As mentioned above the six selected public schools to participate in TAMAM were Bzal Mixed Public School, Ghobeiry Second Mixed Public School, Jezzine Elementary Public School, Kfarruman Second Intermediate Public School, Rachel Edde Public School, and Tarbiya Haditha Public School for Girls. This section provides an overview of the profile of each school: the history of the school and how it was established, the school facilities, teachers, and students, the school's relationship with its local community, and



the improvement projects implemented previously in the school. This section also describes the selected lead teams to work on the TAMAM project along with a brief description of the baseline analysis of the team's level of acquisition of the knowledge, skills, and attitudes of the competencies needed to carry out an improvement project in the school.

A. Bzal Mixed Public School

Bzal Mixed Public School is a K-9 school located in Bzal, Akkar in North Lebanon. Before the establishment of this school, students in Bzal village used to attend schools in nearby villages, however, transportation to these schools was challenging for most students. Therefore, Ms. Josephine Khoury and other parents in Bzal launched an initiative to establish Bzal Mixed Public School. After getting the approval from MEHE, the school started to operate as an elementary school in a small house building and Ms. Josephine Khoury was assigned as its principal. In 1984, the school moved to its current building and expanded to include classes from kindergarten to grade nine; this move attracted students from neighboring villages to enroll in Bzal School. The current school building consisted of 3 floors, a ground floor, and 2 playgrounds. The school had a computer lab, science lab, a library, and is equipped with the basic educational resources such as educational books, stationary, and audio-visual teaching kits.

In 2010, Ms. Josephine retired and Ms. Suha Mousa, was assigned as the new school principal. Ms. Suha Mousa worked in the school since 1995 as a school counselor and a head teacher; she had a BA in History and a diploma in elementary education, in addition to several training courses related to curriculum, school improvement, and school leadership.

During the academic year 2015/2016 (the year when this data was collected about the schools), the school had a team of 31 teachers (8 fixed term and 23 daily paid). Most teachers have university degrees, but some of them held degrees that are not related to the subject that they were assigned to teach. Furthermore, most teachers (around 80%) were from Bzal while few of them came from nearby village in Akkar, like Berkayel, and from the North district like Kalamoun. The principal adopted recruiting teachers from nearby areas as a strategy so that the school does not get affected by external incidents that might hinder the teachers' arrival to the school.

Similarly, most students are from Bzal as well, with few who come from nearby villages. The school has 243 students, 177 girls and 66 boys; and there was no afternoon shift in the school for Syrian refugees. Most students in the school came from low-income families, with limited formal education, where most fathers either are in the military or are retired from it. This is even the goal of most male students in the school, where they aim at finishing Brevet and entering the military to secure their financial needs and health and social services. On the other hand, most female students tend to get a university degree to apply as teachers in schools and nurseries.



Bzal School was classified by TAMAM as a “homogeneous school” because most of the students and staff are from Bzal village and because the school is tightly connected to its environment and reflects highly what is going on in its community. The school interacts significantly with its environment, where both parents and the social community participate to ensure the success of students in Brevet official exams.

The school environment has a strong impact on how the school operates, and the school in return responds to the needs of its social environment. The establishment of the school came as a family initiative in response to an educational need to educate the students of Bzal while respecting the social structures of Bzal and without having to leave the village due to social (conservative environment) and economic factors (poverty and cost of transportation). The school, from an educational institution logic, was responsible for the students’ academic success to help them become college bound and thus focused on the children achieving academic success as students. However, the school de facto mission is imposed from its environment, and is one responding to the community aspirations to prepare the children to enter the Military. Therefore, satisfying the environment became a key goal of the school and eclipsing its focus on the school’s classic goals of preparing college bound students. As it was operating the school became an extension of its environment and was strongly shaped by its culture and structure.

The school’s community is dominated by an oral culture which distinguished the principal and the members of her team who react spontaneously through immediate practices to any emerging issue. The principal and the teachers communicate orally with the parents through school meetings or home visits. The principal’s role surpasses the walls of the school to enter students’ home environment, and this was reinforced by her previous role as a school counselor. The principal saw it as part of her role to visit the families to discuss and resolve with them issues related to their children that go beyond the academics, or to follow up with students’ engagement in learning after school hours especially during the exams period. On the other hand, the parents fully trust the principal and her work and were satisfied with their children achieving basic learning and success. The principal also had a very important role in buffering the school from the influence of the ongoing external socio-political conflicts in the village, which affirmed the trust in her role as a principal.

The school had a very good relationship with its local community; the parent’s council in Bzal School is very active and the municipality supports the school with different services. However, most of the initiatives and activities carried out between the school and the local community (parent council and municipality) are mainly ad hocs and focus either on social or recreational activities rather than on educational or academic. The parents’ council provides moral support for



the school and it contributes financially to the organization of events inside the school. The parents' council also contributed to the improvement of the school building and facilities where they provided equipment for rooms, painted the classrooms, installed cameras across the school and reactivated the computer lab. Moreover, members of the municipality participate in the events organized by the school. Many of the contribution of the parent council were in coordination with the municipality that provides the school with financial support for the maintenance of the school building.

During the years 2013-2016, Bzal Mixed Public School participated in several improvement projects. The school participated in “Ana Aqraa” project, “QITABI” project, and a project for “developing educational leadership” with MEHE. In 2016, Bzal Mixed Public School selection to participate in TAMAM was made based on several reasons. First, the principal in Bzal School was young, highly enthusiastic, and was easily capable of forming a team that consists of both administrators and teachers. Moreover, the school had connections with the DOPS, CERD and the Educational Inspectorate, which would facilitate their work on an improvement project.

Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The TAMAM lead team in Bzal Mixed Public School consisted initially of five members: four fixed term teachers and one daily paid teacher. In addition to the principal, the team included a French language teacher, a Mathematics teacher, and two Arabic language teachers. All members had a workload less than 24 hours per week, so they all had enough time to work on the improvement project. Based on the baseline data collected about Bzal lead team, it was evident that the team members were highly motivated to work on an improvement project. However, results of the analysis of the members' acquisition of leadership skills showed that the members lacked most of the TAMAM leadership competencies based on TAMAM's definition of these competencies. The team partially practiced the competency of Professional Collaboration, but they needed training on the other competencies to acquire the knowledge, skills, and attitudes related to all the eleven TAMAM competencies to lead school-based improvement.

B. Ghobeiry Second Mixed Public School

Ghobeiry Second Mixed Public School is an intermediate school located in Ghobeiry, Mount Lebanon. The school was established in 1967 by an initiative from the Ministry of Education and Higher Education (MEHE); the school started as an all-girls school with around 1200 female students and later it became a mixed school. The school operates in a 3-story building with a ground floor, 2 playgrounds, and a theater room. The school is equipped with heating and cooling systems, educational books, a library, lab equipment, computers, audio-visual teaching aids, and



active boards. The school is surrounded by buildings and is overlooking the main road where there is a lot of noise caused by car repair garages. Moreover, the school external surrounding is not safe; there are dropout kids who wait for the students often harassing the students as they get out of the school.

In 2000, Ms. Fatima Salameh, who was a biology teacher in Ghobeiry School, was appointed as the school principal. During the academic year 2015/2016, the school had a team of 50 teachers: 38-fixed term and 12 daily paid; most teachers come from nearby areas in Beirut and Mount Lebanon. The teachers are characterized by their professional competence and motivation for improvement. In addition to their university degrees, the teachers attended many training sessions not related to their subjects but ones that help in responding to students needs such as creating an environment free from violence and dealing with learning difficulties. The school had 407 students, 158 boys and 249 girls; around 25% of the students live under harsh socio-economic conditions. The school also operates an afternoon shift for Syrian refugees where around 362 students are attending the afternoon shift.

Ghobeiry School was classified by TAMAM as a “welcoming school”, the school welcomes students from different areas and backgrounds and it welcomes their parents whom the school realized are unable to follow-up on their children’s learning, so it assumes the responsibility to find ways to support them from the school’s local community. The school networked with its local community including the municipality and the NGOs, to respond to students’ psychosocial needs and save them from dropping out. The school supported the students academically and socially finding ways to help them deal with their harsh social and economic conditions that included physical and psychological violence, poverty, and absence of parents.

The school principal emphasizes the high importance of the relationship between the school and its local community to support the school and the students within the law and the permission of the Ministry of Education. Moreover, the municipality is fully engaged in its role in supporting schools in the area, therefore, it develops yearly detailed plans of how it will support schools (rehabilitation, health campaigns...) and what activities will be organized and conducted (academic, environmental, extracurricular...). The municipality of Ghobeiry supports the schools in many projects, aids in solving problems at the school, and provides a fund for the school each year. The school also has a good rapport with the local NGOs that support the school in many competitions, social events, and extracurricular activities.

However, despite the school’s strong relationship with the local community, the school has a weak relationship with parents, and the parents’ council is inactive. This is because the school lacks the skilled staff who are able to collaborate with parents. On the other hand, most parents come from a low socio-economic level who are usually busy in work to provide basic needs, and



do not have time and energy to engage with the school. Moreover, many parents are not educated, and some do not know how to read and write. Knowing this, the school organizes several awareness sessions per year for the parents, but the team reported that these attempts were not very successful because the parents rarely attend school gathering or meeting. The parent council was found to have potential to play an important role in reaching the other parents, but its role is limited to approving transactions that will be paid from the parents' council fund. Consequently, the school took the authority to decide what to do with the students on behalf of the parents. Therefore, the school acted as a school and a home at the same time, and the social environment responded to the schools' needs in isolation of the parents' environment, which weakens the school's role in socialization.

During the years 2013-2016, Ghobeiry Second Mixed Public School participated in several improvement projects. The school participated in "D-RASATI" project where they worked on an intervention to improve students' learning in Arabic and French languages. However, the project stopped after identifying the need and developing the ideal scenario; the project was not completed, and the desired objectives were not achieved. On the other hand, the school was working on increasing students' motivation to learn through using activities and modern technology. Moreover, the school principal participated in a project to develop leadership skills for public school principals. In 2016, Ghobeiry Second Mixed Public School selection to participate in TAMAM project was made based on several reasons. First, Ghobeiry School was an active school; it had a positive atmosphere that supports developmental activities. The principal and the team members were eager about initiating change at the school and showed high enthusiasm about joining TAMAM. The principal and the team members have participated in D-RASATI and the school ranked stellar. Moreover, there was a strong connection between the school and the local community, the latter provides resources and support to the school. Lastly, the school principal has about 9-10 years until she retires, which did not risk the continuation of the project in the school.

Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The TAMAM lead team in Ghobeiry School consisted of 7 fixed term teachers. All teachers had a workload of less than 24 hours, which gave them some time to work on the project. The team members were highly motivated to participate in the TAMAM project, they were all serious about their participation, and there was a great harmony between them. Results of our analysis of the baseline data collected about the members' acquisition of leadership skills showed that the lead team at Ghobeiry Second Mixed Public School possess several attributes of the TAMAM competencies, and this was attributed to their participation in the "D-RASATI" project. The members of this team practice the competencies of professional collaboration, inquiry, planning, documentation,



and de-privatization of practice. Yet, the members showed high willingness to get more training to strengthen their knowledge, skills, and attitudes on these competencies and the other competencies of TAMAM.

C. Jezzine Elementary Public School

Jezzine Elementary Public School is a K-6 school located in Jezzine, South Lebanon. The school was established in 1956 by Ms. Samira Rizk who was also assigned by MEHE as the school principal. The school operated in a 4-room house as an elementary school for girls and later it became a mixed elementary school. In 1984-1985, the school moved to the old building of Jezzine Secondary School; the building had around 10-11 rooms with around 200-350 students. In 1995, Ms. Rizk retired, and Mr. Maroun Asmar was assigned as the school principal. During that time, recruiting students to the school was by making it the destination for students with special needs as it was the only public and free school in the neighborhood that will admit those students; however, the teachers were not trained to teach students with special needs. This remained the case until 2005, when SESOBEL, an organization that serve children with special needs, proposed to the school principal Mr. Asmar to launch an initiative on inclusion in the school. Mr. Asmar agreed to launch the initiative after getting the approval from MEHE. In 2006, the school moved to its current building that is located in a quiet area and is very close to a public garden. Currently, school is equipped with the basic educational resources such as educational books, stationary, special kits for students with disabilities, computers, audio-visual teaching aids, active boards, and a library. Moreover, SESOBEL equipped two classrooms in the school for students with special needs.

In 2015, Mr. Asmar retired and Ms. Colette Slim was assigned as the new school principal. Ms. Slim had a BA in Music and Art Education and had around 16 years of experience in teaching. During the academic year 2015-2016, the school had a team of 44 teachers: 43 were fixed term and only one daily paid teacher. The school had 160 students, most of them were girls, half of the students came from Jezzine and the rest came from different areas in the surrounding villages; most students in the school were from low-income families. In addition to that, the school includes some students with special needs who are enrolled in the inclusive program in SESOBEL classes. The school also operates an afternoon shift for around 280 Syrian refugee students.

Jezzine School was classified by TAMAM as being an “inclusive school” that welcomes students with all needs including those with special needs. Initially, students with special needs and learning difficulties enrolled in Jezzine School because it was the only free public school in the area. However, the school teachers were not trained to deal with such cases, so they followed-



up with them with whatever capacity they had. This continued until SESOBEL intervened through an initiative from the school principal in the school to be responsible for these students. Consequently, they equipped the school with the needed rooms, resources, trained teachers, and specialists who can work professionally with students with special needs and learning difficulties. The school became a pioneer in integrating these students in regular classes during the arts, music, and sports sessions.

The school sought the help of its community to support the learning of all these students. The school relationship with its local community is limited to what is defined by law, since any organization had to get an approval from the ministry before having any intervention or provide any support to the school. Despite this, the school was surrounded by an active community that operated within the regulations to support the students. The Municipality provides the schools with its requested needs like supporting with activities, events, and celebrations. The parents' council is very active and provides the school with continuous support. The president of the parents' council constantly communicates with the municipality to coordinate and provide support for school activities.

During the years 2013-2016, Jezzine Elementary Public School participated in several improvement projects. The school participated in "QITABI" project, "The Learning Support Classes" projects with CLES (Lebanese Center for Special Education) and MEHE, "School Inclusion Project" with SESOBEL and MEHE, and "D-RASATI" project where a group of teachers was trained to use technology and active boards in teaching. In 2016, Jezzine Elementary Public School selection to participate in TAMAM project was made based on several reasons. The school is well equipped, and the physical space is very modest yet designed to support educational activities. . The principal is young, new and enthusiastic about making improvement to her school and keeping it competitive with the best private schools in her area. She is reflective and critical of the status quo and is obviously motivated to make a difference. The principal had a strong rapport with her staff and was easily capable of forming a team that consists of both administrators and teachers. Moreover, the potential team members were well trained and enthusiastic about change given their experience in D-RASATI. They were tenured and had time to do work on the project. However, there was a substantial number of them who were very close to retirement which proved to be a major impediment to professional growth and improvement later. In addition to that, there was a strong connection between the school and the local community including parents' committee, DOPS, Educational Inspectorate, SESOBEL, and Caritas. Additionally, the inspector working with the school was very enthusiastic about participating in the TAMAM project.



Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The chosen lead team of Jezzine Elementary Public School consisted initially of 8 fixed-term teachers in addition to 3 support members who were also fixed-term teachers. In addition to the school principal, the lead team included, 3 Arabic language teachers, 2 Mathematics teachers, 1 French language teacher, and a support teacher for students with special needs. The support members were a French language teacher, an art teacher, and a science teacher. All teachers had workload less than 24 hours per week, so they had enough time to work on the project and they all were highly motivated to work on improvement.

Results of TAMAM analysis of the baseline data collected about the members' acquisition of leadership skills showed that the lead team at Jezzine Elementary Public School partially possess some of the competencies such as inquiry, professional collaboration, and mentoring. On the other hand, they lacked the other competencies such as participative leadership, decisions based on needs, evidence-based decisions, and reflective practice, evolving design practice, de-privatization of practice, documentation, and experiential learning. For this, the lead team members needed training to acquire and practice knowledge, skills, and attitudes related to all the eleven TAMAM competencies.

D. Kfarruman Second Intermediate Public School

Kfarruman Second Intermediate Public School is a K-9 school located in Kfarruman, Nabatiyeh, in South Lebanon. The school was established in 1920 and it operated in a mosque room with two classes. In 1957, Sheikh Jaafar Mohsen Al Amin moved the school to a building near the mosque; where he opened classes up to grade 5 and he introduced the teaching of French language. In 1965, the school moved to a new building that was constructed in a land donated to MEHE by the townspeople. In 1978, the school building was destroyed during the war, so the local community gifted MEHE another land nearby the previous one to build the school on it. Therefore, another school building was constructed, and the school was known as Kfarruman First Intermediate public school. In 1992, Mr. Ali Farhat was appointed as the school principal. Upon his appointment, Mr. Farhat started introducing the teaching of English language from kindergarten to grade six. In 2010, the school was divided as two schools that teach in different instructional languages. Kfarruman First Intermediate public school adopted French as the language of instruction, and Kfarruman Second Intermediate public school adopted English as the language of instruction. Mr. Ali Farhat became the principal of Kfarruman Second Intermediate public school. Mr. Farhat has a BA in political science and policy studies and an MA in Arabic literature; before becoming a principal, he worked as a Science, French, and Arabic language teacher. During his time as a principal, Mr. Farhat made several improvements to the school; in



addition to his introduction of English as the language of instruction for scientific subjects, he requested to hire younger teachers, and consistently sought training for teachers and administrative staff to use technology and incorporate it in teaching. This allowed the school to compete with private schools in the area in terms of having a highly trained and committed team of teachers, teaching in English, and using technology in teaching.

Kfarruman School was classified by TAMAM as being a “renewing technological school”, since it constantly adapts to the changes in its environment and introduces new improvements to respond to its rising needs. In specific, the school was one of the first to introduce the use of technology and to request hiring young teachers who can use this technology. The principal of Kfarruman School expressed that without the interaction with the local community (Municipality, NGOs, and political parties) the school could not have survived the challenges and improved to develop to what it became today. The school collaborated with the local community through meetings, gatherings, events, and celebrations, which exposed it to the people around it and made them interact and value it as a public school in the area. One of the most important factors for this good relationship was the principal, who was able to understand the community, its constituents and power dynamics, and connect it all with the school history. His actions and decisions were all guided by three main elements: adaptation, anticipation, and renewal.

Therefore, the school developed a healthy relationship with its local community, where each member participates in the school within defined limits. The school has a great relationship with the municipality, who provides several services for the school such as celebrating high achievers, rehabilitating the building, and equipping the classrooms with the needed resources. Moreover, the municipality is required by law to contribute to the expenses of the school and to monitor the educational activities. On the other hand, the NGOs and political parties are very active in the area of Kfarruman and conduct various social, cultural, and athletics activities. In addition to that, the school also had a good relationship with the parents’ council. Upon his appointment, Mr. Farhat also established the parent council in the school for Kindergarten classes, and in 1994, MEHE activated the parent council for all parents of students in all classes. The principal reported that he chose the members of the council while making sure they are all women who are educated and are always available. The parent council plays a role in providing financial and logistic support for school events, examining the problems at the school and suggest solutions to these problems. Moreover, they are responsible for listening to the students complains and convey them to the school administration and principal.

During the academic year 2015-2016, the school had a team of 57 teachers: 24-fixed term and 33 daily paid teachers. Most teachers are young, hold a university degree, have an average of 13 years of experience, and have participated in professional training related to the use of



technology, use of active boards, and other topics directly related to the subject matter they teach. The school had around 657 students enrolled, most of which come from low-income Lebanese families from outside the town. In addition, the school also had some Syrian and Palestinian refugee students enrolled in the morning shift. There was no afternoon shift in Kfarruman School however, the principal was able to secure funding for many after school activities, so the school building was often used for extended learning throughout the school year. The school is almost fully equipped with electronic devices, where each classroom contains an active board. In addition, the school has a library, lab equipment, and other audio-visual teaching aids.

During the years 2013-2016, Kfarruman Second Intermediate Public School participated in several improvement projects that targeted increasing the use of technology in teaching. Since the academic year 2008-2009, the school principal launched a plan for teaching using computers, this was done after conducting several specialized training courses for some teachers. In 2009-2010, a plan for teaching using active boards was launched also after training teachers and buying and installing around 10 active boards in the school. In 2014-2015, the school participated in “D-RASATI” project where they developed an improvement project that aims at having electronic assessment to match the teaching process that uses active boards. Through this project, the school got a \$4000 grant by which the school bought around 108 “Active Expression” devices to implement the process of electronic assessment. In addition to these projects, the school also participated in “QITABI” project, and “Ana Aqraa” project to improve students learning of Arabic language.

In 2016, Kfarruman Second Intermediate Public School was chosen to participate in TAMAM project for several reasons. The school was highly equipped with educational technology tools, they had a designated IT specialist on site, and teachers had easy access to data and -with the help of the HST- can become inquirers and seekers of knowledge. There was a good balance between old and young teachers; and between the number of tenured and contractual teachers. Another important factor that played an important role in selecting this school was the principal. The principal had 6 years before retirement, he was courageous and willing to advocate for the school and get special provisions for the existing school policies that were hindering the educational process/activities. The principal has a history of championing change initiatives for improvement at the school and has been pushing his team to adopt technology and to collaborate with him on inducing change. He seemed to have very good rapport with his teachers and was easily capable of forming a team that consists of both administrators and teachers. Moreover, he has been able to increase the enrollment at the school despite the competition of schools in the area and has been a tireless advocate for public schooling. In addition to that, the principal is capable of soliciting the support of community to increase resources of teachers and students.



There was a strong connection between the school and the local community and, according to the principal, without direct affiliation with local politicians.

Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The formed lead team in Kfarruman Second Intermediate Public School consisted initially of 7 members, 4 fixed term teachers and 3 daily paid. The team consisted of the principal, a physics teacher, a biology teacher, 3 mathematics teachers, and an English language teacher. The workload of the fixed term members ranges between 19 to 24 hours, while that of the daily paid ranges between 10 to 23 teaching hours per week. The member's motivation was high to work on improvement projects and there was great harmony between the members and readiness to work as a team. Results of our analysis of the baseline data collected about the members' acquisition of leadership skills showed that the lead team at Kfarruman Second Intermediate Public School partially practices the competencies of inquiry, professional collaboration, evolving design planning, and experiential learning. However, they needed training to acquire the remaining competencies and strengthen their knowledge, skills, and attitudes on the ones they practice.

E. Rachel Edde Public School

Rachel Edde Public School is a K-9 school located in Sebaal, Zgharta in North Lebanon. Previously, the school was called Sebaal Public School and it operated in two rooms close to a church with around 300 students. In early 1970s, the municipality donated a land for MEHE to build a public school, but the construction work was delayed because of the war. Later in 2006, Ms. Josiane Tarabey and her husband who was the president of the municipality contacted the General Director of MEHE Mr. Yarak to renew the promise to donate a land to establish a public school. MEHE welcomed the initiative and got a funding from the Italian cooperation to start the construction work for the building. However, the fund was not enough to finish the construction, so Mr. Salim Edde, the president of the Melh Al-Ard (The Salt of the Earth) association donated an amount of money to continue the construction of the school building as a tribute for his late wife Rachel. Mr. Edde requested to rename the school after his wife, so MEHE accepted his request, and the school was renamed as Rachel Edde Public School. The school building is exemplary in many aspects and it respects the criteria for sustainable development. The building is overlooking beautiful valley, bright, and surrounded by vast empty spaces. The building consisted of 3 floors, sport playgrounds, a theater, and is equipped with modern technological tools. Each classroom is equipped with an active board, white board, computer, internet, audio-visual teaching aids, lab equipment, and a heating and cooling system.



In 2015, and after the retirement of the previous school principal, Ms. Wadad Dweihi was assigned as the school principal for Rachel Edde Public School and later in 2017, Ms. Rita Sassine was assigned as the school principal. During the academic year 2015/2016, the school had a team of 36 teachers, 11-fixed term and 25 daily paid teachers. Most teachers in the school are part-time daily paid teachers, many with external funding rather than hired by MEHE, which made it hard to develop a collaborative team of teachers. The school had 250 students enrolled, 129 boys and 121 girls; around 30% of the students come from Sebaal, while the remaining come from nearby villages from Zgharta to Majdelia. There was no afternoon shift in the school for Syrian refugees.

Rachel Edde School was classified by TAMAM as being an “experimental school”; the school is exceptional in terms of the structure of its building and having most of its students and teachers are from its surrounding area, with a strong relationship with its local community. The local community contributed to the establishment of the school building, the selection and funding of young teachers for the different subject areas, providing provisions and training courses, conducting various cultural and extracurricular activities, and establishing a library in the area. Moreover, the municipality, in specific, provides financial support for the school, such as the expenses for celebrations, events, trips, and other activities.

The school’s community can be described as divided into two environments with different visions. The parents, on one hand, have an oral cultural with a spontaneous and functional approach and they hold a traditional vision to education and the role of the school. On the other hand, the most dominant environment is the one that consists of people and institutions who are working to establish a systematic and balanced environment that support the school and aspire to graduate students as educated and responsible citizens; this environment is characterized by its written and abstract culture. The school reflects the vision of the latter, the community that aspire to graduate an educated and responsible citizen. This creates a tension with its parents who are not necessarily aligned or on board with the school’s educational transformational vision. Consequently, there is no direct participation for the parents in the school and any interaction with them is done through the community.

During the years 2013-2016, Rachel Edde Public School participated in several improvement projects, these projects resulted in equipping all classes in the schools with active boards, provided internet service to the school, and provided a software to communicate with parents. The projects also included organizing educational, cultural, and recreational trips and activities. Moreover, the students enrolled in language courses in collaboration with the Cultural Center in Tripoli; they also participated in a summer camp in collaboration between the French and Lebanese Youth and the Francophone organization in Lebanon.



In 2016, Rachel Edde Public School was selected to participate in the TAMAM project for several reasons. The school is a model school that is fully equipped and has many resources including IT and environmentally friendly equipment and facilities. The school has very strong connections with its local community as represented by the funders who founded the school and with the municipality and a local organization, constantly supporting the school with all it needs. The principal who was selected by the funders of the school is young (33 years old) and excited about receiving training and expert assistance. One of the challenges is the number of tenured teachers (9), yet most of these teachers are old. Consequently, the school fully relies on the efforts of teachers who are contractual. These teachers belong to the local community of Sebaal and are super active and enthusiastic about change. Moreover, since the school opened in 2015 so it did not taken part in the D-RASATI project. Nevertheless, the principal has received some administrative training and has worked on a strategic improvement project as part of this training. At the inception of the participation in TAMAM, the principal has very good rapport with teachers, especially the young contractual ones, and was very fast in forming a team of contractual who are willing to participate in the project. The school is a unique example of a community supported school and on how giving multidimensional support from the local community in addition to receiving special provisions from MEHE set the school to put in place high-level services to its students.

Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The formed lead team in Rachel Edde Public School consisted initially of 7 members, 2 fixed term teachers and 5 daily paid. The team members were the principal, 2 Science teachers, 2 French language teachers, 1 Arabic language teacher, and 1 computer teacher. The workload of the teachers ranges from 14 to more than 20 hours per week. This created a challenge for the members to find time and work on the project. During the first year, the team members used to meet after school to work on the project. The team members were highly motivated; most of the team members were young. The principal was new in her position and was so excited to work for the school. However, the team showed their concern from the level of support from the ministry for their improvement project. Results of our analysis of the baseline data collected about the members' acquisition of leadership skills showed that the lead team at Rachel Edde Public School lack all the competencies of TAMAM. Therefore, the team members needed training to acquire the knowledge, skills, and attitudes related to all the eleven competencies of TAMAM. After one year of launching TAMAM in Rachel Edde School a change in the principalship took place upon an undisclosed incident that triggered acute tension between the principal and the local school community. As result a new principal was appointed, Ms. Rita Sassine, who was a long-time science teacher at the school and was a resident of Sib3il, the immediate school community. Ms. Sassine was also a



member of the TAMAM team. Despite her age and that she was nearing retirement she was very connected and dedicated to her community. She was a successful biology teacher who has a record of reaching out to the students with the most challenging family/ social conditions. She is respected among her colleagues and has close ties with the parents as a teacher and is welcomed by the larger school community. She was also someone enthusiastic about change and the strategic decision that the sponsors/ funders of the school were pushing for. She adopted her views and brought to the mix her deep understanding of the community.

F. Tarbiya Haditha Public School for Girls

Tarbiya Haditha Public School for Girls is a K-9 school located in Abou Samra, Tripoli in North Lebanon. The school was established by an initiative from Ms. Samia Shambour in 1955 as an elementary school for girls in Tripoli Kalaa area. However, since it was hard for students to transport to the school during winter, the school was moved to Abou Samra in 1968. In 2006, the school moved to its current building. The building consists of 3 floors, a ground floor and an underground floor. It has 30 classrooms, 3 auditoriums, a library, and 2 playgrounds. The school is also equipped with the basic educational resources such as books, stationary, computers, audio-visual teaching aids, and one active board.

Two principals took over consecutively the school's administration, Ms. Amira Makouk and Ms. Souhaila Alameddine. In 1978, Ms. Souad Masri was assigned as the school principal; she played an active role in restoring the reputation and prestige of the public school. In 2015, Ms. Safaa Zaylaa was assigned as the school principal. Ms. Zaylaa had a BA in English literature and a teaching diploma, and at the time of her appointment she has worked as a teacher for 14 years.

During the academic year 2015/2016, the school had a team of 60 teachers, 22-fixed term and 38 daily paid teachers. Most of the teachers were from Tripoli, while few came from Koura. Most teachers in the school have university degrees, are highly competent with an average of 13 years of experience, and continuously participate in professional development training. Most of the teachers were appointed to the school based on the needed professional qualifications, which the principal reported that it contributed to students' academic success. All students in the school were girls; there were around 852 female students, and most of them came from middle class families. The school also operated in an afternoon shift for around 700 Syrian mixed gender refugee students.

Tarbiya Haditha School was classified by TAMAM with its "academic excellence". The school was able to graduate generations of educated girls despite the harsh conditions and thus it was distinguished by the outstanding academic success of its students that was manifested in the results of the Official Exams. In addition to its academic role in teaching students, the school



became characterized by the quality of care it offers to its students; namely having daily follow ups on students and in examining the conditions and needs of their families to raise the parent's awareness on how to support the students while learning. Therefore, through this constant interaction the school was able to gain the trust of the surrounding environment and to present a successful image of a public school.

However, with its emphasis on academic achievement and excellence for its girls' students, the school does not reflect its environment; instead, the school became the driver for social transformation for the external community taken it upon itself to introduce the community to high levels of care for the girls and for excellence in education. The school defined its relationship with its community by putting boundaries with this community, a shield like the principal described it, keeping its members at a distance, and reaching out only according to its needs. As a result, the school built a formal service relationship with its community including the parents' council, municipality and the social, cultural, and health organizations, assigning each its "role" and contribution while the latter did not have any room to take the lead on educational initiatives within the school. The school's relationship with the municipality is limited to requesting limited support when urgently needed for the students. The principal reported that she believes that it is best to manage her school independently where she does not need help from the municipality inside the school, but she needs their support outside the school to protect girls while leaving the school from the harassment of boys who wait outside. With clearly defined boundaries as well, the school managed to establish a very good relationship with its parents' council. The parents' council is very active, and it plays its role according to the law, and respond to the requests made by the school principal for any help she deems necessary with school activities. The parents' council has committees and an office in the school, yet its activities are defined by the principal as being mainly the mediator between the school administration and the external community. The parents' council does not interfere without being invited by the principal in solving issues or making suggestions related to the internal issues of the school.

During the years 2013-2016, Tarbiya Haditha Public School participated in several improvement projects: they established and equipped the teachers' room, the science lab, an audio-visual room, an auditorium for coordinators, and an auditorium for the parents' council. Moreover, the school worked on a project related to organizing the communication between students, parents and teachers. In addition to that, the school participated in a self-assessment project for principals.

In 2016, Tarbiya Haditha Public School was selected to participate in TAMAM project for several reasons. The principal is a young and novice principal who has just been appointed in the position. She is still getting to know the school, but she has plans for improvement and is excited



about the prospects to implement them at her school. The principal has not received any training in leadership and management and was eager to start her training with TAMAM. Moreover, she is not politically affiliated. Another reason is that the school has a strong history of success and good financial resources (enrolls more than 800 students on board). The school has strong connections with the DOPS, CERD and the Educational Inspectorate. The school has young tenured teachers who are enthusiastic about school change, and parents are very involved in school's events.

Upon the school's participation in TAMAM, the school principal was asked to form a team of teachers based on specific criteria to work on an improvement project. The formed lead team in Tarbiya Haditha Public School consisted initially of 6 fixed term teachers. The team included the principal, a French language teacher, an Arts teacher, a Chemistry teacher, and 2 Math teachers. The team members had around 4-5 reserve hours, but the team members requested from the ministry to allow them to allocate these hours for working on the project. All team members showed high motivation to work on an improvement project in the school. Results of our analysis of the baseline data collected about the members' acquisition of leadership skills showed that the lead team at Tarbiya Haditha Public School lack the TAMAM competencies according to TAMAM's definition of these competencies. The team partially practice the evolving design-planning competency. Therefore, the team members required training to acquire the knowledge, skills, and attitudes of each of the 11 TAMAM competencies.

IV.Improvement Project of the Participating Schools

Each of the six participating public schools worked on developing an improvement project following the TAMAM journey. This required identifying an improvement need, developing an ideal scenario, and designing a plan for the intervention to be implemented. In this section, we will describe the improvement project of each of the six participating public schools.

A. Bzal Mixed Public School: Developing a Sense of Motivation for Learning for Students of Grade 1

The lead team in Bzal Mixed Public School went through two rounds of reflection and inquiry while identifying the improvement need they want to work on during their improvement project. The lead team first chose to work on bridging the gap between students' achievement between grade 8 and grade 9. The team decided on this need after they found out that only 48% of their students passed the Brevet official exams for the year 2016. Consequently, the team conducted several meetings with teachers, parents, and students collecting data to investigate the reasons behind this problem of practice. After that, the team decided to have their improvement project



targets addressing the decline in school results as students move from Grade 8 to Grade 9. To reach this goal the team wanted to develop an initial plan with specific measures and procedures that will help them increase students' success in Brevet. However, while the team were investigating the reasons behind the decline in students' results from Grade 8 to Grade 9, they realized that the problem is rooted in previous grade levels where students lack motivation to learn. Students who failed in grade 9 were expected to fail since they had a low achievement level since their elementary grades. Many students were indifferent to their learning, not motivated to study and do not aspire to enter a university as they only aim at joining the Military –which is a widespread goal for young people in Bzal. Therefore, the school lead team concluded that there was a need to install and maintain a love of learning among students since grade one to avoid their failure in later grade levels.

As a result of the inquiry they conducted the lead team found that the issue of demotivation to learn was manifested in several aspects such as: students not completing their homework, students not interested in getting high grades, students show poor acquisition of linguistic skills, and students display several discipline problems during class sessions. These issues were attributed to the students' lack of prerequisite skills, the weak assessment techniques that only assess students' lower abilities such as memorizing, and the lack of planning and coordination across grade levels. Other reasons included the lack of expanded learning activities in the school, the dull classrooms that have no decorations, and having only few meetings with parents during the academic year. Therefore, the team decided to modify their improvement project to target first grade students and to focus on improving their engagement and love for learning of Arabic language, which means strengthening their literacy skills which will eventually extend to other subjects and other grade levels. Hence, the key goal of the improvement project of Bzal Mixed Public School developing the love for learning and motivation of Grade one students.

The ideal scenario that the team aspired to achieve included having students who are responsible for their learning, motivated to learn, take initiatives, have leadership skills, have a sense of citizenship, have a sense of belonging to the school and their society, and participate actively in the class, school, and society. In their ideal scenario, the team also aspired to have teachers who understand students, motivate them, are able to use various active and effective teaching strategies, use technology, and are able to design learning activities that respond to students' interest.

To achieve the desired goal and aspired ideal scenario, the lead team at Bzal School developed an initial plan that included two improvement objectives under which they set operational objectives and designed several activities and procedures to help achieve each objective. The first improvement objective aimed at having students participate in school life, while the second aimed at having students use what they learn in their daily lives. To achieve these objectives the lead



team designed several activities that target students, parents, teachers, and the learning environment. The team planned to renovate and equip the classrooms to become more attractive for students; review the code of conduct of the school and develop a guide/manual to regulate the relationship between the teacher, parents, and students in grade one. The team also planned to introduce parents to the school environment, have them participate in the teaching and learning process, and raise their awareness about their role in motivating students to learn and use their learning in their lives. Moreover, the school lead team planned to train teachers on certain skills such as classroom management, dealing with students, building relationship with students, using various teaching strategies, and adopting different methods to motivate students. In addition to that, the team planned to enrich the curriculum with examples and case studies that relate the competencies taught through the curriculum with students' daily lives. The lead team documented their improvement plan using the "Initial Plan" template prepared by the PST (Appendix Q).

B. Ghobeiry Second Mixed Public School: Increasing the Engagement in School Life for Grade Seven Students

The lead team in Ghobeiry Second Mixed Public School identified their improvement need to be addressing the lack of motivation, indifference and bullying among students. The need was identified based on the school's experience and action research conducted through the D-RASATI project that the school participated in. The results of the action research showed the existence of areas for improvement that have similar priority level; the two areas where improving students' performance in English language and providing psychosocial support for the students. However, based on the school's experience with dealing with the students, the team decided to work on the second need due to the great impact the lack of psychosocial support have on the students and teachers who are living in difficult and stressing conditions. Therefore, the team defined their improvement need to be addressing the behavioral problems of students and their lack of motivation. The issue of students' lack of motivation was manifested in the decline of their academic performance, constant distraction in class, disengagement in class, indifference, irresponsibility, bullying of other classmates, and the use of verbal and physical violence among students and with teachers. These manifestations were attributed to the psychosocial problems that many students suffer from and to the lack of parents' supervision of their children's needs, education, and upbringing. Therefore, the team decided to develop their improvement project around the improvement goal of increasing the engagement in school life for grade seven students. The team decided to target grade 7 since it is the entry grade level in this intermediate school and targeting them with this improvement project will allow them to follow up the students in grade 8 and grade 9.



In their ideal scenario, the lead team at Ghobeiry School described extensively the profile of the student, teacher, principal, school building, and school-parent relationship that they aspired to have. Some of the profile characteristics of the students included being collaborative, respectful of others, inquirers, creative, proud of their achievements, critical thinkers, problem solvers, open to change, have good mental and physical health, have a clear value system and ethical principles, and committed to contribute to the development of their society and country. Some of the profile characteristics of the teachers included being able to motivate students, provide a safe and nurturing learning environment, accept individual differences, and help students develop certain skills and competencies, assess students continuously. Some of the profile characteristics of the principal included being active, modest, influential, responsible, innovator, and leader, able to solve problems and take decisions. The team also aspired to have a principal who is proficient in his/her work in all educational, administrative and public relations fields, able to supervise and assess the work of teachers, and students, able to monitor the implementation of the laws and regulations of the school. Moreover, the principal should be someone who is able to promote and support the activities and services in the school that support the teaching and learning process, and someone who works on strengthening the relationship with the parents and local community. The ideal scenario also described having a good relationship between the school and parents where both share responsibility and decision-making in issues related to students' learning. The team also aspired to have parents who are more involved in following-up on their kids' academic and behavioral performance in the school.

To achieve the desired profiles, the team developed an improvement plan that consisted of 4 improvement objectives and several procedures and activities under each. The *first improvement objective* was to have students participate willingly and happily in the learning process. To achieve this objective the team planned to train teachers on skills they need, guide teachers to develop activities that respond to students' learning styles, guide teachers to connect the concepts learned during sessions to students' daily lives, and train students on time management and studying strategies.

The *second improvement objective* was to have students who are proud to belong to the school. To achieve this objective the team planned to train teachers to communicate effectively with students and to show trust in students' capabilities, direct teachers to respect students and deal with them in a respectful and fair manner, and to have teachers continuously check on students' well-being. The team also planned to establish sports and art clubs that responds to students' needs, and to have teachers motivate students to integrate with their school and social community.



The *third improvement objective* was to have students who are able to communicate and collaborate with others. To achieve this objective, the team planned to train teachers to use positive communication strategies, and to have students, parents, and teachers committed to the content of the Code of Conduct.

The *fourth improvement objective* was to have students who are proactive and believe in their own capabilities. To achieve this objective, the team planned to have teachers create challenging activities in scientific and artistic domains to help students learn about their strengths and acquire certain skills. The team also planned to allow students to design, organize, and implement activities; and to motivate them to participate in the school clubs' activities, various competitions outside the school, and in voluntary work. The team also planned to have teachers and other successful people share their successful experiences in life to set an example for students. The lead team documented their improvement plan using the "Final Report" template prepared by the PST (Appendix Q).

C. Jezzine Elementary Public School: Strengthening an Inclusive Learning Environment for Students: Differentiated Learning Experiences in Arabic Language for Grade Four Students

To identify their improvement need, the lead team in Jezzine Elementary school prepared a questionnaire for teachers to ask them about the teaching and learning process in the school. In addition to that, they conducted several visits to the classrooms to observe teachers and students' performance. After analyzing the data from the questionnaire and the field observations, the lead team noticed that students have a weakness in their acquisition of the Arabic language. This issue was manifested in students' low results on achievement tests, their inability to express orally and in writing in Arabic, having low proficiency in reading, and lacking interest in reading. Therefore, the team concluded that there is a need to work on improving students' performance in Arabic language. Yet, after the PST's recommendation to build on the assets of the inclusion initiative established in the school and to link it with their improvement project to develop it further, the lead team modified their improvement need to be: enhancing an Inclusive learning environment: designing differentiated learning experiences in Arabic language for Grade 4 students.

The ideal scenario that the team aspired to achieve after solving this issue, included having students who are able to pronounce letters correctly, read sentences and paragraphs correctly and fluently each according to their capabilities, and understand what they read. In addition to that, the team aspired to have students who can express orally in meaningful sentences using the classical Arabic language, and to write a paragraph or two in classical Arabic without spelling mistakes. Moreover, the team aspired to have students acquire the skills of listening, reading,



writing, and expressing in classical Arabic. The team hoped that this would help students become more confident, able to communicate effectively with others, able to participate and integrate in their society to become good citizens who have a sense of belonging to their countries.

To achieve their ideal scenario, the team developed an improvement plan with the improvement goal of strengthening an inclusive learning environment for students through differentiated learning experiences in Arabic language for Grade four students. The improvement plan consisted of four improvement objectives: (1) have all students- including those with special needs or learning disabilities – learn Arabic language skills such as reading, writing, understanding, and expressing. (2) Activate communication and coordination between the specialists and the school and parents. (3) Increase students’ engagement and interest in learning Arabic language. (4) Increase the awareness and participation of the school community and the parents. To achieve these objectives the team planned a number of procedures and activities that target students, parents, and teachers. The team planned to train teachers on identifying students’ needs and learning styles, planning lessons to teach Arabic language, teaching strategies to teach Arabic language, and to train teachers on differentiated teaching strategies. The team also planned to create channels for communication between the Arabic teachers in the school, and between them and the special needs experts from Caritas and CLES. In addition to that, the team planned to benefit from “QITABI” project and connect its activities with the teaching of reading Arabic. Moreover, the team planned to raise the awareness of the parents and the school community about the inclusion program, and to ask them to participate in planning and implementing activities related to the inclusion program and to the teaching of Arabic. The lead team documented their improvement plan using the “Initial Plan” template prepared by the PST (Appendix Q).

D. Kfarruman Second Intermediate Public School: Improved Supervision System

To identify their improvement need, the lead team at Kfarruman Second Intermediate Public School prepared a questionnaire for teachers that required sorting the different needs in the school according to their level of priority. The lead team then conducted a series of meetings, focus group interviews, and individual interviews with parents, teachers, and students in the school. After analyzing the collected data, the team identified that there is an issue in the supervision system in the school. The team found that the school lack qualified educational supervisors who are capable of providing support for the teachers and that the school lack a manual for clinical supervision that clarifies the process of supervision throughout the year. The lead team also found that there is no clear procedure for assessing teachers’ performance, there is no cooperation between the supervisors and the teachers, and there is no relationship between the supervisors, parents, and teachers with the neither CERD nor DOPS. Moreover, the team found that the school



has a rich technological infrastructure, but it does not adopt an electronic manner to communicate and document the work between teachers and supervisors. Therefore, the team defined their improvement need to be designing an educational and developmental model for Supervision enhanced by Information Technology. The improvement project at Kfarruman School was designed to improve the supervision system in the school by developing a clear and organized procedure to activate the role of the supervisors to support the teaching and learning process.

In their ideal scenario the lead team at Kfarruman School described the criteria to select the supervisors, their tasks, and their relationships with teachers, parents, students, school administration, principal, other supervisors, DOPS, and CERD. The lead team also worked on linking their ideal scenario with the schools' mission and visions, MEHE's criteria of effective schools, and TAMAM's vision for teachers and students. To improve the supervision system in the school, the lead team developed an improvement plan that consisted of 4 improvement goals, 15 improvement objectives, 42 operational objectives, and a number of procedures and activities. Through their writing of the objectives and procedures, the lead team referred to literature on clinical supervision provided to them by Dr. Rima Karami, who is a specialist in educational leadership and supervision.

The *first improvement goal* addressed the competencies of the supervisor such as being a reference for the subject matter and sharing his expertise with teachers. The improvement and operational objectives under this goal focused on setting the criteria for selecting supervisors, appointing supervisors for the different subject matters in the school, developing their schedule, and identifying different methods to refine their skills. The objectives also included developing a Supervision Manual that clarifies the supervisors' professional knowledge, professional performance, professional relations, and the professional ethics and values. The *second improvement goal* addressed the role of the supervisors in carry out the tasks assigned to them as defined in the Supervision Manual such as preparing the annual schedules of the subject materials, monitoring the implementation of teaching and evaluation methods, and building trustworthy and supportive relationships with teachers. Other tasks included conducting formative and summative evaluation for teachers through classroom observations using the forms and instructions developed in the Supervision Manual. The *third improvement goal* addressed the supervisors' relationships, internally with the school community, and externally with parents, CERD, and DOPS. The operational objectives and procedures under this improvement goal include communicating and conducting meetings with the different members to coordinate the work and solve problems related to the teaching and learning process. The *fourth improvement goal* addressed the implementation of the supervisors' tasks based on the supervision model and using information technology. The operational objectives and procedures under this goal include



training supervisors to use specific software to communicate, plan and document their work with the teachers. The lead team documented their improvement project using the “Team Improvement Journey Final Report” (Appendix Q).

E. Rachel Edde Public School: Increasing the Students’ Interest in Learning

When the lead team in Rachel Edde Public brainstormed to identify their need, they noted poor students’ performance, and they attributed this issue to the poor content presented in the textbooks used in teaching. The team noticed that the textbooks they are using lack meaningful content, lack examples that related to students’ lives, and topics are not continuous and not consistent across grade levels. Therefore, the team decided to work on improving the curriculum for the basic classes. However, after several meetings and discussion between the lead team members and the steering team of TAMAM, the lead team realized that there are other needs in the school that need more attention, such as attending to students’ psychological needs. The lead team found that many students in the school suffer from some psychological issues, caused by having divorced parents, “indifferent” parents, or suffering from verbal or physical violence at home. Therefore, the lead team decided to change the improvement need they will work on to be addressing the socio-psychological challenges faced by first-grade students to improve their learning experience.

To work on their improvement need, the lead team at Rachel Edde Public School developed an improvement plan that consisted of 3 improvement objectives under which there is a number of related activities that help achieve each goal. The *first improvement objective* was to improve students’ engagement in learning. To achieve this, the team planned a series of training for the teachers to be able to identify students learning difficulties, use effective teaching strategies with students with learning difficulties, understand students learning styles, and use diverse and active learning strategies. The team also planned to coordinate with experts and refer students who have serious learning difficulties to them. Other procedures included having students participate in the learning and teaching process through asking them to prepare and explain lessons and to plan and implement creative activities in the school. The *second improvement objective* was to increase students’ motivation to learn. To achieve this the team planned to increase the number of extracurricular activities implemented in the school, and to have teachers use various methods to motivate students. The team also planned to get to know the students’ parents, strengthen the school’s communication with parents, and urge them to support their children’s learning. The *third improvement objective* was to increase students’ commitment to the school’s rules and regulations. To achieve this the team planned to develop the school’s code of conduct and have both students and parents agree to its content. The team also planned to train teachers on how to



manage the class and how to deal with students' behavioral problems. The team also planned to conduct awareness sessions for parents about children's behavioral problems, and about positive parenting. Other activities included conducting activities that promote positive communication between students. The lead team documented their improvement plan using the "Initial Plan" template prepared by the PST (Appendix Q).

F. Tarbiya Haditha Public School for Girls: Empowering Grade Six Students to Build their Characters

The lead team at Tarbiya Haditha Public School identified their improvement need after a series of brainstorming meetings with the teachers in the school. As a result of the data collected during these meetings, the team concluded that teachers tend to focus on traditional teaching and learning methods (such as lecturing and memorization) and they do not use teaching strategies that develop students' mental skills. The team also concluded that the textbooks used lack content that promote the development of students' high order skills, and that the curriculum lacks activities that promote these skills as well. Moreover, the team concluded that the assessment of students learning -that is also very traditional- inhibit the development of students' skills. Therefore, the team concluded that their improvement need is to develop higher mental and intellectual skills for the students, i.e. improve their skills in applying, analyzing, creating, and evaluating, which will help them later in dealing with different real-life situations. As the team worked on defining their improvement needs and its manifestations and reasons, they modified the statement of their improvement need to be "adopting a comprehensive educational approach to develop the personal and social aspects for Grade 6 students". Consequently, the team defined their improvement goal to be "empowering Grade six students to build their characters."

The lead team described in their ideal scenario that they aspire to have students who are balanced, responsible, ambitious, love to discover, inquirer, self-disciplined, able to solve problems, and able to adapt to different situation. The team also aspired to have teachers who are expert in their subject matter, able to investigate, plan, document, take decisions based on evidence, guide students, understand their circumstances, and respect their individual differences. As for the principal, the team described that they aspire to have a principal who is able to solve problems, motivate students and teachers, plan, monitor, and evaluate the performance of the school. Furthermore, the team also described the kind of relationship they aspire to have with the parents and local community. They wanted to strengthen the school's communication with parents, and have parents participate and attend school meeting and events. The team also wanted to cooperate and coordinate with local organizations and institutions to get their support and to plan and implement activities together.



To achieve their improvement goal and get as close as possible to the described ideal scenario, the lead team at Tarbiya Haditha Public School developed an improvement plan with 4 improvement objectives and a set of operational objectives and activities to be implemented. In their improvement objectives, the team focused on 4 skills: motivation, systematic planning skills, self-esteem, and collaboration. The *first improvement objective* aimed at increasing grade 6 students' motivation. To achieve this objective the team planned to train teachers to use active board in teaching to present lessons in an engaging way that motivate students. The team also planned to address the topic of motivation and its positive effect on learning with both students and parents through specific discussions, meetings, and activities. Moreover, the team planned to have all teachers use motivation techniques to stimulate students' interest in scientific, artistic, and literary subjects. The *second improvement objective* aimed at improving grade 6 students' systematic planning skills. To achieve this objective the team planned to train teachers to follow the UBD planning approach. The team also planned to have teachers design and implement activities that guide students to plan and think systematically. Moreover, the team planned to conduct a workshop for parents about the importance of assisting their daughters in managing their time. The *third improvement objective* aimed at developing grade 6 students' self-esteem and have them express their capabilities confidently. To achieve this objective the team planned to train teachers to use positive thinking as a method to develop self-esteem, and to train teachers on non-violent communication. The team also planned a lecture for parents about how avoiding verbal violence help in developing students' self-esteem. Moreover, the team planned to have teachers increase the use of performance tasks to boost students' self-esteem. The *fourth improvement objective* aimed at strengthening grade 6 students' collaboration with their community. To achieve this objective the team planned to introduce students to their community and create channels for the community to participate in educating these students and facilitate their integration into the society. The lead team documented their improvement plan using the "Final Report" template prepared by the PST (Appendix Q).

V. Completed Capacity Building Activities with the Participating Schools Throughout the Project

Throughout the project period from 2016 to 2020, , the TAMAM Lebanon Hub steering team was able to successfully complete a substantial number of activities that fulfilled the project's objectives. The conducted activities were the following:



A. Capacity Building Workshops

The HST conducted an average of 2 workshops per year since the initiation of the project. These workshops were held at the American University of Beirut and aimed to develop the leadership capacity of the schools’ lead team members and to give them the opportunity to network and exchange their experiences. Following is a brief about the workshops that were delivered during the first four years of the project. The fifth year was aimed for the evaluation of the project by the schools; hence, no workshops were scheduled for that year.

- 1) On February 12th, 2016, the HST organized its first workshop for the public schools that have been selected to participate in the TAMAM Lebanon Hub project under the title “Launching the TAMAM Lebanon Hub Project in the Experimental Schools in Lebanon”. The workshop was aimed to introduce TAMAM’s vision, objectives and capacity building program including the TAMAM journey and pillars/competencies, as well as the scope and prospects of the work on the project. The HST also presented the standards of the Effective School as identified by the Ministry of Education and the selection criteria for the lead team members who will work on the school improvement project. The school lead teams were asked to identify a school improvement need before the next workshop.
- 2) On May 27th, 2016, the HST organized its second workshop for the school lead teams under the title “Launching the TAMAM Journey: Identifying the School Improvement Need”. The workshop was aimed to introduce the first station on the TAMAM journey which is “Needs Identification”, and the two TAMAM competencies of “Inquiry” and “Evidence-Based Decisions”. Each school lead team presented its preliminary school improvement need based on the team’s meetings at school. It was noticed that the school team members have displayed an increase in their motivation and commitment to TAMAM, which was due to their increased knowledge about the project and the prospects of the work they were required to do, as well as to their interaction with other TAMAM school team members. The initial improvement needs were identified as following:

School	Improvement Need
Bzal Mixed Public School	Identifying the gap in school achievement between Grade 8 and 9 students.
Ghobeiry Second Mixed Public School	Providing psycho-social support to students
Jezzine Elementary Public School	Improving students’ achievements in the Arabic language

Kfarruman Second Intermediate Public School	Developing a constructive approach in Supervision
Rachel Edde Public School	Improving the curriculum for the basic classes
Tarbiya Haditha Public School for Girls	Developing higher mental and intellectual skills for the students

- 3) On October 29th, 2016, a workshop under the title “Setting the Ideal Scenario and Improvement Goals for School Improvement” was organized, in which the second station of the TAMAM Journey “Setting the Ideal Scenario” was presented and the school teams were reminded of the two competencies presented in the previous workshop which were “Inquiry” and “Evidence-based Decisions”. The TAMAM Lebanon Hub objective to raise the awareness to connect with the parents and the community was also introduced to prompt the school teams to start thinking of ways to do it like forming a “Community Support Team”. In addition to that and based on the discussions, the brainwashing and the feedback of the TAMAM director and the senior coach during their interactions with each school, the lead teams have consequently modified their improvement needs and presented them during the workshop. The modified schools’ improvement needs were the following:

School	Preliminary Improvement Need	Modified Improvement Need
Bzal Mixed Public School	Identifying the gap in school achievement between Grade 8 and 9 students.	Examining and resolving the decline in school results as students move from Grade 8 to Grade 9
Ghobeiry Second Mixed Public School	Providing psycho-social support to students	Addressing the behavioral problems of students and their lack of motivation
Jezzine Elementary Public School	Improving students’ achievements in the Arabic language	Improving students’ achievements in the Arabic language for Cycle One
Kfarruman Second Intermediate Public School	Developing a constructive methodology for Supervision	Developing a detailed methodology for the work of the Supervisor based on the problems faced by the teachers

Rachel Edde Public School	Improving the curriculum for the basic classes	Addressing the learning problems for the students of Cycle One, Two and Three
Tarbiya Haditha Public School for Girls	Developing higher mental and intellectual skills for the students	Developing higher mental and intellectual skills for the students

- 4) On February 10th, 2017, the HST organized its fourth workshop titled “Towards Innovation: Setting the Design of the Improvement Project” to instigate a new station on the TAMAM journey “Setting the Initial Plan” and to introduce the lead team members to the two TAMAM competencies of “Reflective Dialogue” and “Job-embedded Experiential Learning”. In addition, each of the school lead teams presented its school’s ideal scenario, improvement objectives and operational goals, and were asked as a next step to think of members from the community that could be candidates for the Community Support Team.
- 5) On March 17th, 2017 a fifth workshop under the title “Continuing the Initial Plan for the Improvement Project” was organized to elaborate on the stage of designing the monitoring and implementation plans for the school improvement project. The school lead teams presented their work progress on setting the improvement plans, and the HST made a presentation to explain about the process of change, its nature, types and challenges that the lead teams have to expect and to face during the implementation of their improvement plans. Consequently, the TAMAM competency “Evolving Design Planning” was presented by the HST as it would be needed at the stage when the lead teams start with the implementation of their improvement plans and face many challenges that might hinder the process of implementation. By the end of the workshop, the lead teams were asked to fully document their work throughout the project to apply TAMAM’s competency of “Systematic Documentation”.
- 6) On October 14th, 2017, the HST organized a workshop at AUB under the title “Preparing for Implementation and Monitoring” to coach school lead teams on setting the monitoring and implementation plans for their improvement projects, and to present the TAMAM competency of “Decisions based on Needs”. During that workshop, the HST expert in community building and local development, Ms. Feyrouz Salameh, presented a session on the socio-cultural approach titled “Strategies for the interaction with the Community”. During this session, Ms. Salameh linked the importance of understanding the environment of the students and their families to achieve the improvement goals developed in the schools’ improvement project initial plans. Consequently, she presented for the first time

the “Socio-cultural questionnaire” that helps the schools collect data about the students’ families for a better understanding of the families to develop relevant strategies to interact and form partnerships with them and with the local community. The school lead teams also presented their work progress on setting the activities needed to achieve the improvement objectives and operational goals, the available resources and the challenges they were facing. It is worth mentioning that by this time, the school lead teams have developed to some extent their leadership capacity and acquired the TAMAM competencies of Inquiry, Evidence-Based decisions and Reflection; this is in addition to the continuous interactions and discussion with the HST which jointly resulted in reviewing their improvement needs, modifying them and accordingly deciding on the final version of their improvement projects. Below is a table that shows the final improvement project for each school:

School	Final Improvement Project
Bzal Mixed Public School	Developing the love for learning and the motivation of Cycle One students
Ghobeiry Second Mixed Public School	Increasing the engagement of Grade 7 students in school life
Jezzine Elementary Public School	Enhancing an Inclusive learning environment: Designing differentiated learning experiences in Arabic language for Grade 4 students
Kfarruman Second Intermediate Public School	Designing an educational and developmental model for Supervision enhanced by Information Technology
Rachel Edde Public School	Addressing the psycho-social challenges to improve the learning experience of Grade One students
Tarbiya Haditha Public School for Girls	Adopting a comprehensive educational approach to develop the personal and social aspects for Grade 6 students

- 7) On March 16th, 2018, a workshop was organized by the HST which was under the title “Implementation and Monitoring” in which the schools presented their work progress on preparing for the implementation and monitoring of their improvement plans. In addition, the HST expert in community building and local development presented a session titled “Forming Partnership with the Family”, as part of the socio-cultural approach. The purpose of this session was to encourage the team members to adopt the socio-cultural approach to start planning for the partnership with parents and to conduct the “Family Welcoming Day” to receive their permission and the authorization to transform the child



into a student/learner. The session also included an intervention by Ghobeiry School on its experience in forming this partnership with the parents or families. The senior coach asked the school teams to complete the preparation stage for the implementation and monitoring of their plans as a next step and introduced the competency of “Professional Collaboration” highlighting its importance at this stage of the project.

- 8) On October 27th, 2018, an eighth workshop was delivered by the HST which was under the title of “Implementation and Preparing for Evaluation.” The workshop encompassed a review of all the TAMAM competencies that were covered in the past three years whether in workshops or in the individual visits made to schools by the senior coach, in addition to presenting a new competency which is “Mentoring”. On the other hand, the lead teams shared their experience in developing awareness on the need to connect with the parents and the local community; and each school gave an example of how that objective was achieved. The concept of “Student Leadership” was presented too to introduce the dimension of partnering with the students as well.
- 9) On March 29th and 30th of 2019, a workshop was organized by the HST which was under the title “The Experience of the Public Schools in Lebanon: Leaders of Change for Sustaining TAMAM’s Culture” in which the schools were presented with the last TAMAM journey station “Taking Action and Disseminating TAMAM’s culture within the school” and the TAMAM competency of “Participative Leadership”. During the workshop, the HST was also updated on the schools’ achievements in completing the implementation process and on their work progress in preparing for the evaluation of their projects during the next year (2019-2020) as they continued to encourage and support the six schools to network and support each other’s improvement journey. In addition, Ms. Salameh presented a session titled “Partnership with the Community: Forming the Community Support Team” in which she coached the school teams on getting to know and interacting with the local community for the purpose of forming a Community Support Team, as a means to connect the school with its community and benefit from the support/assistance of its members.

B. Gatherings

The TAMAM Lebanon Hub steering team had managed during the five years to organize 2 gatherings specifically targeting the participating public schools. These gatherings have aimed to expose the Lebanese public schools to the experiences of the other schools in the TAMAM Professional Network, especially in Lebanon and some neighboring countries like Jordan, and



to share their successes and challenges to learn lessons. In addition, the public schools participated in 2 other gatherings organized by the TAMAM steering team in which all schools in the TAMAM Professional Network, private and public, from all the Arab countries participated. Their participation also targeted sharing the experiences and the lessons learned. The gatherings were the following, in the chronological order:

1. TAMAM's 11th Gathering – Amman, Jordan

The six public schools were invited to participate in TAMAM's 11th Gathering that was held in Jordan from May 20 to May 22, 2016. All lead team members have shown high interest in attending the gathering, and although TAMAM has promised to cover the expenses of only two members from each school, many school teams have taken it upon themselves to cover the expenses of the travel and accommodations of the other team members participating in their improvement project to ensure that all the team attends the gathering. The gathering gave the school teams the opportunity to be introduced to the TAMAM community of schools in the Arab countries and to their experiences with TAMAM.

2. TAMAM Lebanon Hub 1st Gathering – Beirut, Lebanon

On June 30th and July 1st and 2nd of 2017, the HST organized a three-day gathering for all schools, public and private, participating in TAMAM project from Lebanon. The gathering was titled: "Promoting Networking among TAMAM Schools in Lebanon, and Bridging Schools with their Local Communities". The gathering included a session that displayed posters of the improvement projects of the public participating schools which the private schools visited and got an idea of what the schools were working on. In addition to that, the gathering included a workshop over the second and third days in which the public schools presented their work progress on the improvement projects and received feedback from the private schools, then had networking sessions to exchange experiences and success stories. The TAMAM competency of "De-privatization of Practice" was presented by the HST as well. On the third and last day, the HST expert in community building and local development presented to the schools' sociocultural approach within its conceptual framework with the aim of partnership with the parents and the local community. The gathering was concluded with a closed session for the public schools only, in which they drafted the provisions needed for the implementation of their improvement projects and which was sent later to Mr. Yarak for his consideration (See Appendix R).



3. TAMAM Lebanon Hub 2nd Gathering – Beirut, Lebanon

The HST organized a three-day gathering between the 25th and 27th of June 2018 for all schools, public and private, participating in TAMAM project from Lebanon. Members from the Jordan TAMAM schools, and representatives from the Welfare Association (Taawon) and UNRWA schools attended as observers. The gathering was titled: “Sharing Experiences and Presenting the Next Steps: Towards Evaluation and Institutionalization”. The objective of the gathering was to disseminate TAMAM culture and to reinforce networking and exchange of expertise among participants. It included a poster session on the first day during which the public and private schools shared their learning experiences towards the process of change, while on the second day the schools shared their practices in the implementation and institutionalization of their projects. On the last day of the gathering, the HST presented the application and adoption of the socio-cultural approach, which was the new experimental dimension in TAMAM whose conceptual framework was presented previously during the first organized gathering. Moreover, with the initiation of the improvement projects in the schools, the team members expressed the need to develop their communication skills to improve the communication between the team and the other teachers in the school, the school administration and the teachers, between the students inside the classrooms, and between the school and the parents. This need also appeared after the teams started implementing the socio-cultural approach and understood the environment of the students and parents. Consequently, the HST organized a session on Non-violent Communication that was presented by a coach from the House of Training and Dialogue. The feedback from the participating schools was very positive and principals and members of veteran teams in TAMAM commended the relevance and salience of the socio-cultural approach as an emerging dimension in the project design.

4. Coaches Gathering – Beirut, Lebanon

The TAMAM steering team has organized its 4th coaches’ gathering which was held at the American University of Beirut between the 26th and 28th of June 2019. The gathering brought together more than 80 educators including TAMAM coaches in the Arab countries participating in the project, representatives from universities and ministries of education from various Arab countries, and local and international researchers and educators. The HST has chosen select members from three out of the six participating public schools to be part of this coaches gathering. The three selected schools were those that have reached the advanced stage of disseminating TAMAM’s culture over the whole school as part of institutionalizing their improvement projects.

The 3-day gathering encompassed a variety of sessions including: 1) a poster session to present the experiences and achievements of TAMAM coaches from the participating countries; 2)



networking sessions for exchanging expertise among TAMAM coaches from different countries; 3) presentations with a focus on the unique coaching approach adopted in TAMAM; and 4) research focused activities related to the TAMAM experience with action research for school improvement. The TAMAM Lebanon Hub steering team participated as presenters in the first two days of the event.

C. Individualized Follow-up and Support with the Schools

Since the beginning of the project, the senior coach and the TAMAM director have provided support to the school lead teams and continuously followed up with them. The senior coach had closely followed up on the schools' progress through regular on-site visits and daily interactions via WhatsApp or phone calls to give them instructions on the needed work, to support them in the implementation of their improvement projects, and to help them in dealing with the ongoing challenges they faced; whereas the director had mostly provided support to the principals to help them develop their strategic thinking and strategic planning skills. Moreover, the PST provided the schools with educational resources and equipment that were required for the implementation of their improvement project. The support and the follow-up were accomplished in the following methods:

1. Individualized School Visits by the Senior Coach

The senior coach has conducted an average of 4 visits per year to offer customized support to each school's lead team. Below is a brief of the school visits over the first four years of the project:

- a. Year 1 (2015-2016).** During the first year of the project and right after the initiation phase, the senior coach conducted 1-2 site visits to each school for the collection of baseline data and information about the schools, the principals and the school lead teams. This took place during the months of March and April 2016.
- b. Year 2 (2016-2017).** During the second year of the project, the senior coach has conducted more visits than the other years as it was critically needed to guide the school lead teams to decide on their improvement initiatives and consequently to set their implementation plans. Therefore, the coach conducted an average of 4 site visits to each school during the first half of the year to follow up on their progress, answer their queries and provide more training on the TAMAM journey stations and competencies. These visits were purposefully made to help school lead team members



in identifying an improvement need for their school, exploring in depth its causes and the factors that helped shape it, and setting an action plan for their improvement need by identifying the goals and objectives and planning for the monitoring and implementation of their action plan. Furthermore, during the school visits, the lead teams were introduced to the concept of setting a strategic plan for their school that entails developing a strategic vision that accentuates the identity of each school based on its history and encompassing the school's proposed action plans for improvement. Then during the second half between March to July 2017, the coach conducted another 2-3 visits per each school for the purpose of coaching school teams as they developed the initial action plan for their school improvement project.

- c. **Year 3 (2017-2018).** During the first half of the year, the HST senior coach conducted 2-3 visits to each school to offer customized support to each school lead team as they were making progress on the school improvement journey. The focus of the visits was to finalize the preparation and documentation of their implementation and monitoring plans for their school improvement projects.

Then in the second half, she conducted around 2 more visits per each school to offer support to each school team as they were implementing and monitoring their school improvement plan. The coach also followed-up on the progress the schools were making on the documentation of their implementation and monitoring plans for the improvement projects.

- d. **Year 4 (2018-2019).** The focus of the visits in the fourth year was to finalize the documentation of the schools' implementation and monitoring activities for their school improvement projects as well as to help them put the evaluation plan to be implemented next year. Ms. El-Hage has made 2-3 visits to each school to offer customized support to the teams as they were implementing their improvement activities and preparing for the evaluation of their school improvement plan in Year 5.

2. Monitoring the Teams' Acquisition of TAMAM Competencies

During the fourth year of the project, the senior coach Ms. El-Hage has conducted two comprehensive monitoring stops, one in November 2018 and another in May 2019, in order to evaluate the extent of acquisition of the TAMAM competencies by the teams in the six participating schools, based on the analysis of the baseline data collected in the first year of the project. Besides, the school lead teams have been exposed/trained by the fourth year to all the competencies of TAMAM during the stations covered. Ms. EL-Hage wrote her comments and



feedback based on evidence and communicated to each school the findings. The teams were then asked to reflect on the evaluation by giving their opinion and supporting it with examples from the teams' experiences.

3. Additional Support by the Senior Coach

The interaction with the school teams has never been limited to the senior coach's on-site visits to the schools, but it was continuous and extensive on a daily basis via WhatsApp messages, phone calls and emails. The average interaction with each school lead team was 10-15 minutes per day, which totaled to 35-50 hours of interaction per year with each school. The purpose of these daily contacts was to: a) give instructions on the work required to be done by the school lead team; b) follow up on the achieved tasks; and c) try helping them in case they were faced with any obstacles. The additional support provided to the schools was not limited to the school year but even extended into the summer months where the HST sustained its support to the principals while they were bringing their academic years to a close and preparing for the new school year.

4. Direct Support from the Hub Director

The TAMAM director, Dr. Karami has also provided her continuous support to the schools throughout the project presenting in the workshops and sending messages to sustain their motivation. Her technical support was more aimed towards the principals to help them develop their strategic thinking and strategic planning skills as well as to address certain challenges that were hindering the progress of their work. Below is a brief of her activities with the schools over the years of the project:

- a. Year 1 (2015-2016).** During the first year, the director's activities were limited to the visits she made to the ten candidate schools, including the selected six participating schools, in which she introduced them all to TAMAM and the TAMAM Lebanon Hub project encouraging them to be part of the project as it will provide them with an opportunity to improve their schools using a new sustainable model for school-based improvement.
- b. Year 2 (2016-2017).** During the second year, Dr. Karami conducted 2 strategic meetings with each school's principal/team. During the first visit, she coached the principals how to set a strategic vision for the school that emphasizes the identity of the school based on its history, and how to develop a strategic plan that encompasses the school's proposed action



plans for improvement. By the end of the school year, Dr. Karami made another round of visits to the schools to prepare the school lead teams for the implementation phase and to discuss ways they can use to solicit resources needed to implement their initial plan. In addition to the visits, the director also had multiple phone contacts with the principals to address certain challenges that were hindering the progress of their work. That year, she followed up with the school principals to help them develop their strategic plans and to monitor that they are making decisions accordingly. She worked closely with the principals of Tarbiya Haditha and Ghobeiry to discuss issues related to their schools, and to offer consultations on emerging matters. She also helped them with the emerging problems they were both facing related to allocating the schools' lead teams' time within their schedule to work on the project. The principal of Jezzine also sought out her help as she needed a replacement for a retired Arabic teacher because her participation was crucial for the implementation of the project. In addition, Dr. Karami continued to periodically reach out to the school principals and teams to offer them feedback on their progress modeling to them the “mentoring” TAMAM competency that includes challenge and support. She also introduced them to strategies that they can use with their lead teams to balance holding the team accountable while sustaining their motivation and commitment to the project.

- c. **Year 3 (2017-2018).** Between July and August 2017, Dr. Karami visited the six schools and conducted strategic meetings with the school principals and/or teams. The purpose of these meetings was to follow up on developing the strategic plan for improvement, to assist the school principals in overcoming the challenges faced during the implementation of the school improvement project, and to gather their recommendations regarding policy amendments that can facilitate implementing their improvement initiatives. Moreover, Dr. Karami and Ms. Salameh presented the history of the schools and their interaction with their environment and explained the dimension of the school's partnership with parents and the local community that TAMAM planned to work on with the schools the next year.

In September 2017, Dr. Karami visited the six schools again with Ms. Rania El-Hage as the schools' new TAMAM coach. The purpose of these meetings was to inquire about the schools' conditions in the new academic year and agree with them on the required modifications and needs to continue the implementation of the project. In addition to that, she made two extra visits to Tarbiya Haditha School in December 2017 and January 2018 to address identified challenges related to the quality of their engagement with the project activities (namely abiding by the guidelines for implementation and documentation) and to help them have a clear understanding of what is required of them. She also made multiple



phone meetings with the principals of the other schools like Jezzine, Kfarruman and Rachel Edde to discuss issues related to their schools and offer consultations.

Then during July 2018, Dr. Karami visited Ghobeiry, Tarbiya Haditha and Bzal schools with Ms. Salameh, and visited Ghobeiry, Jezzine, and Kfarruman Schools accompanied by Ms. El-Hage and conducted strategic meetings with the school principals. The purpose of these meetings was to help the principals plan for the next year by reconsidering any new projects the schools might adopt for the coming year and that might not be linked to their current improvement project, reviewing the budget of the school to provide for the resources needed to implement their strategic plan, and revisiting the school's plan for the next year for implementation, monitoring and evaluation of their procedures.

- d. Year 4 (2018-2019).** During the fourth year, the focus of Dr. Karami's support was to help the school principals and their teams to think "strategically" about their improvement objectives and to move towards having a "strategic plan" for their schools. Hence, she followed up with the principals since the beginning of the year to help them develop their strategic plans and to monitor that they were making decisions accordingly. Then in July 2019, Dr. Karami contacted the six school principals through visits or phone conversations asking them to think strategically and to plan accordingly for the coming year. She asked the principals to set the strategic plan for next year taking into consideration the school's vision, their achievements and success stories, and the sustainability of their projects. The principals were also asked to finish the implementation of their improvement projects and to start with the assessment of the impact of these projects, as well as to make use of other projects like the Inclusion project and QITABI, following the TAMAM method of managing projects, for maximum benefit of them. The principals were also encouraged to incorporate the procedures recommended by Ms. Salameh, the HST expert in community building and local development, to form the Community Support team فريق القيادة الاجتماعية as a step in partnering with the community. In addition to that, Dr. Karami had also multiple phone contacts with the principals of all the schools to address certain concerns, to discuss issues related to their schools, and to offer consultations.

5. *Providing Educational Resources and Equipment:*

As part of the support for the schools, the PST provided the schools with educational resources in addition to some equipment and materials that were needed to improve the classroom environment as required by the planned improvement projects. The PST has



already planned a line in the budget named “school grants” dedicated to fund the resources requested by the schools as they begin the implementation of their projects. Consequently, the following resources were provided:

1. In 2017, all 6 schools were provided membership to the Association for Supervision and Curriculum Development (ASCD) for a year, where they could access various educational resources such as e-books, webinars, educational leadership magazine, ASCD online library, etc. The members made use of these resources, and especially one member from Kfarruman School who downloaded several articles and resources and read them to help him in his work.
2. All 6 schools were provided with educational books from Educational Book House (Dar Al-Kitab Al-Tarbawi) around various themes like active learning strategies, improving reading, individualized teaching, assessment tools, etc... The PST prepared a list of relevant books in Arabic and asked the schools to choose from the list the books they want, as a result a total of 47 books were ordered: 5 for Bzal Public School, 5 Ghobeiry Public School, 9 Kfarruman Public School, 11 Jezzine Public School, 6 Rachel Edde Public School, 10 Tarbiyah Haditha Public School.
3. Based on the improvement project of Bzal Public School that required providing grade 1 students with a healthy and engaging learning environment, the PST managed the renovation of the targeted classrooms. The renovation work included painting the classroom with colorful paint, and providing curtains, desks, stationary, and other educational material (ex. stories, ...) to be used in the classroom.
4. Also, based on the improvement project of Tarbiyah Haditha public school, the PST provided the school with one smart board that was installed. The smart board was used as a tool to motivate students to learn through accessing educational sites and applications as designed in the school improvement plan. Additionally, the PST provided the school with a toolkit called تقدير الذات which was used with the students to improve their self-esteem.

D. Preparing School Principals to Develop Long-Term Improvement Strategic Plans

Since the beginning of the project, Dr. Karami and Ms. El-Hage have held periodic meetings with the principals (average of two meetings per year). These meetings were followed by continuous monitoring of the principals’ progress and providing support as needed through additional meetings with the principals, phone calls or WhatsApp messages. The main purpose of these encounters was to help the school principals, with the assistance of their lead teams, to think “strategically” about their improvement objectives and to move towards setting a long-term “strategic plan” for their schools.



The HST also organized the Principals' meeting that took place on June 10th, 2019 for that purpose. It was aimed to join all the principals of the six participating schools to follow up on what they have achieved so far in their long-term improvement strategic plans, exchange lessons learned, and receive additional coaching on how to finalize their strategic plans.

1. Principals' Meeting on June 10th, 2019

During the fourth year of the project, the HST has organized a meeting for the principals of the six participating schools on June 10th, 2019 at AUB. The objective of the meeting was: a) to celebrate the successes of the schools and to build on these accomplishments highlighting on their achievements and success stories; b) to emphasize the importance of setting a strategic plan for each school to ensure the sustainability of their improvement projects; and c) to emphasize the importance of forming the Community Support Team and encouraging them to initiate contacting the key players in their community that they see as potential candidates for that purpose; and d) to promote the importance of their membership in the larger TAMAM network as well as the added value of their interschools collaboration.

2. Principals' Meeting on December 20th, 2019

Despite its notable success and early indicators of impact on the schools, the TAMAM Lebanon Hub project was unexpectedly terminated upon a decision by the Lore Foundation in September 2019 to stop the funding. This break of the contract by LORE was done without providing AUB and the TAMAM PST and HST, nor the schools with any justifications. As a result, the HST asked the principals of the six schools for a meeting on December 20th, 2019 at AUB to relay the news and to jointly plan for the fifth year of the project. Only three principals were able to attend the meeting in person due to the unstable situation in Beirut at the time, thus the HST sent the meeting recording to the other three principals and followed up with individual meetings with them. The objectives of the meeting were the following: a) to remind the principals of the last June meeting and the decision to be strategic and autonomous for sustaining their improvement projects; b) to update them on the situation with the funder and the cessation of the project and the HST's commitment with the financial support from the Faculty of Arts and Sciences as well as the TAMAM project to keep supporting them to finish the last year of the agreed on project; and c) to ask the principals for their comments and ideas; and d) to go through the next steps that each school needs to accomplish in order to conclude the work on its improvement plan.



E. Planning and Monitoring Meetings

1. Weekly HST Meetings

The Hub steering team held weekly full-day planning meetings since the start of the TAMAM Lebanon Hub project, which totaled to 116 meetings over the years of the project to design and organize around 233 encounters with the schools along with other research activities related to the project. Many of these meetings were attended by the project manager of TAMAM, Ms. Rola Katerji, and members of the TAMAM steering team to strategically monitor the implementation of the project and to exchange expertise between the two teams. These meetings mainly aimed at monitoring the progress of the school lead teams from the participating schools on a weekly basis to reflect, and design strategies for next steps to be implemented by the schools' lead teams and/or by the HST. They also aimed to plan for the HST key training activities like the capacity building workshops, gatherings and AC meetings, and to brainstorm strategies to enhance networking with key stakeholders in the education sector around Lebanon. In addition to that, part of these meetings was dedicated to discuss the research activities that were related to refining the capacity building program design, experimentation on implementing the socio-cultural approach and student leadership, and on strategies to impact educational policy, in addition to refining other research-based material related to the schools' improvement project topics.

2. TAMAM Steering Teams' Retreat

Since the onset of the TAMAM Lebanon Hub project, the HST has participated in three all-team retreats each year with the TAMAM steering team. These retreats served as monitoring stops that aimed to exchange lessons learnt, review the achievements of the previous year, reflect on the strategic plan of the previous year and accordingly set the strategic plan for the next, as well as to build the team spirit.

3. Schools' Lead Team Meetings

Since the beginning of the project, as TAMAM seeks to prepare to turn the schools into professional learning communities, the school lead teams have been meeting at their schools on an average of 3-4 meetings per month. The purpose of these meetings in the first year was to set their improvement plans with its goals, objectives and activities; then it became in the second year for writing the implementation plan and the monitoring plan setting the standards and indicators for the monitoring stops as well as starting the implementation of the planned activities/procedures. In the third year of the project, the lead teams were meeting to reflect on



the implementation of the plan for the purpose of modifying it, as deemed necessary. While in the fourth year, the schools' lead teams have been meeting for the purpose of implementing the improvement plan's activities and writing the evaluation plans that include setting the standards and indicators for evaluating the impact of the interventions implemented on the improvement objectives set by the schools. Then in the fifth year, the teams were meeting to reflect on the evaluation plan and to discuss the results of the evaluation they were getting.

4. Meeting with the Advisory Committee and the Chairperson

Since the launching of the TAMAM Lebanon Hub project, the HST organized periodic meetings with the Advisory Committee members, an average of two meetings per year. These meetings were aimed to update the AC on the achieved activities by the HST and the work progress of the participating schools, to receive their feedback and to solicit their support on certain decisions like the need for MEHE's commitment and support. Moreover, the discussions of these meetings centered around the emerging strategy to scale up the design of the project, thus examining closely the progress of the pilot phase and soliciting feedback was critical. Each AC meeting was preceded by the HST submitting a progress report on the project activities for the period preceding the meeting to the AC members to be read before the meeting. Similarly, an average of two meetings per year were held with Mr. Kyriakos-Saad, the founder of Lore Foundation and the chairperson of the advisory committee for the same purposes.

F. Sustaining the Lead Teams' Motivation

As part of its research and development activities as well as part of its individualized follow-up on the participating schools, the HST has designed and implemented strategies to sustain the lead team members' motivation through:

- 1) Sharing the TAMAM vision and mission since the beginning of the project for the teams to develop ownership of TAMAM vision, professional values, journey and competencies. The bi-annual workshops that unite the lead teams of all 6 schools have helped develop solidarity among the teams by sharing the schools' concerns, challenges as well as successes. These events helped in creating the bond among them while spreading the TAMAM beliefs and values.
- 2) Providing constant acknowledgement and encouragement through praising the teams' successful practices and confirming that as coaches we are building on their successes, and that they are fully capable of being agents of change. In addition, the HST continuously provided individual praise and affirmation when the schools achieved



successes; for example, Ms. El-Hage congratulated the principal of Jezzine when the school was selected as pilot for the Inclusion Project and emphasized to her that this recognition was earned to the huge efforts that she and her the team has invested on inclusion while working with TAMAM on their school based improvement project. On the other hand, Ms. Salameh offered continuous support and encouragement to the principal of Ghobeiry School as she was implementing the interventions related to partnership with the parents and the local community acknowledging her efforts and celebrating successes along the way.

- 3) Offering timely, constant and relevant support answering the school lead team members queries at any time without any hesitation. For instance, the HST senior coach stayed on call during the meetings of the Bzal team in order to answer their queries and offered explanation and clarification. This has helped the team to gain confidence and achieve the work required. Ms. Salameh was also always on call to offer advice to the principal of Rachel Edde school whenever the latter was implementing an activity or a strategy related to transmitting her know-how to the teaching staff in dealing with the parents and the community, as part of achieving the set goal in the school improvement plan. In addition, Dr. Karami has offered on-call guidance and support to the principal of Tarbiya Haditha for her to lead the team at school, and at the same time to spread the knowledge of TAMAM to the teaching staff.
- 4) Closely monitoring the level of motivation of the team and initiating contact once the HST realized a drop in the motivation of any key lead team member, like making individual phone calls and visits. In fact, the HST senior coach stayed in contact on daily basis with the school teams and made sure they were engaged and motivated. For instance, she provided weekly support to the key lead team member in Kfarruman School in order to help him overcome the resistance of some teachers and coordinators towards the implementation of clinical supervision at school.
- 5) Customizing the services offered to the emerging needs of the schools and consistently supporting them in overcoming the obstacles they identified as hindering the implementation of the project.
- 6) Balancing accountability with support, offering clarity when it came to the expectations, and providing support when an evidence of not meeting these expectations was identified.



G. Training from Expert Coaches

The Hub steering team has provided training to the schools through the help of internal (HST member) and external (Non-HST member) expert coaches based on the individual improvement plan of each school and the resources identified as needed to implement their plans. The HST senior coach, Ms. El-Hage managed the whole process by identifying qualified expert coaches, contacting them, and supervising the planning and monitoring the implementation of the training. She also accompanied these coaches to the schools and attended all visits and workshops. Moreover, the coach's follow up with the expert coaches was aimed at making sure that these expert coaches abided by the TAMAM experiential learning approach to professional development and have made regular visits to the schools in order to monitor the implementation of the activities and to provide the appropriate support and feedback. The delivered training by the external experts was as follows (Appendix M summarizes the external training given to the school lead teams since the beginning of implementing their improvement plans):

1. *Implementing the Socio-Cultural Approach to Achieve Partnerships with the Parents and the Local Community*

The HST expert in community building and local development, Ms. Salameh, has acted as an expert coach since the second year of the Hub project. Her work included developing the awareness of the need to connect the schools to the students' parents and local community and establishing partnerships with both to solicit support and resources to the school. After conducting research on how to achieve that objective and coordinating closely with the TAMAM Director, it was decided to use the socio-cultural approach to achieve partnership with the parents and the local community. This was due to the fact that the socio-cultural approach is a comprehensive approach that aims at changing society through education, which is one of TAMAM's beliefs. According to TAMAM, education can change society through preparing the student to transform from being a child at home into a student at school and ultimately a good citizen in society; which can be achieved by applying a coherent approach that necessitates going beyond the borders of the classroom and the school to form partnerships with the parents and the local community. The socio-cultural approach was found to be the means to accomplish that aim because it emphasizes that transforming society can be achieved through a developmental and comprehensive vision that comprises all concerned stakeholders like educators, parents, community key players and decision makers. It also necessitates the need to get to know and well understand the school's environment – parents and local community – in order to equip the school with the needed skills to have an interactive and participative leading role in the society. As a conclusion, TAMAM Lebanon



Hub adopted the socio-cultural approach to achieve this partnership because it believes that the school has a social developmental role and that it cannot perform this role without building a strong partnership with the parents and the local community that would provide the school with the needed support to achieve its ultimate objective and vision. To promote school partnerships with its parents and the community, Ms. Salameh located an experimental design that honored the lived experiences in diverse and challenging social settings that was developed by a European center, “*Changement pour L'égalité.*” Ms. Salameh adapted the developed theoretical model and experimented it within the unique context of the Lebanese Public Schools.

Following is a series of activities and interventions that Ms. Salameh and Dr. Karami have designed to achieve the objective:

- a. **Year 2 (2016-2017).** Ms. Salameh conducted at the beginning of the 2nd year an average of 2-3 meetings at each school with the principals, the parents and key players in the school's local community (Mukhtar, Municipality, local NGOs, etc.) in order to collect data on the history of each school, the school environment, the families' environment, the profile of the community and its social and economic status. The collected data has helped Ms. Salameh to understand the nature of the currently existing relationships between the school and the parents as well as the local community and to explore ideas about ways that can improve these relationships to ultimately achieve partnerships with both. She even explored and documented the related history of each school using a template that she developed for that purpose. She sent back the written history report to each principal for feedback as well as an analysis for each school community. Following is a brief of her meetings at each school:
 - i. **Bzal.** She had 6 meetings which were with 2 mukhtars *مختار ضيعة*, the head of the educational department at the municipality, the current principal and 2 families.
 - ii. **Ghobeiry.** She had 3 meetings which were with the principal and 2 families.
 - iii. **Kfarruman.** She had 5 meetings which were with 2 retired teachers, the current principal, and 2 families.
 - iv. **Jezzine.** She had 4 meetings which were with the previous principal, the current principal, and 2 families.
 - v. **Rachel Edde.** She met with Ms. Josiane Torbey, the founder of the school, and 2 families.



vi. **Tarbiya Haditha.** She had 6 meetings which were with 2 retired teachers, the previous principal, the current principal and 2 families.

After that Ms. Salameh developed a partnership framework for each school which helped in understanding each school and its relationship with its parents and members of its community. In addition, Ms. Salameh introduced the socio-cultural approach for the first time during the workshop on July 2nd, 2017 as part of the TAMAM Lebanon Hub gathering of 2017.

b. **Year 3 (2017-2018).** Ms. Salameh presented additional aspects of the socio-cultural approach in the two workshops of October 14th, 2017 and March 16th, 2018, talking about the significance of the partnership with the parents and with the local community for the school and the need to form a “Community Support Team” فريق القيادة الاجتماعية to solicit the needed resources for the school’s improvement initiatives. Also, during that year, Ms. Salameh has selected two participating schools - whose improvement plans, and objectives included a socio-cultural dimension to serve as experimental sites for close follow up and implementation of the emerging design of the partnerships with parents and local community. After receiving the approval from the two schools she offered the needed training on the approach as follows:

- i. **Ghobeiry School.** The HST expert coach provided training to Ghobeiry school that extended over the period between November 2017 and April 2018 including preparatory visits, two workshops on November 23rd, 2017 and on April 17th, 2018, continuous follow up calls and frequent daily messages in which she guided their implementation of the socio-cultural approach in planning for the “Family Welcoming Day” that was offered to the parents, and in designing the strategy for the “Distribution of Report Cards Day” for the first and third term.
- ii. **Tarbiya Haditha.** Ms. Salameh delivered the first training to the Tarbiya Haditha School lead team during a visit on February 12th, 2018 during which the team was invited to reflect on their plan’s activities and challenged to incorporate the socio-cultural approach. The school lead team was coached and encouraged to introduce additional procedures to their improvement plan to enhance the partnership between the school and the parents as well as the local community. Then another training visit was delivered on April 26th, 2018 to evaluate the “Who am I?” activity that was implemented by the school in the presence of parents and families. It was also a follow-up visit on the training previously given on February 12th, 2018 to check on



the team's progress in incorporating the socio-cultural approach in their plan's activities. Frequent calls and messages were also done for continuous support and follow-up.

- c. **Year 4 (2018-2019).** In the first half of this year, Ms. Salameh has spent the months of October and November 2018 working with the schools to prepare them for the implementation of activities of their choice that demonstrate their adoption of the socio-cultural approach for partnering with the parents and the local community. In close coordination with Dr. Karami, she had daily follow-up with the 6 schools giving them instructions and guiding them through the stages of filling the "Socio-cultural questionnaire", sorting the data, analyzing it, then preparing for the activity of "The Welcoming Day", a major initial step towards partnering with the parents. The socio-cultural questionnaire has been prepared as per the socio-cultural approach to serve the objective of getting to know the children as part of their families while developing the awareness and the understanding among the teachers of the cultural differences between the family and the school. Guidelines on using the questionnaire were also prepared by Ms. Salameh to help the lead teams in each school. Even though the HST did not expect the schools of Jezzine, Bzal and Kfarruman to do this activity since their improvement plans did not include the need to form a partnership with the parents/families of the students, yet they chose to do it. The work with Ghobeiry, Tarbiya Haditha and Rachel Edde schools was more intense and elaborate because it was part of implementing activities that were specified in their improvement plans. Under the guidance and close follow-up of Ms. Salameh and Ms. El-Hage, the lead team in each school asked the parents to fill the socio-cultural questionnaire. The questionnaire is aimed to receive information on the parents' educational background, their attitude towards school and other related items. After sorting and analyzing the data, the school lead teams were able to identify the types of families/parents they have and to classify them into categories (For example; cooperative, withdrawn ...) in order to know how to communicate and collaborate with them. Consequently, they planned and conducted a "Welcoming Day" at the start of the school year, with an agenda that included sharing the school improvement plan with the parents and receiving their blessings and offers for collaboration to ensure the effective implementation of these plans.
- In addition to that, and as a result of the long preparation under the supervision of the HST team during the month of October 2018, the 6 schools presented their experience of the "Welcoming Day" activity and shared the lessons learned during the October 27th, 2018 workshop.



While the above represents the common activities done by all the schools to prepare for adopting the socio-cultural approach, the following section shows the specificity of the work done on the socio-cultural approach to be implemented, monitored and coached at each of Ghobeiry, Tarbiya Haditha and Rachel Edde schools:

- i. **Ghobeiry.** Based on their improvement plan and their objective to form a partnership with the parents for the purpose of increasing the engagement of the students in school life, Ms. Salameh has guided the school lead team in their implementation of the socio-cultural approach by planning for the “Welcoming Day” offered to the parents, and in designing the strategy for the “Distribution of Report Cards Day” for the first term. Ms. Salameh prepared guidelines for the “Distribution of the first term report cards” Day and a template for the meeting with the families. Later on the assigned day to distribute the report cards, the school lead team met with all the parents and advised them of ways they can use at home to help their children succeed at school, as per the specified guidelines and the meeting template.

In addition to that, and with close coordination with the TAMAM director, Ms. Salameh followed up closely with the school lead team throughout December 2018, January and February 2019 for more data collection from the students and parents using the questionnaires, sorting of data and classifying of families. Moreover, Ms. Salameh prepared and delivered a workshop in June 2019 to the lead team members as well as to other members in the school on how to fill out the socio-cultural questionnaire, sort and classify the families in a very efficient way to have ample information about the students and the families. It is worth mentioning that including teachers who are not part of the school’s lead team in the activities conducted by Ms. Salameh has helped in disseminating TAMAM’s culture into the whole school, exposing them to the strategic vision of the school, introducing them to the students’ background and families from filling the socio-cultural questionnaire and linking it to “Student Leadership” and partnering with the families and the community.

In addition to that, Ms. Salameh supported and worked with Ghobeiry school to establish partnership with the school’s local community since they chose that as a strategy to promote students’ engagement and sense of belonging to this community, which is an objective in their improvement plan. Ms. Salameh delivered training for the school lead team on strengthening the partnership with parents and local community to create an environment that increases students’ engagement at the school. She also prepared a questionnaire that would help the



schools to understand the NGOs in their local community for the purpose of collaboration and partnership. The training consisted of 3 meetings with the school principal, between September 2018 and February 2019, in addition to daily interactions via WhatsApp and phone calls for follow-up and reflection after every interaction of the principal with members of the community. The consultation in Ghobeiry also included helping the school to map its school's local community and to link it to the history of the school. It also included giving guidance on how to approach NGOs and decision makers from the school's community like the education sector in the municipality, the Ministry of Social Affairs regional center, and the Social movement NGO as a mean to locate a leverage community resources to support the implementation of the school improvement plan.

In addition, Ms. Salameh and the HST coach closely monitored the training that was being delivered on promoting student leadership, and attended all the workshops and training sessions given by the House of Training and Dialogue on Student Leadership to ensure that the presented activities by the team of experts is aligned with the socio-cultural approach, consistent with the guidelines of the TAMAM professional development approach, and fulfill the improvement objectives of schools.

- ii. **Tarbiya Haditha.** Similarly, and based on their improvement plan of the school and the stated objective to form a partnership with the parents for the purpose of building the character of their students who are girls only, Ms. Salameh has also guided the Tarbiya Haditha school lead team in their implementation of the socio-cultural approach by planning for the “Welcoming Day”, and in designing the strategy for the “Distribution of Report Cards Day” for the first term. During the “Distribution of the first term report cards” Day, the team met with all the parents and advised them on how they can help their daughters succeed at school and build their confidence and self-esteem. Then Ms. Salameh consulted with the HST, and gave her feedback on the activity after watching the video recording of that day and analyzing the implementation of the procedure, holding the team accountable for abiding by the guidelines she provided and offering them guidance on what they can do better the next time to transform their practice and make the needed shift in their mindsets and adopted paradigm pertaining to the role of parents in the education of their children. In addition to that, the school principal asked the HST for help to critically reflect on her current partnership with the parents and to suggest ways to improve it and institutionalize it, which necessitated 2 meetings between Ms. Salameh and the



principal, and a third meeting with the school lead team between December 2018 and February 2019. Ms. Salameh sent a weekly message to the principal reporting her feedback on the team's progress. Moreover, Ms. Salameh and Ms. El-Hage followed up through calls and messages with the lead team on that issue and held a second meeting with the team for reflection.

- iii. **Rachel Edde.** The HST has realized at the beginning of this year that the school is in need to re-connect with its community/environment as this will help the school lead team in their work on their improvement plan which is aimed to improve the learning experience of first grade students by dealing with their psycho-social problems. Accordingly, Ms. Salameh made 2 visits to the school on September 17th and December 5th, 2018 and met with the principal to collect data on her experience as a teacher and as a principal of the school, and on her strategies of dealing with the community of the school. The analysis of the data collected demonstrated that the principal is implementing many of the tenets of the socio-cultural approach intuitively and that he stance and eagerness to connect with the parents set her apart from her teachers in term of ability to successfully establish these partnerships. Following the visits and after consultation with the TAMAM director, Ms. Salameh designed a workshop that was based on the principal best practices framing them within the design and guidelines of the socio-cultural approach. The workshop was delivered on February 11th, 2019 under the title "Embedding the Socio-cultural approach in Rachel Edde: Framing the principal's experience", in which all the teachers of the schools have attended and had a very positive feedback on the training delivered. The training was aimed to present to the team the research-based grounded framework that should guide their interactions with the families. Based on a series of meetings with the school principal, Ms. Salameh and Dr. Karami designed the workshop in a manner to frame the strategy currently followed by the principal under this approach and to introduce the research component as an affirmation to it as well as a mean to enrich and formalize it beyond the personal style of the principal. Following the workshop, Ms. Salameh has continued her work with the school expanding the implementation of the socio-cultural approach to all teachers at the school and not only the school lead team members, which was also a way to disseminate TAMAM's culture over the whole school. In the first week of March 2019, Ms. Salameh sent all the teachers' questions that address how they usually help students and parents, and the challenges they face in dealing with both. After analyzing the answers of the teachers and communicating her feedback with the principal, Ms. Salameh prepared a customized workshop that was delivered in late



March 2019 to all the teachers in the school on how to better deal with the challenges faced by filling out the socio-cultural questionnaire, sorting and classifying the families in a very efficient way to have ample information about the students and the families for a smoother teaching process. Subsequent phone conversations took place between Ms. Salameh and the principal during the next months as well as a follow-up visit in July 2019 after the socio-cultural questionnaires were filled in order to help the principal in identifying her school needs. The result of these interactions was a decision to form a support team to the principal of the school, aside from the school lead team, to help in filling the questionnaires and analyzing their data to better know the students and their families and enact the appropriate strategies to enhance the partnerships with the parents.

During the second half of the year between March and August 2019, Ms. Salameh and Dr. Karami have continued their experimental work to design and pilot strategies that are focused to encourage and improve the practices aimed at partnering with the local community through forming a Community Support Team (فريق القيادة الاجتماعية). Accordingly, they have prepared the material and presented a session in March 2019 workshop under the title “Partnership with the Community: Activating the Community Support Team”. The workshop highlighted the significance of building a solid partnership with the community including all key players from local authorities, service-providing centers for the service ministries, parents, supporting individuals, local NGOs, and international NGOs; and reinforcing it through forming a team comprising of all or some of these players to be called the “Community Support Team”. It also introduced the conditions for eligibility to be a member of this team, their defined role, and their scope of interventions and services to be provided. Ms. Salameh also presented the questionnaire addressed to the local NGOs that would help understand them for the purpose of collaboration and partnership and consequently would help in taking the decision to include them in the Community Support Team or not.

Ms. Salameh presented again about the same subject during the Principals’ meeting in June 2019, emphasizing the importance of forming the Community Support Team and encouraging them to initiate contacting the key players in their community that they see as potential candidates for that purpose.

In addition to that, given Ghobeiry school’s experience in partnering with the community and the fact that the school lead team considered this partnership essential to implementing the activities of their school improvement plans, they were selected



and invited by the HST to be the experimental school to pilot forming the community support team and implementing its related activities. Ghobeiry team welcomed the invitation and hence, Ms. Salameh has worked closely with the school principal and visited her providing help and guidance to apply the model that was presented during the workshop. The principal met with the municipality and one service-providing center as a first step, in the presence of the whole school's lead team members and reported back to Ms. Salameh for recommendations.

- d. Year 5 (2019-2020).** At the beginning of this academic year, Ms. Feyrouz Salameh communicated with the principals or team members of each of the 4 schools (Ghobeiry, Jezzine, Kfarruman, Rachel Edde) that were trained and implemented the sociocultural approach and offered needed support to strengthen their partnership with parents and the local community. Ms. Salameh asked them about their preparation for filling the socio-cultural questionnaire, planning for the “Welcoming Day”, and thinking about strategies to involve parents in the teaching and learning process. Two schools, Ghobeiry and Kfarruman, were able to fill the socio-cultural questionnaire and implement the “Welcoming Day” for the students’ families. In addition, the team members of Tarbiya Haditha School were able to collect data about all parents using the sociocultural questionnaire, yet the situation of Tripoli at that time and the closure of the school hindered the communication with the team and the school principal, which suspended the work with them.

On the other hand, Ms. Feyrouz planned with Ghobeiry School principal to fill the questionnaire addressed to the local NGOs to finalize the Partnership with the Community model. However, the HST was not able to complete the planned training activities for this year due to the termination of the project and the political unrest that forced school closures.

2. Implementation of Clinical Supervision

Based on Kfarruman School's improvement project to develop a Clinical Supervision system at their school, and their need for experts to coach and guide them in this field, the HST has solicited the help of Ms. Nidal Jouni, a former school principal with Al Mabarrat association and an expert in Clinical Supervision and Inclusion in schools. Ms. Jouni has coached and guided the school lead team since the third year of the project offering her support and expertise. Dr. Karami as an expert in instructional supervision herself, offered the team initial training on clinical supervision and provided the team with reading resources to explore the model as published in the international literature, she also worked with them on developing the design of their innovative initiative based on customizing this model to their context.



- a. Year 3 (2017-2018).** During this year, Ms. Jouni has made several visits to the school and met with the coordinators to assess their needs for training. Consequently, she has prepared and delivered a workshop in February 2018 on “Formative Assessment of teachers and Classroom Observation”, followed by 2 follow-up visits to the school. Ms. Jouni also helped the school lead team to finalize writing the Manual for Clinical Supervision that they have worked on under her supervision and close monitoring. The manual documented the process of the formative evaluation of the teachers’ performance including all the relevant templates to be filled during this process. A sample was available during the poster session on the first day of the June 2018 gathering for the other school teams to have a look at.
- b. Year 4 (2018-2019).** Since the beginning of this year, the team which is made up of the schools’ coordinators/supervisors has worked on the implementation of the formative evaluation of the teachers’ performance by using all the relevant templates to be filled during this process. On the other hand, Ms. Jouni has conducted 6 visits to the school between September 2018 and July 2019. The first 2 visits were aimed to monitor the implementation of the process and to provide support and relevant additional training to the lead team; then the next 2 visits were to train and coach coordinators on how to make classroom observations for better teaching experience, and the last 2 visits were aimed to train a lead member in the school team on how to plan for a performance appraisal session of teachers and then how to implement it. Ms. Jouni has repeatedly reported considerable progress on the part of the team members in terms of understanding and motivation to continue adopting this approach at their school. She has also worked with the coordinators on refining the Manual of Clinical Supervision that was written the previous year based on this year’s experiences and had promised that she will supervise its implementation during the coming year.

3. Inclusion of Students with Learning Difficulties/Special Needs

The improvement project of Jezzine School was to enhance an inclusive learning environment for its Grade 4 students through designing differentiated learning experiences in Arabic language; hence, the help and the support of an expert in Inclusion as well as an expert in the Arabic language were needed. The following is a brief of the external training received on Inclusion:

- a. Year 3 (2017-2018).** Ms. Nidal Jouni, who is also an expert in inclusion, has visited the school 10 times during this year, observed classrooms, shadowed the principal, and



met with teachers as well as team members from Sesobel, Caritas and CLES who provide supporting services to the school. She also delivered a workshop on “Diagnosing Learning Difficulties” and “Developing Teaching skills for Students” in January 2018. This training has helped the school team to better understand inclusion, diagnose learning difficulties, and to add new procedures that will help them in their improvement project. She has also supervised the team and the principal’s work in writing a “Manual for Inclusion” that included the process and the procedures to be followed in the Unit of Special Needs at the school for referring, diagnosing and dealing with students with learning difficulties. A sample of this manual was also available during the poster session on the first day of the June 2018 gathering for the other school teams to have a look at.

- b. Year 4 (2018-2019).** Ms. Jouni continued her consulting work for the school this year and made 7 visits between September 2018 and July 2019. Her school visits were aimed to observe classrooms, support the principal giving her guidance on strategies for implementation of the inclusion program, and meet with the teachers and the person responsible of the inclusion unit at school. Her main role was to supervise and monitor the implementation of the Inclusion process and to help test and refine the procedures to be followed in the Unit of Special Needs at the school. With the help of the HST, these procedures were also documented in the “Manual for Inclusion” written by the school lead team last year. She has also worked with the teachers, the lead team member who is the supervisor for the Inclusion Unit and the psychomotor therapist to implement a support/remedial system during which the teachers offered individualized support to at-risk students during school hours in order to work on pre-requisite skills; and later she helped them to refine the content of the remedial classes and to design a manual for summer activities for the children with special needs. In addition to that, Ms. Jouni has provided help to the principal when the school was selected to be included in an Inclusion project of MEHE. The school was selected by MEHE without being provided with any material or human resources; hence, Ms. Jouni in close coordination with Ms. El-Hage came up with a plan to enable the school to continue an active participation in the initiative despite the absence of specialists (like a special educator and a multi-disciplinary team). Consequently, and as a result of TAMAM’s impact in setting the enabling strategies for implementing the inclusion program, the school was later identified by MEHE to be a pilot model school in the Inclusion project as the achievements of the school in this domain became evident.



4. *Improving Arabic Teaching at School*

In order to help Jezzine school achieve its improvement goals which included improving the teaching of the Arabic language in grade 4, the HST has sought the help of Dr. Hanadi Dayya, a regional design expert in the Arabic language and Mr. Yusri El-Amir, an expert in teaching the Arabic language.

- a. **Year 3 (2017-2018).** The two experts had worked this year with the Arabic teachers on curriculum design to set the stage for innovative approaches to teaching Arabic. They coached the teachers on setting learning outcomes, the appropriate and aligned assessment as well as the corresponding innovative teaching strategies and techniques. They have worked with and trained the Arabic teachers of all levels at the school (Kg 3 till grade 6) for the whole academic year. Dr. Dayya delivered a workshop on “Identifying Learning Outcomes in Reading” and “Writing Standards for Reading in its Different Forms” on February 17th, 2018 to the Arabic teachers of Grade 4. Then Mr. El-Amir had a series of weekly meetings and regular follow-ups – 26 school visits with the grade 4 Arabic teachers to coach them on setting learning outcomes. A “Chart of Learning Targets” mapped vertically and horizontally with suggested assessments was developed. A sample of this manual was made available to the other participating schools during the poster session on the first day of the June gathering for the other school teams to have a look at.
- b. **Year 4 (2018-2019).** Dr. Dayya and Mr. El-Amir have continued their work that started at the school last year overseeing the design and implementation of a competency based Arabic program for the fourth grade that is based in the existing official curriculum. Mr. El-Amir covered the tasks of a coordinator for the Arabic language and he had a series of weekly meetings and regular follow-ups with the Grade 4 Arabic teachers to coach them on teaching and assessing the learning outcomes that they had set together last academic year. He had made a series of 32 visits to the school, during which he has made classroom observations to Grade 4 teachers then met individually with the principal and the teachers to discuss the observation made, the progress done, and to present recommendations. The focus was to train the teachers to improve their practices in teaching reading and writing. He has provided support to teachers in writing their end of year evaluations and their yearly plans for the new scholastic year. In addition, Dr. Dayya delivered a workshop on February 23rd, 2019 on “Teaching the Reading of Arabic Literature” in



which she introduced the framework of a “reading workshop” that the teachers can adopt in their classroom to teach reading in the KG 3 and the elementary classes.

- c. **Year 5 (2020-2021).** During this academic year, Mr. El-Amir made around 8 visits to the school, during which he coached the team on planning for blended teaching of Arabic. Due to the situation with COVID-19, the Ministry of Education announced that schools will be open for blended teaching and that the learning outcomes will be reduced for this academic year. Based on that, Mr. El-Amir worked with the team on identifying the essential learning outcomes and the outcomes that could be eliminated. He also worked with them on identifying the learning outcomes that need to be addressed during in class sessions and through online sessions. Moreover, Mr. El-Amir trained the team on using specific software and resources to be used while teaching online, and he coached them on the best practices to be followed to monitor and assess students work while following the blended teaching. It is important to note that Mr. El-Amir continued to work with the team of Jezzine School beyond the suspension of the project. The PST made the necessary arrangements with the ATF fund to ensure that the team complete their training for this academic year despite the suspension of the LORE foundation fund.

5. *Coaching Principals on School Management*

This coaching has taken place in two of the six participating schools

- a. **Jezzine.** Ms. Jouni has played a major role in supporting the school principal of Jezzine and mentoring her to acquire the necessary skills and competencies to lead an inclusive school. She worked closely with the principal on the documentation of the inclusion process that needed to be implemented at the school in the next academic years. In addition, she helped her in writing the annual report on the experimental implementation of the inclusion process at the school. She had a total of 11 meetings with the school principal for the purpose of coaching her on managing an inclusive school.
- b. **Tarbiya Haditha.** On the other hand, Dr. Karami has provided help and support to the school principal of Tarbiya Haditha. She had 4 meetings with the principal offering her guidance and some tips on how to lead the improvement project and ensure its continuation. Then several phone follow-up calls were made to check on the progress.



6. Student Leadership

As one of the objectives of the TAMAM Lebanon Hub project was to engage the school's parents and community as well as the students in the improvement process, the HST has worked on refining its TAMAM model and to add, in addition to the component of partnerships with the parents and the community, another component which is: "Student Leadership". The HST examined the improvement plans of the six participating schools and agreed to experiment student leadership at the Ghobeiry School since one of the objectives in their plan was to increase the engagement of the students in the schools' activities. However, in Year 4, the school principal of Tarbiya Haditha has asked as well for training on the subject as the lead team has seen it necessary and needed in order to achieve their improvement plan. The HST sought the help of a team of coaches and mediators from the Training and Dialogue House who are specialized in mediation and building the culture for peaceful conflict resolution. Following are the activities that took place:

- a. **Year 3 (2017-2018).** In view of the Ghobeiry school's plan and the interventions planned for Grade 7 learners that aim at increasing their engagement with learning and sense of belonging to their school, and in order to prepare the school team to establish partnership with the students as a strategy to enhance their leadership skills, a series of workshops were held starting with a workshop on Student Leadership delivered by the HST to the school lead team on April 11th, 2018 at the school premises. The workshop tackled the different layers of students' participation at school, and the school lead team were asked to refine the activities targeting the students in order to give them a role in planning and executing these activities. Then a training session was conducted on May 15th, 2018 by a team of coaches and mediators from the Training and Dialogue House who are specialized in mediation and building the culture for peaceful conflict resolution, for a sample of 20 learners from Grade 7 on non-violent communication and its relationship with having leadership skills. This training session served as an introduction for the work to be done the next year with the same group of volunteer students on student leadership.
- b. **Year 4 (2018-2019).**
 - i. **Ghobeiry.** A series of 13 training sessions and one evaluation session were conducted during this academic year by the same team of expert coaches who are licensed mediators from the Training and Dialogue House. The training targeted a group of 20 learners from Grade 7 at Ghobeiry School on "Communication Skills and Leadership Characteristics" in addition to offering coaching to the members of



the school lead team. The purpose of these sessions was to train the learners on using non-violent communication and to enhance their team building abilities by working collaboratively within groups. In addition, the sessions introduced the school lead team with strategies to communicate with the students in a manner that gives them voice and prepares them to lead within their school. It was aimed that the trained students will then use these skills to plan student led initiatives for their peers including initiating school clubs and planning for extracurricular activities to be implemented the following academic year at the school. It was also aimed that the lead team will acquire the needed skills to be able to act as advisors to the student clubs in order to enhance students' active participation in school improvement initiatives. As a result of the training received, it was evident by the end of the school year that the students' engagement with learning and the sense of belonging to their school have increased, and the school lead team has improved in enhancing the students' leadership skills. Moreover, the received training allowed the participating students to build skills that they applied with the support of their coaches to plan an extra-curricular activity, to negotiate in order to secure the permission of the school's administration, and to implement it successfully. Throughout this training, close coordination was taking place with Ms. Salameh the expert on the socio-cultural approach and data that was collected as part of getting to know the socio-cultural background of the students was used to make informed decisions while designing the training sessions with the students.

- ii. **Tarbiya Haditha.** On July 17th, 2019, the same expert coaches from the House of the Training and Dialogue has delivered a workshop for 45 teachers at the Tarbiya Haditha school on "Communication as an effective means to know students and their characters", as part of the school's improvement project which is building their students' character. The coaches explained the effects of positive non-violent communication to better know the students and to build their characters. They asked about the challenges that the teachers face with their students and jointly came up with solutions to face these challenges using the most effective way of communication.
- c. **Year 5 (2019-2020).**
- i. **Ghobeiry.** For this academic year, the HST planned to conduct 6-8 training sessions by the House of Training and Dialogue for the students to support them in initiating school clubs. The HST also planned to have 2 training sessions with the teachers to prepare them to act as advisors to the student clubs and support



personnel to enhance students' active participation in school improvement initiatives. The same group of learners that were trained last year, showed that they are committed to continue their training. Also, additional students showed their enthusiasm to join the group, so another group was formed and was expected to support the original group in their planning and implementation of activities and initiation of clubs. While training the students on peaceful communication took center stage, the main goal was to develop their leadership skills and to prepare them as a group to lead the initiative to activate the students' clubs at their school. As the communication skills of the students advanced, they were exposed to opportunities to engage in planning and encouraged to solicit the views of their peers as they decide on the plan for activating the students' club. Attempts at coordinating the mandated students' election of the 2019-2020 school year were made and the group of students who received the leadership training were encouraged to become candidates to earn formal representation via the student elections. The closure due to COVID suspended the activities of the student leadership training.

- ii. Tarbiya Haditha.* The HST planned to conduct a training session for the homeroom teachers at the school about communication.

However, the training was not completed, due to the closure of schools during the lockdown imposed in Lebanon due to the outbreak of COVID-19 in March 2020.

7. *Understanding By Design (UBD)*

Upon the request of Kfarruman and Tarbiya Haditha schools for training on Understanding by Design (UBD) - an educational planning approach and a practice that looks at the outcomes in order to design the curriculum units, performance assessment and classroom instruction, the HST has contacted Dr. Yara Hilal, an expert coach in Understanding by Design (UBD) to provide the needed training and to prepare customized training workshops for the two schools.

a. **Year 3 (2017-2018).**

- i. Kfarruman.* Dr. Hilal has provided training to the school lead team on UBD and its related rubrics by preparing and delivering 3 workshops in July, November and December of 2017 respectively. She then had two regular follow-ups between March and June 2018 to give her feedback on their understanding of the new concept and on implementing lesson and unit plans based on the UBD training.



- ii. **Tarbiya Haditha.** Dr. Hilal has delivered a workshop in April 2018 to the school lead team on planning using UBD and its related rubrics and has given her feedback on their understanding of the new concept and on preparing lesson and unit plans based on UBD.

b. Year 4 (2018-2019).

- i. **Kfarruman.** After delivering 3 workshops on Understanding by Design (UBD) last academic year, Dr. Hilal has continued following up on the school team's progress in the implementation and provided her feedback on the school team's understanding of the new concept and their preparation of unit plans in January 2019. She also provided feedback to the team on their implementation of the additional skills that they have acquired on UBD based on the training they received from CERD that year. In addition, Dr. Hilal has delivered a 4th workshop on Understanding by Design (UBD) in April 2019 under the title "Understanding by Design for Planning and Evaluation". A follow-up visit took place in June 2019 to give her feedback on the school team's understanding of the new concept and their preparation of unit plans based on the training received.
- ii. **Tarbiya Haditha.** Dr. Hilal has delivered 2 workshops this year, in September and November 2018, in which she trained the lead team and all teachers at the school on using UBD in planning and performance assessment in addition to its related rubrics. She has also given feedback on the teachers' understanding of this concept and on preparing lesson and unit plans based on UBD. Following the two delivered workshops, Dr. Hilal has followed-up with the teachers asking them to prepare plans based on their training on using UBD in planning and performance assessment in addition to its related rubrics. The teachers sent Dr. Hilal the UBD plans in May 2019 for her feedback and follow-up. Also, the school lead team has organized a meeting for all the teachers in the school in March 2019 and presented a simplified sample of a UBD plan for all the schools to be disseminated over the whole school. All through the process, Dr. Hilal has worked closely with Dr. Karami and Ms. El-Hage who ensured keeping her focus on the teachers' planning of lessons based on the objectives in the school's improvement plan.

8. Classroom Management and Motivation

Upon the request of Bzal school for training on classroom management and ways to motivate students, the senior coach has coordinated with Ms. Elissar Abi Haidar, a former coordinator at



the International College and an expert in classroom management, to prepare and deliver a workshop at the school on “Classroom Management and Motivation” in February 2018. The follow up was provided by Ms. El-Hage in order to monitor Grade One teachers’ implementation of the ideas and activities provided in the workshop.

9. Motivating Young Learners to Read: Storytelling and Reading Techniques

Based on their improvement plan to increase grade One students’ love for learning, the lead team in Bzal school has requested training on the subject; therefore, the senior coach has organized for a workshop that was delivered by Ms. Samar Mahfouz, an author of children stories and teacher trainer, on April 20th, 2018. The workshop included story telling techniques that preschool and elementary teachers would use in class in order to enhance the learners’ reading, listening and comprehension skills.

10. Detecting and Dealing with Students with Special Needs

Within Rachel Edde school’s improvement plan to enhance the learning of all their students and to cater for the needs of the students with learning difficulties, Ms. Nancy Bou Hamra, a special educator and teachers’ trainer, has delivered a workshop session on April 14th, 2018 to the teachers of Rachel Edde school on detecting students with special needs and on different techniques and tools for the teachers to use in class when dealing with these kids.

11. Building Students’ Self-Esteem

Based on their improvement plan which aimed to empower grade six students to build their characters, the lead team at Tarbiya Haditha School requested to purchase and get training on “Self-Esteem Training Kit” [حقيبة تقدير الذات]. Therefore, the senior coach organized a workshop for the teachers delivered by Ms. Nidal Jouni on 14 September 2019. The training was attended by 45 teachers and took around 4 hours where the participants discussed the topic of students’ self-esteem. The workshop introduced what, why, and how to build students’ self-esteem and how to use the training kit. Ms. Jouni emphasized that the kit is clear and easy to use, and it is essential to assign a person to be responsible for distributing the activities to the classes for each year and follow up the preventive measures for all students and the remedial measures for some students as needed. After that she asked the team to read the whole kit, prepare an implementation plan for each class for 3 years, and prepare questions to ask her during her follow-up with them.



12. Preparing the Schools for Internal Expansion of TAMAM

On July 22nd, 2019 Dr. Karami prepared a presentation to all the teachers at Tarbiya Haditha school about “TAMAM from an Improvement Initiative to an Educational Cause” in which she talked about TAMAM as a research and development model that works with schools to build capacity for change at three levels: the educators/teachers, the organizational structure and the capacity building program. She emphasized on the role of TAMAM in building a holding environment for enduring the sustainability of the improvement initiatives and their impact. This session helped in disseminating TAMAM’s culture over the whole school as all teachers attended the workshop and got to be introduced to TAMAM’s model setting the stage for the principal plan to expand TAMAM in the whole school.

13. Additional External Training

As part of the Spring Workshops offered by AUB each year, the HST nominated during the third year of the project (2017-2018) members of the school lead teams to attend one or more of these workshops, based on their needs. The following workshops were the ones they participated in:

- a) Data analysis skills in Action Research
- b) Developing a Strategic Indicators System for School Improvement
- c) Differentiated Learning “التعليم المتمايز: ما هو وكيف يمكن تطبيقه في صفوف اللغة العربية؟”
- d) Visible Thinking التفكير المرئي

VI. Impact of the TAMAM Capacity Building Activities

The capacity building activities, trainings, and continuous follow-up with the school lead teams since the beginning of the project have resulted in a noticeable impact on the team members’ acquisition of some leadership skills, their motivation level to carry out improvements in the schools, and their mindsets. This also resulted in an impact on the institutional culture of the schools. Moreover, the improvement projects that the lead team members implemented under the guidance and supervision of the HST resulted in impact on the students, teachers, parents, principals, and the school as a whole. This section reports on the impact of the capacity building activities and the improvement projects of the school teams under 4 levels: 1) lead team members’ acquisition of leadership capacity, 2) lead team members motivation, 3) impact on the participants’ mindsets and the institutional culture of the schools, and 4) impact of school improvement projects.



A. Impact on the Team Leadership Capacity

1. Acquisition of Skills Related to Leading the School Improvement Initiative

Throughout the capacity building activities conducted with the school teams, the HST continued to document their observations on the teams' learning and practice of the skills related to leading school improvement initiatives. In addition to that, the teams were documenting their work using the TAMAM report templates mainly the "Team Initial Plan" template, or through their presentations that they were presenting in workshops and gatherings. The coach used all these sources to collect data about the teams' practices on the TAMAM journey and then analyzed it to conclude the teams' level of acquisition. The results showed that all the six school lead teams were able to complete 6 stations out of 9 on TAMAM's school improvement journey (though to a varying degree), and only the lead team at Kfarruman was able to complete all the 9 stations. Below are the detailed results of the coaches monitoring of the lead teams' acquisition of the skills related to leading an improvement initiative at their schools.

- a. **Identifying a School-Improvement Need.** All the team teams in the six public schools were able to identify an improvement need based on evidence and related to students' learning. The lead teams conducted a self-study and concluded the schools' major concerns and problems that need to be addressed through their improvement projects. Moreover, all the lead team described their improvement needs' manifestations and causes. All six schools have identified their improvement need during the 2016-17 scholastic year.
- b. **Developing their Ideal Scenario.** All the lead teams except the one in Rachel Edde School have revisited their vision and the standards adopted at MEHE pertaining to effective schools and effective teaching and developed their own vision of the future scenario reflecting exemplary professional practices after solving the problem identified or introducing the improvements to current practices. The schools' ideal scenarios included to different extents, the profile of the student they want to graduate, the educator they want to develop, the principal/educational leader they aspire to have, the school they aim to establish, and the relationship they wish to build with the parents and the local community. Furthermore, some of the lead teams, like the ones in Kfarruman School, Ghobeiry School, and Tarbiya Haditha School, took into consideration the strategic framework and the criteria for an effective school developed by TAMAM project. Moreover, the lead teams in the 6 schools identified the improvement goals in light of the need assessment they completed and the aspirations they set for improving their schools.



- c. Designing their Innovative Intervention.** The 6 schools lead teams were able to set their initial innovative projects by the end of the scholastic year 2016-2017. The teams were able to develop their initial plans by setting improvement and operational objectives and activities that target learners, teachers and parents and address the improvement needs they identified. Most the designed activities were aligned with the operational objectives that address the different aspects of the improvement need. Furthermore, all the teams consulted with experts (each according to their improvement project) to help them design and refine their interventions in light of the best pedagogical practices.
- d. Setting the Implementation Plan of their Innovative Intervention.** All the school lead teams finalized their implementation plans by setting the material and human resources that are relevant and needed to carry on with the implementation of their designed procedures and activities. The lead teams were also able to set a timeline to schedule the interventions that target teachers, students and/ or parents to prepare for implementing them. However, only the lead team in Kfarruman School was able to identify the anticipated challenges, and to suggest procedure to overcome them.
- e. Setting the Monitoring Plan for Checking the Progress Towards Achieving their Improvement Goals.** Four of the six lead teams (except Jezzine and Rachel Edde schools) developed the criteria and indicators of success for the improvement and operational objectives to measure the extent to which they have implemented their plan as well as to monitor the preliminary impact of the interventions on students' learning, teachers and the parent-teacher relations. The team developed their monitoring plans that also included the tools need and the sources of data that they used to collect baseline data and data during monitoring.
- f. Conducting a Monitoring Stop.** The four lead team that developed their monitoring plan, were also able to conduct their monitoring stop after implementing some of their planned activities. The teams also documented all the data that they collected as baseline and during monitoring, in addition the results regarding the progress and impact of their improvement projects using the relevant tables and templates prepared by the PST.
- g. Setting the Evaluation Plan to Check Impact on Interventions on Improvement Goals.** Only the lead team at Kfarruman School was able to develop and implement their evaluation plan to assess the design of their intervention through examining the extent to which and in what manner they had to modify the design during implementation and the nature and extent of impact of the interventions on the improvement objectives. The team developed an evaluation plan that included relevant questions and criteria to evaluate the



process and impact, in addition to the tools used and procedures followed to collect and analyze the data. The lead team at Kfarruman was able to document clearly, in details the evaluation procedure, and results in the “Team Improvement project Final Report”.

2. *Acquisition of Leadership Competencies*

Since the beginning of the project, the HST collected baseline data about the team members’ leadership competencies through questionnaires and focus group interviews. Throughout the capacity building activities, the HST continued to document their observations and reflections on the members’ words and actions during the workshops, gatherings, school visits, and daily phone interactions. During the middle of third year of the project (around May 2018), the coach sent the lead teams the “Team Reflection Paper” that gives the team an opportunity to reflect on the TAMAM eleven competencies and the extent to which they have acquired these during the TAMAM journey they are going through. After working on building the capacity of the school teams for 4 years, the HST senior coach, working closely with the Hub director, conducted a comprehensive monitoring stop to evaluate the extent of acquired TAMAM competencies by the teams in the 6 schools. All the data collected throughout the years were collected, analyzed using the “TAMAM Competencies Master Rubric” and compared with the baseline data to examine the impact of the TAMAM capacity building activities on the teams’ acquisition of the leadership competencies. Appendix R summarize the results of this monitoring stop and the extent to which each team has acquired the leadership competencies. Based on the data collected for that monitoring stop and the ongoing monitoring of the senior coach, hereafter, the school lead teams have acquired 9 out of the 11 TAMAM targeted competencies (though in different capabilities). The sections below provide a summary of the results:

- a. **Inquiry.** School teams have been trained to inquire about their educational practices and analyze data to arrive at conclusions used as evidence for planning their improvement project. Four of the six school lead teams, to different extents, were able to acquire and practice the skills related to the inquiry competency. The team members were able to formulate questions, organize and analyze data, design a plan, then collect data and analyze it in a systematic way. For example, the team at Tarbiya Haditha School has been acknowledged for its effort to modify some activities implemented in Grade 6 based on taking the opinion/point of view of the students and their parents. The team members used data/evidence to amend their interventions accordingly. In addition, the Kfarruman team demonstrated their acquisition of inquiry skills as they implemented the templates in the “Manual of clinical supervision”. The coordinators have realized that they need to document all their observations and meetings with teachers, and they will use all this data in order to assess the teachers’ performance in order to improve the teaching and learning



process. Moreover, the team and the principal in Rachel Edde showed their acquisition of some of the skills related to this competency during their work on the socio-cultural questionnaire, where they collected data, analyzed it, and classified the needs to understand how to interact with the students' families. The other team in Bzal still needed more training to acquire the skills of this competency.

- b. Evidence-Based Decision.** Team members have been encouraged to search for evidence before taking decisions and to accept evidence as the basis for making decisions, regardless whether they reveal strengths/successes or weaknesses/failures. Four of the six lead teams were able to acquire and practice the skills related to the evidence-based competency. The team members were able to systematically search for evidence and critically evaluate it before taking decisions. For instance, the team at Jezzine School identified a need to provide support to all struggling students (weak, slow, with accumulated gaps etc...) in addition to the inclusion program for the students with learning disabilities. Since January 2019, they started implementing remedial sessions during school hours in order to reinforce students' pre-requisite skills. The other two teams (Bzal & Jezzine) still needed more training to acquire the skills of this competency.
- c. Reflective Dialogue and Practice.** School lead teams have been encouraged to engage in reflective dialogue in order to raise their awareness of their educational practices; they ask themselves if they are progressing towards their intended goals and are following their own plan. Four of the six teams were able to acquire and practice the skills related to this competency to different extents. In fact, the lead team at Tarbiya Haditha School held several meetings in order to reflect and discuss the plan for grade 6 learners and the extent to which the interventions lead to the achievement of the operational objectives. Following these reflective pauses, the team made the appropriate modifications to their improvement plan. Also, the lead team at Ghobeiry School held a meeting in which the members have reflected on their acquisition of the TAMAM competencies along the 3 years and the extent to which they know about them, they have applied them, and they have adopted them. The other two teams (Jezzine & Rachel Edde) still needed more training to acquire the skills of this competency.
- d. Professional Collaboration.** The school lead teams were coached to work together in joint efforts in order to help the school achieve the improvement project. All the six lead teams showed progress in acquiring the professional collaboration competency. For example, the Ghobeiry lead team members constantly demonstrate their professional collaboration skills of listening and dealing constructively with problems. They support



each other's capabilities and value everyone's contributions as well as abide by the decisions agreed upon by all members of the team.

- e. Systematic Documentation.** The teams were requested to document their journey by filling certain templates that highlight the stations of the journey including the implementation plan of the improvement project and the evaluation plan. Four of the six lead teams were able to acquire and practice the skills related to this competency. As one of the many examples of documentation by school team, Tarbiya Haditha school lead team has documented all the activities they are implementing for the Grade 6 female students. In addition, Jezzine School has been documenting all the work prepared for the students with LD (activities, adapted tests etc....) and any progress done by these students. Moreover, the lead team at Kfarruman School documented their entire improvement project in the “Team Improvement Journey Final Report”. Furthermore, it was evident from the visits to Rachel Edde School that the team and the principal adopted the competency of systemic documentation. This was especially evident during their work on the Inclusion project by MEHE where they documented all the steps they worked on and they linked them to their work with TAMAM. The other team (Bzal) still needed more training to acquire the skills of this competency.
- f. Evolving Design Planning.** Lead team members have been trained on monitoring the implementation of their plan to examine the process and its preliminary impact, and on making the necessary modifications to their plan based on the evidence from the monitoring stops. Four of the six lead teams were able to acquire and practice the skills related to the evolving design-planning competency. For instance, and after a monitoring stop that included reflective dialogue, the lead team in Bzal School has decided to add an intervention in their plan concerning the evaluation of the “QITABI project”. In fact, the team has noticed that the Arabic teachers have received extensive training and many resources by the QITABI project for the last 3 years. Therefore, they decided to check whether these teachers are still implementing what they have been trained on, after the project has ended. They also decided to check the impact of the project on the students’ learning, mainly in Arabic. They also wanted to make sure that the activities planned for Grade 1 students were still being implemented. The lead team in Kfarruman School have also filled the templates of the manual of clinical supervision. At the end of year, they have made the proper edits and modifications based on their experience in order to apply the refined model. Similarly, the two teams in Jezzine and Rachel Edde Schools modified their plans to align their work on the inclusion project they were participating in with MEHE with the intervention of their



improvement project with TAMAM. Despite this, the two teams (Jezzine & Rachel Edde) still needed more training to acquire the skills of this competency.

- g. De-privatization of Practice.** The six schools were expected to exchange their educational knowledge among the teams through sharing their practices and experiences. During the workshop held at AUB this year on October 27, 2018, all the teams presented their work in progress and expressed their willingness to share their work. While all members of the school teams began to demonstrate acquisition of this competency through the quality of their internal interactions, many members of school lead teams demonstrated their acquisition of this competency in their willingness to share their successes and failures during the big gatherings held at AUB bringing together all TAMAM schools. In addition, the 6 school principals have well demonstrated this competency during the principals meeting in June 2019 by speaking with candor and sharing their successes and challenges. They all highlighted the quality and value of the learning they are getting from the rich exchange during such meetings and gatherings. In fact, the school principal of Rachel Edde School is one notable example as she demonstrated in multiple occasions; she frequently highlighted in front of the whole group the quality and value of the learning she is getting from the rich exchange during these sessions.
- h. Decisions Based on Needs.** All the six lead team members have made substantial progress in gaining the understanding that their decisions need to take into consideration the readiness, views and needs of the target group affected by the decision. There is indication that most of the team members have learned to pause before taking critical decisions to look for evidence that supports their decisions. They also showed willingness to be challenged when they take decisions that they cannot support by evidence. This constitutes a critical turning point in a culture that does not practice accountability and rarely uses rationality and thorough deliberation as the basis of its decisions. For example, during a monitoring stop, the Tarbiya Haditha team has identified a need based on the limited acquisition of the students to targeted competencies. The evidence found guided them to identify the needed training for the teachers to help improve the Grade 6 female students' personal and social skills. As a result, they asked the HST team to provide training to teachers on "positive communication" that helped them provide the proper support to their students.
- i. Job-embedded Experiential Learning.** Lead team members understand that experiential learning happens when they cognitively, affectively and behaviorally notice a certain experience, reflect on it, interpret it, and apply it. Five of the six lead teams were able to acquire and practice the skills of this competency to different extents. For example, the



Kfarruman team has successfully acquired this competency since the team members are carrying out the activities related to clinical supervision; they reflect on these experiences and, through their personal participation, apply the new learning in their practices as coordinators. The lead teams in Jezzine School still needed more training to acquire the skills of this competency.

- j. Participative Leadership.** School teams have been coached on appreciating that effective leadership for continuous improvement is participative and that it involves continuous learning. Team member(s) were encouraged to understand that their expertise is a source of power for change and that they have the right, capability and responsibility to lead. It is evident that the lead team member in Kfarruman has acquired this competency and that the team members show commitment and enthusiasm toward the project, they collaborate and treat each other with trust and respect and they willingly seek and accept that others discuss/ critique/look into their practices.
- k. Mentoring.** Lead team members understand that mentoring is helping their colleagues progress to reach their full potential in their profession, and they are aware that it is completed through a relationship of empathy and respect. For instance, the principal of Ghobeiry School has proved to be a proficient mentor of the TAMAM school team members. She tries to help her team achieve their goals within a relationship of mutual respect and trust. She takes the time to follow up on their work and their professional development through regular meetings and weekly sessions with them.

B. Impact on School Team Members' Motivation

Similarly, throughout the project, the HST kept track of the lead team members' attendance, participation, and engagement during the gatherings, workshops, visits, and other training activities. In addition to that, the HST recorded and documented the lead team members words of appreciation and expressions of attitudes throughout the various encounters with the HST members. Accordingly, the HST used these collected data to track the motivation of the school teams and realized that the lead team members, and despite the variations in the level of engagement among them, have maintained a steady momentum to work on the TAMAM project and to meet its demands. This is in addition to the fact that none of the school teams received any compensation for the time and effort being spent working on TAMAM project. Evidence of the impact of the HST strategies to sustain the motivation of the school teams was as follows:

- 1) The motivation of the school teams was reflected in their attendance and engagement in activities and discussions carried out during the workshops and gatherings organized by



the HST. Given the busy schedules of the team members and the changes in member of some teams throughout the project, the school teams made sure that at least some of them could attend the organized event. In Ghobeiry School, 3 members attended all events while the remaining 4 members attended more than 75% of the events. In Kfarruman School, 4 members attended all events and 1 member attended 75% of the events. In Tarbiya Haditha School, 1 member attended all events and 3 members attended more than 75% of the events, and the remaining 2 attended 50% of the events. In Jezzine School, 2 members attended all events, 1 attended 80% of the events, and 3 attended 50% of the events. In Bzal School, 2 members attended 75% of the events, while one member attended 50% of them. In Rachel Edde School, the principal attended around 66% of the events, however the team changed completely since it started, but the 2 new selected team members attended all events upon their assignment.

- 2) The lead team members always displayed positive attitudes towards the TAMAM school-based improvement model and were satisfied with the overall experience they were being exposed to during the TAMAM school improvement journey, which showed in the presentations they prepared during the workshops and the gatherings and in their expressions of their admiration to the knowledge they are acquiring and their appreciation to the way the HST is working with them (Appendix S).
- 3) They were motivated to be agents of change at their educational institution, which was reflected in the way they talked to other teachers, parents and members of the community about the changes taking place at the school due to the improvement project.
- 4) They saw the added value of adopting and applying the TAMAM approach to reform and change in their daily work, which was also reflected in the high participation of the team members in all the workshops since 2016. This is in addition to their engagement in the workshop sessions planned at each school, their weekly exchange with the HST coach and their soliciting help and asking questions to the HST team.
- 5) Since the beginning of the project, the principals and their lead teams have displayed their willingness to dedicate time out of their schedules and to volunteer extra time as well to work on their improvement projects without any monetary compensation from the project. This was very much against the existing norm of implementing improvement initiatives in public schools whereas school members typically demand to be paid for any extra effort they put.
- 6) The school lead teams have developed trust in the added value of establishing a school university partnership. The presence of this partnership has served as a motivator to them as they implemented their project knowing that they can contact the HST every time they have a



challenge to solve or an advice to seek, especially when asked to participate in a new MEHE improvement initiative in an attempt to adapt it into their TAMAM improvement project.

C. Impact on the Participants' Mindsets and the Institutional Culture of the Schools

During the monitoring stop, it became apparent that the members of the lead team, including the school principals, have experienced a paradigm shift in their mindset and their patterns of unexamined beliefs, which is reframing the professional principles of their practices.

Moreover, few of the school leaders began to make structural arrangements to accommodate for and support the sustainability of the initiatives in their schools as well as to make plans toward disseminating the professional principles they acquired in TAMAM among their colleagues at the school. Below is a brief of overview of these changes.

1. A paradigm Shift in the Teams' Mindset

The job-embedded training delivered by the HST has helped the lead teams to have a paradigm shift in their mindset on how school improvement should be planned and led. They were able to implement large-scale projects by MEHE at their schools using the methodology of work they have been trained on by the HST. Following are three examples of this paradigm shift:

- a) At the schools of Jezzine and Rachel Edde that are participating in the MEHE project of Inclusion, the teams have stated that their work on their school-based improvement initiative has facilitated the implementation of the large-scale MEHE project. For instance, the team in Jezzine School used their problem-solving skills and optimized the use of the available resources to be able to implement inclusion in the absence of specialists that were supposed to be provided by the Inclusion MEHE Project. This was a result of the process they set and the readiness they developed through the coaching of Ms. Jouni to the principal and the person in charge of the special needs unit.
- b) On the other hand, Bzal school lead team evaluated the impact of the "QITABI project" that has been implemented over the last 3 years with the Arabic teachers from Grades 1 to 4 at the school. This was the first time that a public school initiate this evaluation with an aim to sustain the impact of the intervention that was concluded with the end of a large-scale reform project. Again, their capacity building in leading school-based improvement that they have received in TAMAM has made them aware of the need to evaluate and institutionalize the innovative project they have implemented under QITABI for the sake of sustaining their impact.



- c) After being advised on how to approach MEHE-related government bodies like the Educational Areas *المناطق التربوية*, the Center for Educational Research and Development (CERD), and the Department of Orientation and Guidance (DOPS), the school principals of Kfarruman, Ghobeiry, Jezzine and Tarbiya Haditha were able to contact them with confidence taking a proactive stance while asking them to facilitate their improvement initiatives at the schools.

2. Revision of the Schools' Visions

As a result of the strategic meetings and the senior coach's visits to the schools to help them come up with an ideal scenario for their schools, the school principals and their teams were able to revise their visions and modify it accordingly. Most schools developed a vision that includes a profile of the learners/graduates as well as a profile of the teachers as agents of change in addition to a customized version of the effective school standards that are adopted at MEHE.

3. Dissemination of TAMAM's Culture over the Whole School

The schools' lead teams worked on disseminating TAMAM's culture and practices over the whole school by modeling the professional behavior as continuous learners who have adopted the TAMAM vision and professional values. The lead team members told their colleagues about their TAMAM improvement initiative, explaining about the project, its goals, the way it was being implemented, and the related activities being applied. For example, the school principal of Tarbiya Haditha held a meeting for all the teachers in February 2019 and presented what the school lead team achieved in Grade 6. She even asked teachers who would be interested to join the existing lead team or to form a supporting team in order to ensure the continuation of the project and its dissemination in other classes.

D. Impact of the Schools' Improvement Projects

Upon the implementation of some of the interventions designed in the schools' improvement plans, changes have become more evident and reflected in the improvement noticed in students, teachers, coordinators, principals, and parents. Following are examples of these highlighted changes that are relevant to the improvement objectives of each school:

1. Bzal School - Developing a Sense of Motivation for Learning in the Students of Grade 1

Upon the implementation of some of their planned activities, the lead team in Bzal Mixed Public School reported an impact on teachers, parents, and students that was observed during the monitoring stop they conducted. The team reported that as a result of the trainings



conducted for the teachers there was a change in how teachers' deal with students and motivate them and an evident increase in the teachers' use of engaging activities which was observed in their lesson plans. Moreover, the organization of monthly meetings with parents resulted in an increase in parent's trust in the school and its vision and plans, which lead to an increase in their cooperation and participation in the teaching and learning process. The parents appeared to be more responsive and motivated to attend the school meetings, events, and other activities. Moreover, the implemented activities helped in creating and spreading a positive reputation for the school among the people in Bzal and the surrounding areas, which led to an increase in the number of enrolled students in the school for the academic year 2018-2019, where 92 new students enrolled in the school for that year.

As for the impact on students, the teachers reported that as a result of the renovation of the classrooms, the increase in teachers' use of engaging activities and motivation techniques, and as a result of the increase of parents' cooperation, the teachers the school reported a significant improvement in students' behavior. The lead team reported a decrease to around 20% in discipline issues that require the intervention of the head teacher, an increase in the percentage to around 70% of students who were careful about keeping a clean school environment and an increase in the percentage from 40% to around 80% of students who completed their assignments and preserved their books. Moreover, the teachers reported an increase in students' participation in classroom activities and in extracurricular activities planned in the school.

2. Ghobeiry School - Increasing the Engagement in School Life for Grade Seven Students

After implementing many of the planned procedures, the lead team in Ghobeiry School monitored the process and impact of their improvement objectives based on a number of developed criteria and indicators of success. Results of the monitoring stop showed that the implemented activities had an impact on students, teachers, parents, and the principal. The improvement project of Ghobeiry School resulted in an improvement in students' motivation, behaviors and participation patterns. There was an increase in the number of students committed to the school's code of conduct, a decrease in fights between students during break time, and students started to communicate positively with each other through constructive dialogue and calm discussions. There was also an increase in the number of students who participated enthusiastically in different activities and events in the schools (athletic, artistic, scientific, and literary activities). Students were also more motivated to participate in planning and implementing certain activities, and they were more eager to participate in voluntary work. Moreover, there was an improvement in the student-teacher relationship, where their



communications between the students and their teachers reflected more respect and positive communication.

As for the impact on teachers, the lead team reported that because of all the training and guidance teachers got, there was an increase in the number of teachers who used active learning strategies, adopted motivation and reinforcement methods, connected between the learned concepts and students' real life, and motivated students to plan, implement, and participate in school activities.

The improvement project also had an impact on parents' participation in the school, where teachers reported a having a better and stronger relationship with parents. As a result of the implemented activities with parents, the lead team reported an increase in the number of families attending the school meeting and events, where around 60% of the parents of grade7 students attended and another 10% apologized for not coming due to work commitments. The improved relationship with these families reflected in a positive attitude and increased respect towards the school; this in turn led to achieving the real collaboration between home and school for the ultimate objective of improving the students' learning experiences and education.

Furthermore, and as a result of the support and guidance provided to the principal by HST, the principal was able to set a strategic plan including the resources and trainings needed by the school to implement it. The strategic plan included activities that they acquired as a result of the training provided on community partnership which included: organize for meetings with the municipality, service centers and NGOs to introduce the school improvement plan and ask for specific services provided by them that fit into the school's plan.

3. Jezzine School - Strengthening an Inclusive Learning Environment for Students: Differentiated Learning Experiences in Arabic Language for Grade Four Students

The improvement project at Jezzine School had a direct impact in teachers and the principal, which in turn had an impact on students. Because of all the trainings that the teachers got on strategies to teach Arabic language and on strategies to implement inclusion in the school, the Arabic coordinator reported an improvement in the quality of teaching where teachers adopted a variety of teaching methods and educational tools in order to meet students' needs. The Arabic teachers worked with the experts and they restructure the curriculum and the distribution of lessons across grade levels. Moreover, the Arabic teacher in Grade 5 who participated in a competition organized by the Arabic Thought Foundation about teaching Arabic through a story won the first prize and received around 300 Arabic books that were added to the school library. Furthermore, the school principal reported signs of improvement for students in KG3 and in grade one. This improvement in students and



teachers' performance was also noticed by parents who showed satisfaction to the improvement of the teaching and learning of Arabic in the school.

Moreover, the PST notice apparent improvements in the school principal's skill level and practices especially those pertaining to implementing procedures to identify special need learners, creating a portfolio for each student, and conducting classroom observations. The improvement was also evident in the change in the principal's practices related to documenting the inclusion procedures at school, the improved coordination with the supporting institutions at the school like Sesobel, Caritas and CLES, and the improved communication with the parents of students with learning difficulties.

4. *Kfarruman School - Improved Supervision System*

Kfarruman School was the only school able to conduct a full evaluation of their improvement project. After implementing many of the planned procedures, the lead team in Kfarruman School developed an evaluation plan with around 34 criteria and 36 indicators of success for the both the improvement and operational objectives to evaluate the process and impact of their improvement project. The evaluation depended on the content analysis of the annual reports, coaches' reports, implemented forms of the instructional supervision manual, supervision meeting reports, and the annual distribution files of the subject materials.

Results of the evaluation of the impact of the improvement project showed that the team were able to develop a supervision system that identifies the conditions and procedures for selecting supervisors. The system was documented in the Clinical Supervision Manual that also provided a method to monitor the quality of teaching by conducting formative and summative evaluation of teachers' performance. Consequently, after developing and using the Clinical Supervision Manual, there was a clear improvement in the supervisors' performance in monitoring the quality of teaching in the school through conducting comprehensive and focused classroom observations. The supervisors were able to build relationships with the teachers based on honesty and constructive dialogue about school development. The supervisors became references for teachers in their subject matter; teachers trusted their experiences in the method of teaching, evaluation, and their approach to classroom management. The supervisors were also able to carry out the tasks assigned to them such as developing a plan for the subject matters in cooperation with the teachers. The plans included the annual schedules, the required concepts and competencies, the teaching methods, and the general and detailed foundations of the evaluation methods. The supervisors were also able to conduct the formative evaluation of the teacher's performance using the forms and templates of the clinical Supervision Manual.



Moreover, the supervisors were able to develop their relationship with the internal school community by holding organized meetings with the school principal, other supervisors, and teachers to develop and implement strategic plans for the various subject matters. However, the supervisors were not able to develop their relationship with the external school community. Supervisors were expected to develop a parents' evaluation form for teachers, to communicate feedback and solve problems related to teaching and learning. However, this was postponed since the teaching staff were not ready to accept being evaluated by parents. On the other hand, the supervisors were able to communicate with CERD to get instructions on how to work with teachers, however they were not able to request training courses from CERD since there is no rule to govern the relationship between supervisors and CERD; the relationship with CERD is limited with the school principal.

The supervisors were also able to carry out the tasks entrusted to them in the developed clinical supervision model using technology. The supervisors used "Dropbox" to document and save their plans, forms and templates, and they used e-mails to communicate and exchange documents with the school administration, teachers, and other supervisors. However, the supervisors were not able to plan to use the "Curriculum Mapping" software, since they were not able to buy and get training to use this software. Furthermore, the improvement in the supervision system was reflected in an improved performance in teachers' teaching and in the academic results of the learners from one academic year to another. In their evaluation, the team recorded an increase in the number of classroom observations conducted by supervisors from 15 during the academic year 2016/2017 to 78 during the academic year 2019/2020. This increase was reflected in an increase in the number of instructional practices related to improving students learning from 35 during the academic year 2016/2017 to 234 during the academic year 2019/2020. Consequently, as a result of this increase, the team was able to detect an increase in students' performance for the three educational cycles. For cycle 1, the success rate increased slightly from 99% to 99.3% and the average score slightly increase from 3.46 to 3.48 over 4. For cycle 2, the success rate increased from 72.3% to 88.9% and the average score increase from 10.3 to 12.7 over 20. For cycle 2, the success rate increased from 62.4% to 76.5% and the average score increase from 9.29 to 11.4 over 20.

5. Rachel Edde School - Increasing the Students' Interest in Learning

Even though the lead team at Rachel Edde School were not able to conduct a systematic monitoring stop, the lead team reported some of the impact of the improvement project that they observed. As a result of the teachers' training on "Improved Teaching Strategies", identifying students learning difficulties, and dealing with students' behavioral problems, the team reported an increase in the number of planned and implemented extracurricular activities, which led to an



increase in students' enthusiastic participation in school activities. Moreover, and as a result of strengthening the communication with parents and the training sessions conducted for them, the team reported an increase in parent's involvement in their kids' activities. In addition, the school was able, with the help and guidance of the senior coach, to adapt the Inclusion project of MEHE into their improvement plan, which tackle the same objectives.

6. *Tarbiya Haditha School - Empowering Grade Six Students to Build their Characters*

The improvement project in Tarbiya Haditha School also had an impact on teachers, students, and their parents. After implementing many of the planned activities, the lead team in Tarbiya Haditha School monitored the process and impact of their improvement project based on specific criteria and indicators of success for the both the improvement and operational objectives. First, the school's improvement project made a significant change in the school members' mindset that academic achievement the priority of the school; as a result of the project many members of the school community were able to shift their focus to building the students' personalities and empowering them to have a significant role in their community. The training that teachers received on UBD (Understanding by Design) resulted in the introduction of a common theme in all subject matters as a strategy to achieve the objectives of the improvement plan. The teachers who were trained were able to transfer their knowledge and experience to all other teachers of grade 6. Moreover, a professional collaboration environment was created between the teachers in the school through the workshops they attended and their coordination to supervise the teaching and learning process.

Moreover, and as a result of all the implemented activities for students, the lead team reported a significant increase (from 20% to 70%) in the number of female students who were motivated to learn. Around 60% of the students were able to design their daily schedule, and 60% participated in planning for a recreational trip. Also, around 60% of the students improved their mental math abilities as a result if their participation in the ACMAS program for mental arithmetic. Additionally, the school won, for two year in a row, international awards in the ACMAS competition and one of the students won the first prize. However, despite the procedures taken with parents, the team recorded that only 30% of parents participated in workshops conducted for them, so the team concluded that they have to take other procedures to increase parents' participation.



VII. Research Activities and Outcomes of the Project

The completed activities during this 5-year project with the six public schools did not only result in impact on the development of team members and their schools, it also included several research activities and outcomes. The HST accomplished several achievements in this regard beyond the agreement signed with the funder. The HST was able to refine and customize the existing TAMAM capacity building program based on the experience with these six public schools. The HST also conducted research and experimentation on the Socio-Cultural Approach and the Student Leadership Model which were two new domains being developed. In addition, the HST prepared a list of policy/administrative recommendations that need to be taken into consideration when working on improvement with Lebanese public schools.

A. Refining the Existing Capacity Building Program Design

As a research and development team that employs action research to design models and strategies for school-based improvement that are grounded in the socio cultural context, the Hub Steering Team has been keen to document and analyze the whole project implementation process and to generate evidence-based refinements to the existing capacity building program, in order to adapt it to the public schools socio-cultural and organizational context. Accordingly, Ms. Noha Char, the HST senior researcher who is in charge of coordinating this aspect of the project has been working closely with the TAMAM director and the other HST members to continuously document the refinements to the program and the necessary adjustments to the TAMAM tools and templates used for data collection, data analysis, and coaching and to prepare them to be shared as part of the training material to be delivered at the end of the project. Moreover, Ms. Char has been conducting extensive literature reviews and providing the HST team with synthesis of the lessons learned on the international fronts that are deemed relevant and likely to inform the emerging design. She has also organized the data collected throughout the project to be used to monitor the progress and assess the emerging impact.

Moreover, the HST has continuously organized and conducted meetings with the TAMAM steering team (the technical team) to build on the lessons learned as it refined the original capacity building program.

The refinements of the TAMAM original program covered the following:

- 1) A customized version of the training modules, which were originally developed by TAMAM steering team, has been developed to adapt to the context of the Public schools in Lebanon. The content of these modules is based on the TAMAM Resource book for training on the TAMAM journey and competencies, and it has been revised based on the



context and the training needs of the participating schools. In fact, the scope and sequence of the capacity building program have been modified.

- 2) Existing tools and templates were modified from the original ones developed by the TAMAM steering team to adapt to the context of the Public schools in Lebanon. These templates consist of a set of guidelines that support schools as they initiate, plan, implement, evaluate, and institutionalize school-based initiatives. The modified tools included: The school questionnaire, Principal questionnaire, Team member profile, focus group interview protocol. The modified templates included: Team Initial Plan, Team Implementation Report, Team Evaluation Plan, Team Improvement Journey Final Report, Team Reflection Paper, and the Progress Report. In addition, the HST modified the template of the agreement between TAMAM and the participating schools (Appendix H).
- 3) New templates and tools have been developed these included:
 - a) History and profile of the school
 - b) Interview with community key players (Municipalities, NGOs, Parent Committees)
 - c) Questionnaire about existing improvement projects at the school
 - d) Agenda for exploratory school visits (Appendix G)
- 4) Selection criteria for new participating schools, principals and team members (See Appendices N, O and P respectively) have been articulated based on our experience with the current participating schools and the lessons learned. Hence, a profile for each of the above-mentioned main participants leading a successful school-based improvement initiative has been set.
- 5) Documentation of the project activities by the HST has been done in various forms like video recordings, voice recordings, schools' progress reports, minutes of meetings, visit reports and workshop reports at the level of the schools, coaches, as well as the HST internal activities.
- 6) Indicators of success have been developed to monitor the progress of the school lead teams towards achieving the learning outcomes targeted in TAMAM Lebanon Hub on three levels:
 - a) Lead team members; 2) Educational institution/school, and 3) Learners/students.

B. Research and Experimentation on the Socio-Cultural Approach

Throughout the TAMAM Lebanon Hub project, Ms. Salameh and Dr. Karami have been continuously doing research and experimentation on adopting and adapting the socio-cultural approach, which was found to be a promising strategy and theoretical framework to form partnerships with the parents and the local community in order to connect the school to its community – as a major resource for a better school improvement. Ms. Salameh engaged in



desk research about international approaches to promote school partnerships with its parents and the community and managed to locate an experimental design that honored the lived experiences in diverse and challenging social settings that was developed by a European center, “*Changement pour L'égalité.*” After multiple visits and receiving the permission to adapt the developed theoretical model to the Lebanese context, Ms. Salameh and Dr. Karami embarked on refining the adopted socio-cultural approach and adapting it to the unique context of the Lebanese Public Schools. Consequently, a new dimension to the TAMAM capacity building program was initiated including incorporating a design for promoting partnership with the parents and with the local community using the socio-cultural approach. The process that the HST followed consisted of examining the available literature, thoroughly understanding the needs and context of the participating schools and generating an initial design that was responsive to these needs and context. For example, Ms. Salameh has gone back to the history of each school and went through the collected data on their existing relationship with the community which was mostly intuitive and unplanned. She also went back to her school progress notes especially those pertaining to activities involving parents and community key players. Organizing all this data, she came up with the initial design that was presented during the workshops given to all the schools. Moreover, the comments of all the participating school lead team members in the workshops and the interactions among them, were collected and analyzed and Ms. Salameh was able to refine the material and re-presented it in the Principals’ meeting of June 10th, 2019. Ghobeiry school team was the pioneer school to take the initiative and decide to implement the approach; namely implementing two strategies as designed: the “Welcoming Day” and the “Distribution of the first term’s report cards”. Hence, it was the school where the initial design for partnering with the parents and the local community was being fully adopted and piloted. As a result of the excitement and initial success of this implementation, many teams followed suit and became more interested in piloting these activities at their schools. By the second half of the 4th year, Ms. Salameh focused on encouraging and supporting the remaining 5 schools to form the Community Support Team offering the support that is needed at the schools willing to implement it and benefiting from every learning opportunity to refine it.

Ms. Salameh and Dr. Karami has introduced the theory behind the socio-cultural approach in 3 workshops (February 2017, October 2017 and March 2018) and 2 TAMAM Lebanon Hub gatherings (July 2017 and June 2018).

As part of experimentation to embed the socio-cultural approach in the six participating schools, the HST managed by the 4th year of the project to guide all the schools to implement the “Welcoming Day” which is targeted to form a partnership with the parents of the students, although it was not a part of the activities specified in the improvement plans of all the schools.



Moreover, and as a response to the request of the principal at Rachel Edde, another application of the socio-cultural approach was implemented. Namely, the school was facing a major challenge in reaching out to the parents especially when it comes to promoting the school services to special needs students. These services were provided by the school after it was chosen to participate in an inclusion project by MEHE. The principal of the school realized that part of the challenges can be overcome by establishing rapport with the parents. As a result, she welcomed the implementation of a set of strategies to achieve this goal. Accordingly, Ms. Salameh prepared a customized workshop that was delivered in late March 2019 to all the teachers in the school on how to better deal with the challenges faced with the students and the families and how to use the socio-cultural questionnaire for a better understanding of the families, as a way to face the challenges.

C. Research and Experimentation on the Student Leadership Model

Throughout the project, the HST was also doing preliminary research and experimentation on strategies to promote student leadership and their active participation in leading school-based improvement. Accordingly, a new model was being developed and added to the TAMAM design that aims at establishing partnership with the students as a strategy to enhance their leadership skills and enhancing their voices and role in improving their schools.

As part of experimentation to build leadership skills for students, the HST worked with 2 schools (Ghobeiry & Tarbiya Haditha Schools) that had this aspect as one of the objectives in their improvement projects. The HST introduced the concept of “Student Leadership” to introduce the dimension of partnering with the students during the 8th workshop (October 27th, 2018) conducted for the 6 public schools. After that, several training sessions were conducted by a team of expert coaches from the Training and Dialogue House who are specialized in mediation and building the culture for peaceful conflict resolution. The training workshops targeted students in the two above mentioned schools and tackled the different layers of enhancing students’ communication skills to enable their participation at school. Throughout the experimentation phase, the HST was recording and documenting all training sessions, interactions, and relevant activities carried out by trainers with the students.

Moreover, the HST conducted a review of literature on student leadership to understand the aspects of student leadership, identify strategies for developing partnership with students, and understand the conditions, challenges, and opportunities to have a successful partnership with students and to promote their leadership skills.



D. Developing Research-Based Material for Schools

Under the guidance and supervision of the HST and the expert coaches that were recruited to assist the schools, the school lead teams have succeeded to come up, during the implementation of their improvement plans, with research-based materials in a format ready for institutionalization and for dissemination to peers within and outside the school to help with their improvement initiatives. These were the following:

- 1) A manual specifying the tasks of the coordinator based on the “Clinical Supervision” approach and that includes procedures and templates for conducting formative evaluation by Kfarruman School.
- 2) A manual outlining the procedures to be followed to implement Inclusion and that includes diagnosis of kids and monitoring procedures by Jezzine School.
- 3) An Arabic language unit planning template as well as a unit plan with curriculum content, teaching activities, and assessment tools that follows the inquiry-based approach towards the 21st century skills using the UBD format for unit planning by Jezzine School.
- 4) Guidelines to develop partnerships with the parents and the local community including a socio-cultural questionnaire addressed to parents and another questionnaire addressed to community key players that allow the school to survey and categorize families and community key members by Ghobeiry School. The school customized and modified the questionnaires they had based on their work with the Ms. Salameh on the socio-cultural approach.
- 5) A booklet of curricular Grade 6 school activities that targets building student character by enhancing their self-esteem, well-being and motivation for learning by Tarbiya Haditha School.

E. Research on Educational Policy

Dr. Karami, Ms. Salameh and Ms. Char have been collaborating on conducting research exploring the educational policies in the context of the current system organization, in order to align TAMAM with other MEHE initiatives and to fit it in the DG’s strategic vision for the institutionalization of the School Improvement Plan (SIP) in the schools. The following activities took place:

- 1) Ms. Salameh conducted a series of interviews with Dr. Munir Bashshur, an authority figure in Lebanon on educational policy to solicit his guidance on the key policy making juncture



in the history of the MEHE. She also collected key manuscripts and reviewed them to map the history of policy making both as a process and outcome at the MEHE in an attempt to provide the contextual background needed for facilitating the implementation of TAMAM, and setting the stage for scaling up its activities, and institutionalize its success stories.

- 2) Dr. Karami has met with Ms. Elham Komaty in an attempt to collect information about the School Improvement Plan (SIP), how it was implemented, whether it was evaluated, and the plan for institutionalization.
- 3) Ms. Salameh, on the other hand, has met with the principals of Ghobeiry (3 meetings), and Kfarruman (1 meeting and 2 phone calls) schools to collect data as well and to try to understand the policies as currently applied at the Ministry level. During these meetings, they discussed the institutionalization of TAMAM, the laws in force for the student's role in the school, the Ministry's vision for the student-citizen, the nature of interaction between the public school and its community, and the challenges faced for having a lead team at the public school. Ms. Salameh engaged the principals in a reflective dialogue and collaboratively generated ideas for actions on how to build bridges with the decision makers in MEHE and with key players in their community.
- 4) Dr. Karami and Ms. Salameh have also met with key members from the DOPS introducing them to the TAMAM project and soliciting their guidance and support for scaling up its activities. They also met with directors of International NGOS and firms that are actively involved during that period in the large scale internationally funded MEHE reform projects to present TAMAM and to collect data on the possibilities to inform the large-scale reform initiatives implemented by MEHE about the lesson learn from the TAMAM project and solicit venues for coordination to impact the design of these large scale projects and on the policies that need to be adopted by MEHE to support and sustain school improvement. In addition, Dr. Karami met with Heads of the Educational Area in North Lebanon, to understand the role of the regional district in supporting the schools that are conducting school-based initiatives.
- 5) Ms. Salameh worked on sorting and analyzing the collected data on the educational policy. She also had 2 meetings with Dr. Karami to discuss and reflect on their findings from meeting the different resources. Ms. Chaar, on the other hand, has been reviewing the international literature and organizing the data collected and preparing it to be integrated in the project design refinements.



F. Policy/Administrative Recommendations

The HST has worked on analyzing the data collected on the challenges faced throughout the work on the TAMAM Lebanon Hub project to come up with recommended administrative arrangements to support the implementation of school-based improvement projects and to help schools to strategically connect with MEHE, CERD, and DOPS to institutionalize the best practices that they will perform throughout the project. These recommendations were solicited from interviews with the principals of the participating schools as well as from the private session held during the Hub gathering of July 2017 in which each of the school lead teams has presented its recommendations. Then it was collectively produced in a document that was sent later to the DG of MEHE, Mr. Fadi Yarak (Appendix L) in an attempt to facilitate the implementation of the project and remove the key barriers that the school are facing because of existing policies and administrative norms and practices. Below are some of the requested provisions to support sustainable school improvement especially at the school level:

- 1) Request that the DG office make public the list of names of the large scale, top down projects to be implemented during the academic year in each of the participating public schools in TAMAM to help the school in their strategic planning for school-based improvement and in optimizing the resources they have available for the implementation of their improvement plans.
- 2) Allocate time for the teachers and the lead team members participating in school-based improvement to work on their improvement project and to count these hours as working hours within the teachers' weekly schedule.
- 3) Provide privileged administrative provisions to facilitate the administrative and general financial transactions issued by the principals of the six public schools participating in TAMAM with the educational district in each governorate as a form of earned autonomy and an incentive to these principals to continue leading their school improvement initiatives.
- 4) Provisions for making use of the expertise present in the school (of specialists and psychological and social counselors present in the school in the morning or afternoon shift) and employing them to serve the students in the morning shift. For example, appoint a teacher who has attended training courses in psychosocial support as a full-time mentor or social counselor.
- 5) Facilitate getting assistance from specialists (such as social workers) from outside the school (including social affairs centers) to help in completing the TAMAM/improvement project and implement the plan.
- 6) Agree to appoint a member of the TAMAM lead team as a full-time educational counselor in the school



- 7) Introduce a weekly educational counseling session for students
- 8) Get recognition from the educational district and the general director for the members of the lead teams by launching a Label for each school as a recognition from the Director General.
- 9) Allow the school not to comply with the mandated continuous training courses and allow the teachers to replace them with attending courses that serve the objectives of the TAMAM/improvement project.
- 10) Count the wages for the coordination sessions spent by the contracting/daily-paid teachers
- 11) Increase the number of visits to schools by DOPS
- 12) Raise the passing grade average to 9.5 exceptionally in the first grade
- 13) Based on Article 49 - (The Coordinator) of the bylaws Decision No. 1130 / M / 2001: reduce the weekly workload for the coordinator at the rate of one session for every fifteen sessions of the total sessions of the subject, and a session for the fraction that exceeds a session, provided that the number of coordination sessions for each subject does not exceed five sessions per week.
- 14) Request the cancelation of the “right of the educational district’s head to reconsider an assignment whenever the need arises” as stated in the beginning of the article 49. This is because the district head does not follow-up on the teaching and coordinating process and may even sometimes not know the school. Another reason is to prevent any external interference that may impede the improvement of the teaching and coordination processes. Therefore, it was suggested to canceling this right for the head of the educational district. Knowing that the bylaws Resolution No. 407 / M / 2001 in its Article 46 did not mention this right for the head of the educational region at all.
- 15) Select and assign coordinators based on the following conditions and specifications:
 - To have an educational or university degree if possible
 - To teach the ninth grade if s/he was the coordinator of the third cycle.
 - If the school does not have a fixed-term teacher to be assigned as a coordinator of the subject, then the coordinator can be chosen from among the contractual/daily-paid teachers who meet the aforementioned conditions and specifications.

VIII. Proposals for Expansion

The HST has prepared in March 2018 a proposal for scaling up to 20-25 schools, which was presented to the Minister of Education Mr. Marwan Hamade.

Then upon the request of Mr. Fawzi Kyriakos, another proposal has been prepared in February 2019 for scaling up to 419 schools to be shared with the DG. This proposal has been refined and modified in March 2019 and presented to the Advisory Committee members in the AC meeting of March 27th, 2019. A third proposal was also prepared, upon the request of Mr. Kyriakos-Saad and



presented to then Minister of Education Mr. Akram Chehayeb in May 2019. The proposal for next steps that was sent to Minister Chehayeb included scaling up to 20-25 schools, based on the results of the experimental pilot stage of TAMAM Lebanon Hub and on the accumulated evidence showing the effectiveness of the project. The proposal identified that these schools are targeted to be centers of excellence, each in its area or region. It also emphasized that the project is well positioned to expand its design further to cover building partnerships with the parents and the local community and increasing student engagement in school improvement. The proposal also included that TAMAM can contribute to the institutionalization the School Improvement Plan (SIP) as part of the internal organizational policy of public schools based on the rich and diverse expertise of its team of experts, and its work as a research lab for school-based improvement. Unfortunately, the project was interrupted before the Hub had the chance to discuss it with MEHE and to cooperate with it to be put in action.

IX. Networking with Key Stakeholders

Since the beginning of the TAMAM Lebanon Hub project, the HST has been keen on building a network with individuals and entities whose support and help are key to the dissemination of TAMAM's activities and culture as well as to a smooth scaling up process. The networking activities were of four types:

A. Networking among TAMAM Schools

The HST invited the participating public schools to participate in the activities of the TAMAM project network. These activities brought together the TAMAM community, comprising of all private and public schools from Lebanon and the Arab countries that are participating in TAMAM project. These activities were described in detail under the section on completed activities under gatherings.

B. External Networking and Dissemination Activities

The HST has also tried to disseminate the work of the project through opening channels, locally and internationally, with people who can be advocates for TAMAM to provide help and support for a smooth scaling up process. Locally, the key strategy that the HST followed was to identify educators that holds key positions with MEHE, CERD and the international agencies that often control national educational reform; expose them to the TAMAM activities; and secure their buy in of the adoption of TAMAM model in the design of large-scale improvement interventions. Internationally, the HST mostly focused on participating and contributing to international conferences and one establishing research partnerships with international scholars



working on similar project as a venue to engage in cross cultural comparative research. TAMAM director, Dr. Karami, and the HST have done the following:

1. At the Local Level

- Five meetings took place with the United Nations International Children's Emergency Fund (UNICEF) consultant at the Center for Educational Research and Development (CERD) and who is also coordinating the School Improvement Plan (SIP) component in the new Inclusion project at MEHE.
- Since the beginning of the Lebanon Hub Project, Dr. Karami had multiple meetings with Ms. Elham Komaty who was the MEHE coordinator of the EDPII project at the time. Subsequent follow-ups took place to discuss the SIP component in this project and the means to institutionalize it in the future, given the close conclusion of the EDPII project. These meetings culminated with convincing Ms. Komaty to join the Advisory Committee in 2018.
- A meeting with the Head of the Department of Orientation and Guidance (DOPS), Ms. Hilda Khoury, took place to present TAMAM and to report on the HUB activities and the school coaching needs as well as to explore the prospects of collaboration with DOPS to support the expansion of the SIP. Ms. Khoury was very interested in the leadership capacity building component in TAMAM and the expertise it can offer to DOPS.
- Dr. Karami met with Dr. Nada Oueijan, President of the Center for Educational Research and Development (CERD), and Ms. Rania Ghosoub, the director of in-service training at CERD, to discuss the possibility of coordinating with CERD trainers in the expansion phase. She also had another meeting with Dr. Oueijan and her educational administration leadership team to discuss the possibility of using the TAMAM program to build a framework for leading change as part of an in-service training program for school principals that CERD is planning to launch. Dr. Karami had numerous meetings with Mr. Akram Sabik, the Project Director, and Ms. Claudine Aziz, the CERD consultant, to agree on her role in CERD. However, nothing has materialized, and they have not reached an agreement in that regard.
- The HST has also tried to connect, through the member schools, with the Leagues of Basic and Secondary Education in the different regions for benefiting from their experiences in the public schools.
- Meetings with Dr. Adnan El-Amine and Dr. Nada Mneimneh of the Lebanese Association for Educational Studies (LAES) took place to discuss the potential collaboration with LAES to organize a conference bringing together educators and supporters of education.
- The HST explored potential opportunities for collaboration with USJ's Faculty of Education by inviting the Dean of Education and other faculty members to attend



workshops and gatherings organized by the HST to be introduced to TAMAM Professional Development model for school improvement.

- The HST organized an education forum in November 2016 at AUB entitled: “*The New TAMAM Project Adventure: Promoting Sustainable School-based improvement in Lebanese Public Schools*”. The forum shed light on the accomplishments of the TAMAM Lebanon Hub in its first year and the progress the HST has made in terms of research and development. A group of 60 educators were present; one of whom stated: “*The TAMAM team is evolving from school-based development project to social reform project, and they are capable of it.*”
 - Also, in November 2016, Dr. Karami participated in a conference organized by Hariri Foundation where she presented TAMAM. During the conference, Dr. Fadlo Khuri, AUB’s President, has mentioned TAMAM’s work with public schools in his opening speech.
 - The HST has attended the event organized by MEHE for the announcement of the conclusion of the EDPII project.
 - The Lebanon HUB activities were also disseminated as part of the activities of the TAMAM project. These included the following:
 - In January 2017, TAMAM was mentioned among the pioneering projects currently taking place at AUB in the booklets distributed in the “*Boldly AUB*” ceremony. Then in February 2017, President Fadlo Khuri issued a version of “*The President Perspective*”, a newsletter disseminated to all AUB community and alumni which included a section about TAMAM introducing it as an initiative serving his strategic vision for AUB and serving its community and the Arab region.
 - Dr. Karami also presented a Research Talk at the Faculty of Arts and Sciences under the title “*Emancipatory Action research: Developing a contextually grounded model for school improvement*”.
 - The HST members attended the launching of a study by InfoPro held in Lebanon under the title of “*Schools: mapping and assessment in Lebanon*”.
 - Dr. Karami attended the event organized by MEHE for the announcement of the launching of the Inclusion project representing the TAMAM project and contributing to the discussion based on the project experiences in the Lebanon HUB.
 - Dr. Karami attended a workshop organized by CERD and a potential partnership with the S2R project was discussed.
- 2. At the International Level**
- Two meetings have been held with a member of the Delegation of the European Union to Lebanon to discuss the opportunities of cooperation and coordination with TAMAM Lebanon Hub.



- The HST also held a meeting with DFID (the Department for International Development) to explore potential means for collaboration and networking.
- Dr. Karami presented on TAMAM in the World Affairs Council of Sonoma County in response to an invitation from Prof. Linda Lambert, a renowned expert on building leadership capacity. Examples from the Lebanon Hub activities were presented.
- The HST also tried to connect with Harvard University’s “Redesign Lab: By All Means Initiative” to explore possible opportunities for collaboration between both projects.
- The HST explored potential opportunities for collaboration with Caritas Switzerland, UNICEF and PhZug - a University for Teacher Education in Switzerland. The team even invited members of the three institutions to attend workshops and gatherings organized by the HST to be introduced to TAMAM Professional Development model for school improvement.
- Dr. Karami delivered in November 2017 a presentation that talked about “Sustaining School-based Improvement: Considering Emotional Responses to Change” at the University Council for Educational Administration (UCEA), USA. The study was based on the case of one of the Lebanon Hub schools.
- In November 2019, Dr. Karami delivered several presentations about TAMAM in three universities in USA. The first presentation was about “Transforming Educational Reform in the Arab World: The Journey of the TAMAM project” at the Portland State University (PSU) and at the University of Idaho. The second presentation was about “The TAMAM Initiative: University-School Partnerships to Reform Education in the Arab Region” at the University of Virginia (UVA). All presentations shared examples and mentioned many of the activities in the Lebanon Hub schools.

C. Networking with External Expert Coaches

The HST has succeeded in networking with a group of expert coaches during the project presenting the project philosophy to them and soliciting their buy in to its approach. Many of these expert coaches adapted the TAMAM capacity building approach and became advocates and friends of TAMAM after their experience with the Lebanon Hub schools. This served as a significant resource for TAMAM’s work for the future phase. The names of the coaches are mentioned in the section about the “External Training by Expert Coaches”.

D. Networking with other Researchers

Dr. Karami and other HST members have also succeeded in partnering with researchers from around the world who were interested in TAMAM work and its model for school improvement, especially its experience with the public schools. Examples are the following:



- Dr. Karami has succeeded in having two external researchers, Dr. Julia Mahfouz of the University of Idaho and Dr. Coby Meyers from the University of Virginia, to be speakers in the coach gathering of June 2019. They both presented about their experiences and confirmed their interest to partner with TAMAM on research.
- A research study by Dr. Karami and Dr. Meyers under the title “Overcoming the Barriers to Educational Change in the Arab Context: Examining Pathways to Building Systemic Capacity for Sustainable School-Based Improvement” was presented at the ICSEI annual conference held in Morocco on January 6th, 2020.
- In May 2017, Ms. Salameh has contacted Belgium’s socio-educational movement (Mouvement sociopedagogique): *Changement Pour L’egalite* to arrange for a meeting at the center for the purpose of informing the center of TAMAM’s work and to brainstorm possible ways for collaboration.

X. The Conditions Surrounding the Implementation of the Project

This section describes the conditions that were surrounding the implementation of the TAMAM Lebanon Hub project since its start, at the ministry level and the school level. Since the inception of the project, the schools had to operate within conditions characterized by scarcity of resources and organizational arrangements that are far from supporting the lead teams in their attempts at improving their performance and their schools. Even though the Director General (DG) of the Ministry of Education and Higher Education (MEHE) endorsed the project and granted the HST and their support team of educational consultants’ access to the schools, the schools did not receive any special provisions to facilitate the implementation of their improvement initiatives. They had to creatively manage their schedules and use their existing network and connections with the community and the ministry to gather the resources needed to bring their improvement initiatives from mere plans to actual changes in their practices. What follow is the brief account of the surrounding conditions within the 5-year period of the project:

A. At the Ministry Level

The HST built on their previous experience with public schools and the connection that they have established with the unit that use to be in charge of coordinating reform projects under the leadership of Ms. Elham Komaty to advocate for the schools and help them navigate the obstacles that are embedded in an organizational and governance structure at the MEHE that is rigid and ill designed to support school based improvement. Ms. Elham Komaty was the assigned university representative in 2010 to accompany the three pioneer public schools that participated in TAMAM. Her connection with TAMAM continued beyond the three schools’ participation and she became an advocate of the TAMAM approach helping in introducing it in the design of many



large-scale projects that includes leadership training that were launched starting 2012 through partnerships between the ministry and international donor organizations. Since the initiation of the Lebanon Hub project, Ms. Komaty continued to provide the support she can for the HST, and after her retirement joined the advisory committee of the TAMAM Lebanon Hub.

The TAMAM Lebanon Hub project had received the approval of the DG of MEHE in 2016 since the onset of the project; however, many challenges have been faced at the ministry level that hindered the flow of the work with the schools and limited the HST's capabilities to achieve the objectives of the Hub. Following are some of these challenges faced throughout the project and the corresponding attempts made by the HST to support the implementation of the project:

1. Challenge #1: Absence of Coordination with MEHE School Improvement Planning (SIP) Projects

The Director General of MEHE has continuously emphasized, at many occasions over the project's years, the significance of the School Improvement Plan (SIP) reform initiative and the need to institutionalize it considering that as a priority to the ministry. This initiative started with the D-RASATI project and was heavily informed by the TAMAM design and experience with the three pioneer public schools in 2010. From 2012 onward, the SIP design was also included in a multitude of projects funded by different international donor organizations like USAID and the World Bank or sponsored by entities like the UNICEF, the British Council, and the Japan International Cooperation Agency (JICA). Some of these projects were concurrently implemented throughout the duration of the TAMAM Lebanon Hub. Principals and members of the six participating schools have participated at earlier stages in some of these projects, but none was involved in it while participating in TAMAM. Meanwhile, two of the participating schools were called upon to participate the inclusion reform project. In addition, there were new projects at MEHE such as the School Inclusion Project funded by UNICEF and run by the Department of Orientation and Guidance (DOPS).

The HST expressed its interest from the first day of launching the Lebanon Hub project to coordinate with the on-going SIP initiatives to exchange expertise and work in concert toward institutionalization of its practices, and also to be informed about the other reform initiatives that the participating schools will be assigned to participate in in order to support the integration of these top-down initiatives and the resources they provide within the school strategic plan for improvement that is part of the school capacity building that TAMAM committed to offer to the participating schools. Throughout the implementation of the Lebanon Hub project, many attempts were made specifically to gather more information on the Integration of Standard Operating Procedures (SOPs) for School Improvement Plan (SIP) by the Japan International



Cooperation Agency (JICA) that was working with the ministry to expand to a bigger number of schools. This is in addition to the influx of projects that were coming under the Syrian crisis with a SIP component. However, despite the HST's requests to coordinate with these projects, TAMAM was not granted the opportunity to coordinate with MEHE in any of these SIP projects.

Attempts made by the HST:

- The HST tried to coordinate with those responsible to coordinate some of MEHE's SIP related projects (EDP-II project & UNICEF Inclusion project) with the purpose of exchanging expertise and becoming better informed about the lessons learnt to better navigate the system level obstacles.
- Also, there were attempts to reach out to the projects that were still ongoing in an attempt to synchronize the goals and strategies in preparation for scalability of the project at the ministry level. However, no attempts materialized due to challenges related to the competing interests among the projects and the lack of coordination structures between MEHE and CERD. Attempts at calling for a networking meeting that was initiated by Dr. Karami and Dr. El Amine to facilitate this coordination and pave the way for additional brainstorming sessions to prepare for institutionalizations of best practices emerging from these top down initiatives, were blocked by the DG and the president of CERD under the pretext that the information to be shared among those projects are classified information.

2. Challenge #2: Absence of Coordination Channels with MEHE and CERD to Support the Work of the Schools

Even though the DG has continued to voice his support to TAMAM Lebanon Hub; yet nothing was materialized or achieved:

- Despite repeated promises from the DG to invite Dr. Karami to attend the strategic meetings at the Ministry that discussed institutionalization of school improvement plans, this invitation never materialized. Based on sources in the ministry, these strategic meetings never took place and coordination was restricted to the logistics of implementing the projects and not to consider ways to optimize on their contribution through institutionalizing the practices they have piloted and refined.
- The DG also invited Dr. Karami to connect with members from project zero at Harvard University "Redesign Lab: By All Means Initiative" who were visiting Lebanon putting Dr. Karami in contact with one of his assistants who was responsible for coordinating this project at the Ministry. However, the actual establishment of contact and collaboration never took place as the assistant never followed up on establishing this connection.



Attempts made by the HST:

- Dr. Karami made several attempts to network with officials from MEHE, DOPS, CERD to introduce the work of TAMAM and give visibility to the work of the six participating schools in the TAMAM Lebanon Hub schools as well as to solicit support for the implementation phase and the scalability of the project.
- At the request of the HST, the DG delegated his assistant and another colleague to attend the TAMAM Lebanon Hub gathering that took place in June 2018 to see the public schools' work and progress. However, their attendance was sporadic, and they made rare appearances that were mostly ceremonial and never showed engagement with the activities the schools were working on. Moreover, the expertise and the decision-making authority that those dispatched to attend the training sessions had was insufficient to ensure this transfer effectively neither at the technical nor at the strategic level.

3. Challenge #3: Difficulty of Coordination with CERD

In addition to the futile attempts of the TAMAM Lebanon Hub team to coordinate with MEHE officials for a smooth implementation of the project, similar challenges were faced with CERD despite a directive that was issued by then Minister of Education Marwan Hamade to collaborate with TAMAM. Dr. Karami responded to many invitations and calls to attend CERD planning activities with the goal of building a partnership that can open channels of communication and coordination between TAMAM and CERD allowing the latter to benefit from the lesson learnt for the Lebanon Hub design and implementation activities. All the attempts did not materialize.

Attempts made by the HST:

- Dr. Karami attended a couple of workshops organized by CERD where they were presenting the progress of ongoing projects under S2R2.
- Dr. Karami also met with Dr. Nada Oueijan, the president of CERD, and her educational administration leadership team to discuss the possibility of using the TAMAM program to build a framework for leading change as part of an in-service training program for school principals. Dr. Karami had numerous meetings with them; however, the negotiations have not resulted in a signed agreement that is to the satisfaction of both parties.

In conclusion, all the above-mentioned attempts were futile and TAMAM Lebanon Hub could not manage to access the Ministry or any of its related bodies.

4. Challenge #4: Preparing for Scalability

The TAMAM Lebanon Hub steering team has been eager to plan beyond the conclusion of its 5-year pilot phase since the third year of the project. However, preparing for the scaling up of



the project was the hardest challenge that the team had to face as it was hindered all the time despite all the attempts made by the Hub director, the team, and the funder. Worth noting, Mr. Kyriakos-Saad had expressed his willingness to support the continuation for the research part of the TAMAM Lebanon Hub project as contingent to receiving MEHE approval on the proposal for scaling up.

Attempts made by the HST and the funder:

- The Advisory Committee, upon the request of the HST, asked the DG in November 2018 to assign a ministry coordinator to the project that can assist in coordinating with the ministry about the scaling up of the project. The DG responded to the request and in January 2019 he assigned a new coordinator between the ministry and TAMAM Lebanon Hub. The coordinator's role consisted of providing support to the HST and the schools and helping in aligning the implementation of the TAMAM design and activities with the intent to coordinate among the projects aimed at introducing school-based improvement planning (SIP) in the ministry, to develop a strategy for scalability. The HST met multiple times with the coordinator. Specifically, the HST also invited her to attend a workshop delivered to the participating schools to collect data about the project and to monitor the work of the schools. The coordinator praised the Hub's effort and expressed her admiration of the schools' achievements; however, there was no follow up after this event and no special measures were taken towards the scalability objectives.
- Mr. Kyriakos-Saad met with two ministers of education, each at his time of taking office, and shared with them proposals for scaling up that was prepared by the HST. However, no actions were initiated by MEHE even though both ministers have welcomed the proposal and expressed their interest in TAMAM Lebanon Hub project and in forming a partnership between MEHE and TAMAM.
- Mr. Kyriakos-Saad also met with the Dean of the Faculty of Arts and Sciences, Dr. Nadia Cheikh, conveyed to her the minister's initial approval for the scaling up, and asked for an effective way to make it work. Dean Cheikh contacted the HST who, in turn, relayed their willingness to partner with MEHE and to coordinate the efforts to scale up the project. Again, there was no follow up on these attempts by the ministry.
- A coordinator between the ministry and TAMAM Lebanon Hub was assigned by the ministry to conduct an evaluation of the impact of the Hub project (See Appendix K for the results of the evaluation). The results, which were shared in the AC meeting of March 2018, were intended to provide the ministry with the data to respond to the request of the Hub advisory committee to implement the TAMAM model on a large scale within the public school's system. Despite the reported positive evaluation, and the accumulated evidence of the viability of the proposed scalability strategy, the DG sustained his



concerns about the readiness of the project to be scaled up and refrained from giving his blessing to proceed.

- In addition, HST prepared an evaluation report highlighting what was achieved until year 4. The report was shared with the AC members to secure the Lore Foundation's approval for an extension of the project beyond Year 5. The AC members commended the report; however, the HST did not receive the response they were promised, and the project was suspended without receiving any feedback from the LORE Foundation.

B. At the School Level

Throughout the TAMAM Lebanon Hub project, the participating schools have been working in a very demanding environment and facing numerous challenges which created concerns at their end. Despite the promised special status to be granted at the discretion of the DG office to the implementation of the TAMAM Lebanon Hub, many provisions requested by the schools to facilitate the implementation of their projects were not granted. This caused the schools to be left alone trying to overcome major systemic barriers hindering the implementation of their schools' improvement plans. The following were key challenges faced by the school:

- a) The shortage of tenured teachers and the difficulty selecting team members that can lead long term school-based improvement.
- b) The inability to grant release time to the lead team members to work on TAMAM project.
- c) The lack of support from the Counseling & Guidance Department (DOPS) to align the coaching services with the needs identified as priority by the teachers at the school.
- d) Overloading tenured teachers with work and administrative demands at the school because no new contractual teachers can be hired.
- e) The extended student's registration period that extend to November and as such hinder the schools' ability to set their yearly plans.
- f) Overloading the schools engaged in school-based improvement with additional top down mandated project that don't take into consideration the school context, available capacity and the priorities.
- g) The sudden administrative decisions of regional district with regard to teachers transfer and redistributing the teaching staff based on administrative demands, without any attention to the educational implications of such decision, specifically on the implementation of their school improvement initiative.
- h) Restrictions on the principal's abilities to make decisions related to extra-curricular activities.



- i) The unavailability of teachers in a certain grade level or subject, which added to the workload of the teachers that were initiating and implementing change initiatives.
- j) The abrupt cessation of support & resources provided to schools (Jezzine) by NGOs.

Attempts made by the HST and the schools:

- In the face of all the above challenges at the school level, the HST has provided around the clock support to the school lead teams to guide them and help them overcome these obstacles and eventually transform them into opportunities for success. They helped schools change their mindset about the mandated top-down reform initiatives at the school level and to manage them as potential resources that can lead to successful results and impact on the school, teachers, and students.
- Three participating schools (Ghobeiry, Jezzine and Rachel Edde) were able, with the help of the HST, to use the TAMAM's approach to manage MEHE top-down mandated Inclusion project. For example, the lead team in Bzal School added an intervention in their improvement plan concerning the evaluation of the "QITABI project".
- The school principal of Ghobeiry was encouraged and guided to contact the local authorities to seek their support in providing the extra resources she needs to implement the school improvement project.

XI. Closure of the Project

The TAMAM Lebanon Hub steering team has been keen to plan for sustainability of the impact of the project beyond the conclusion of its 5-year pilot phase and started preparing for its scalability since the third year of the project. Therefore, the HST has prepared two proposals for scaling up that were presented via Mr. Fawzi Kyriakos-Saad to Ministers Marwan Hamade (March 2018) and Akram Chehayeb (May 2019), each at his time of taking office. The proposal included strategies for scaling up as part of a partnership with MEHE in order to institutionalize the TAMAM Lebanon Hub capacity building program and disseminate the experience in the Lebanese public schools. While the signed grant agreement clearly designated the fifth year activities for evaluating the impact of the project and preparing a proposal for its scalability, the HST responded to the request of the funder and prepared the scalability proposal ahead of schedule. Consequently the HST provided the evidence of impact to the AC, the funder, and MEHE, and prepared proposals for scalability that takes into consideration the lesson learnt as well as the feasibility of implementation as framed by the ministry and the available funds. However, and while the HST was engaged in negotiations with the ministry of education through the project funder about the progress of the submitted scalability proposal, and in planning next steps in light of the evaluation results that were presented to the advisory committee as requested,



they were notified through the AUB administration that the LORE Foundation has decided to make the continuation of the funding of the project for the fifth year contingent on receiving a full-fledged approval from the Ministry of education to partner with TAMAM Lebanon Hub for scaling up. At the conclusion of the fourth year, the DG and the LORE foundation failed to reach an agreement on the next action steps for scalability despite the “approval” received from the minister of education on the Lebanon Hub proposal. As a result, the TAMAM Lebanon Hub project was terminated upon the decision by the Lore Foundation in September 2019 to stop the funding, after demonstrating its effectiveness and meeting its deliverables both of impact and scalability a year ahead of its schedule as depicted in the signed grant agreement. This termination which constitutes a break of the five years contract signed by LORE was done without providing AUB, TAMAM HST as the implementing partners, nor the schools who committed to the project with any justifications. The following are key data of the junctures that depicts the progress of events that led to this unfortunate conclusion:

- 1) The AC meeting of March 27th, 2019 was convened by Mr. Kyriakos-Saad who requested that the AC members give their recommendation with regard to the decision to be taken by the LORE Foundation on whether to go on with the scalability of the project beyond Year 5 or to stop it. The proposed course of action included continuing with the research as an indispensable component of the project in the scalability phase, explaining to the AC committee that he has secured the MEHE’s minister blessings to the approval on the proposal for scaling up. He also stated that he visited key people at AUB and asked them about their prospects for TAMAM’s future and was reassured of the solid internal support of the project and its director from the Faculty of Arts and Sciences. In preparation for the meeting Mr. Kyriakos-Saad asked Mr. Yarak, as MEHE DG, to visit the participating schools and to do an assessment after three and a half years of work on the project. In addition, Mr. Kyriakos-Saad has also asked the HST, in February 2019, to prepare an evaluation report about the TAMAM Lebanon Hub’s activities for the covered years of the project highlighting what was achieved of the promised project deliverables until that time. The report was submitted to the members of the Advisory Committee before its meeting on March 27th, 2019. The meeting key agenda item was to discuss the report and for the AC members to make a recommendation to the Lore Foundation on the decision for an extension of the project beyond Year 5. The HST also presented to the AC members a revised proposal for scaling up based on the proposal that received MEHE minister Marwan Hamadeh’s approval. The meeting opened with the presentation of the evaluation report that was prepared by MEHE. The MEHE evaluation report reached the conclusion that TAMAM Lebanon Hub has made exemplary achievements with the six schools (on small scale). However, the DG insisted that it is still difficult to anticipate its impact on a larger scale given their limited resources



available and communicated that MEHE's need that TAMAM Lebanon Hub and its funder present a detailed and an elaborate comprehensive scalability plan that also includes a plan of institutionalization of the SIP for a wider impact. Both the HST and Mr. Kyriakos-Saad in his capacity as the chair of the AC agreed that such plan cannot be developed before receiving an approval from the DG and reaching an agreement between MEHE and TAMAM whereby the TAMAM HST consult for the ministry to develop this elaborate scalability plan. The AC meeting concluded with a recommendation to endorse the scalability plan and to continue with the negotiations with MEHE to reach an agreement on how it can be implemented.

- 2) In parallel, Mr. Kyriakos-Saad continued his efforts to secure the agreement from the new minister of education Minister Chehayeb and sought his help in convincing the DG to give his official approval to proceed with the scalability phase. Kyriakos-Saad met with the HST end of May 2019, which was right after his meeting with the minister, and told the team of Chehayeb's eagerness to partner with TAMAM Lebanon Hub and informed the HST that the minister nominated one of his consultants to be the contact person with the HST to follow up on this matter.
- 3) In June 2019, the schools' initial plans were finalized for year five, and the HST proceeded with securing the expert coaches who were to be working with the schools to complete the last phases of their improvement project. The plan with its budget was presented and approved by Mr. Kyriakos-Saad. Accordingly, the HST had a meeting with the school principals in June 2019 where plans for the academic year 2019-2020 activities were finalized. During the meeting, the HST emphasized the importance of setting a strategic plan for each school to ensure the sustainability of their improvement projects.
- 4) Concurrently, Mr. Kyriakos-Saad had 3 meetings with Dean Cheikh in 2019, during which he respectively asked about AUB's prospects for TAMAM Lebanon Hub's future, presented the proposal for scaling-up, and asked for AUB's help in recommending the most effective way for scaling up the project. Dean Cheikh welcomed his interest to continue the partnership with AUB and clarified that TAMAM and its team are the AUB experts that can provide the answer to his query. She promised Mr. Kyriakos-Saad that she would consult with the HST and get back to him in September 2019 after the HST's return from their yearly vacation.
- 5) In September 2019, The HST prepared a letter to Dean Cheikh, which she forwarded to Mr. Kyriakos-Saad, relaying their affirming willingness to collaborate with MEHE to scale up the project to a bigger number of public schools and to set a plan for scaling up the implementation of the TAMAM Lebanon Hub design within MEHE, in their capacity as consultants to MEHE, while completing the planned activities for Year 5.



However, when Dr. Karami asked the Office of Grants and Contracts (OGC) at AUB -the office under which TAMAM's grants are managed, as she always does every September, - to implement the budget of year 5 based on the funder's approval- she was surprised by the news that Mr. Kyriakos-Saad is suspending the project and all the related payments, and as such single handedly terminating the project. A series of actions has been taken by the OGC at AUB afterwards to alleviate the negative implications of the unexpected breach of contract from the funder. These included:

- 1) A detailed letter was sent to Mr. Kyriakos-Saad reminding him of the contract, and the terms of the agreement and payments that were due as per these terms. Mr. Kyriakos-Saad's informed the OGC in September 2019 that he will only settle his unpaid dues for Year 4, which he did.
- 2) The OGC in consultation with the AUB administration decided to collect the unpaid dues for year 4 and not contest Mr. Kyriakos-Saad withholding of year 5 payments accepting it as a declaration for the termination of the project.
- 3) Based on consultations with some AC members, Dr. Karami decided not to contest the decision and to keep her focus on finishing the work and on ensuring to shield the schools from the implications of the termination as much as possible and to secure the sustainability of the membership of the participating schools in the TAMAM professional community.
- 4) Moreover, Dr. Karami reassured Dean Cheikh of her willingness to collaborate with MEHE for scaling up the project in response to Mr. Yarak earlier queries. Dean Cheikh, in turn, contacted Mr. Yarak to relay the message; however, he refused to work without Mr. Kyriakos-Saad which was a clear signal that the scaling up proposal has indeed reached a dead end at the ministry.
- 5) Dr. Karami sought the support of Dean Cheikh to secure funds to cover for a proper termination of the contract with the HST members for at least 3 months giving them the due advance notice as per AUB policy, and allowing them to finish the planned actions that TAMAM committed to complete at the schools.
- 6) Dr. Karami also managed to secure funds from her TAMAM project ATF grant to cover the cost of the external experts to continue their work at the schools that was planned for year 5. Dr. Karami and her team reexamined the planned activities with the schools for year 5 to prioritize the tasks previously planned to be completed in the three paid months.

Lastly, the HST called for a meeting with the principals of the 6 participating schools in December 2019. During the meeting, Dr. Karami relayed the news of the project termination and



told them that the stopping of the fund must not affect the work of the schools for that year. She also offered to work with them on institutionalizing TAMAM Lebanon Hub project improvement activities in their schools.

Despite the sense of outrage among all members of the TAMAM Lebanon Hub including many of the AC members, the HST was able to complete successfully the planned activity last year with the limited resources provided with the help of Dean Cheikh and TAMAM ATF grant. The HST team completed the closure activities of the project in 3 months while the external experts were able to finish their year 5 planned work with the schools under the supervision of Dr. Karami.

XII. Beyond the Project: Lebanon Hub Schools' Members as Agents of Change

The PST's experience with the six participating public schools was very rich and valuable. For this, the PST remained interested in continuing research and development activities in the schools, where they initiated several studies and wrote several papers on the experience with the public schools. Moreover, the PST welcomed all lead teams as members in the TAMAM professional network where they continued to be actively engaged in the network planned activities. On the other hand, the school lead team members appreciated all of the work they engaged in with TAMAM and showed their interest to sustain the partnership they have established with the PST and the relationships they have built with the other schools within the TAMAM professional network. Moreover, some teams were committed to continue working on institutionalizing their improvement projects on their own, initiated new improvement projects, and consistently made effort to participate and make contributions to activities for the TAMAM professional network.

A. Continuing Research Activities about the Schools' Experiences

After 5 years of extensive activities with the 6 public schools, the PST has collected a huge and rich data base that is considered as a valuable resource for further research on the experience with these schools. Therefore, the PST initiated and supervised a number of research activities to capture and disseminate the rich experiences with the public schools:

1. Mrs. Nidal Jouni documented the intervention that was implemented in Jezzine Public School and wrote an article about the experience of with inclusive leadership in the fifth of the educational magazine *Manhajiyat*. The article was published in Arabic on July 5, 2021 under the title *قيادة التعليم الجامع في المدرسة: تجربة ميدانية* (<https://bit.ly/3GgPANn>)
2. Dr. Rima Karami and Mrs. Nidal Jouni are conducting a research study on the experience of Jezzine School principal about inclusive leadership in a paper titled "*Building capacity for Inclusive leadership: the case of a Lebanese public school*". The paper is still in progress and will be published in English in a peer-reviewed journal.



3. Similarly, Mrs. Feyrouz Salameh continued her research to refine the parent partnership design and published an article in the same issue of the magazine under the title *الشراكة مع العائلة: تجربة* مدرسة حكومية لبنانية (https://bit.ly/341oEeU). The article described the experience of Ghobeiry Public School in working on the school's partnership with the students' parents.
4. One of the Master students in Educational Administration and Policy Studies at AUB, who was interested in TAMAM's work with the public schools, decided to do his thesis study on 2 principals of these public schools. The study titled "*An Examination of Leading Change: A Longitudinal Multiple Case Study of the Leadership Experiences of Two Public School Principals in a School Improvement Project*" is in progress and will be published in English as a thesis paper on the AUB scholar work website.
5. Dr. Karami collaborated with Dr. Coby Meyers, Chief of Research in the Partnership for Leaders in Education initiative, at the University of Virginia; on a research project based on a selected case school of Tarbiyah Haditha Public School. The project aims to explore the systemic conditions for initiating and sustaining school-based improvements. Specifically, the project aims to explore the enablers and impediments that had been imposed by the existing Lebanese educational system; to what extent educators (at the school level and system level) were aware of the presence/absence of these enablers and impediments, and what policies need to be established or refined to support and sustain school-based improvement initiatives. The target of this collaboration is to prepare a manuscript for publication.

B. Applying for New Grants:

The PST regarded the six public schools and their experiences with TAMAM as valuable research sites and data that could be further explored and built on. Therefore, the PST attempted to get funding to continue the research and development activities in these schools. For this, the PST submitted three grant proposals:

1. The first proposal was submitted to design and implement capacity building activities to empower the principals and school lead team members to overcome system impediments and sustain school-based improvement. This includes as well harnessing innovations and partnerships developed by teachers in response to COVID-19. In addition the proposal included monitoring and evaluating the effectiveness of the designed activities and its impact of sustaining school-based improvement.



2. The second proposal was submitted with the purpose of continuing the research and experimentation on the “Parent School Partnership Program” and “Local Community School Partnership Program” that were initiated with the public schools. The proposal included piloting these programs in one of the public schools to refine them further to fit the context of the Arab world, while also building the school’s capacity towards becoming a self-renewing school.
3. The third proposal was submitted with the purpose of continuing the research and experimentation activities to develop the “Student Leadership Program” in one of the public schools, while also building the school’s capacity towards becoming a self-renewing school.

Although none of the proposals were accepted, the PST is still exploring other venues to get funding to continue the research and development activities in these schools.

C. Continuing the Implementation and Expansion of Innovative Interventions

TAMAM promotes transforming schools into self-renewing institutions where educators are leaders of change who enact their collaborative expertise to generate knowledge and lead innovative practices for sustainable school-based improvement. While working with the schools’ teams, the PST ensures to sustain the commitment of the school lead teams towards leading school improvement long after the gradual withdrawal of the coaches. This aim was achieved in some of these public schools, where despite the termination of the project, the principals and lead teams continued on their own with the implementation and expansion of their designed interventions.

1. In Jezzine Public School, the principal continued with the implementation of the inclusion program and was able to expand the improvement project related to the teaching of Arabic language to a new project related to the teaching of French language.
 - Around the time the Lebanon Hub project was terminated, schools started shifting to online teaching as a measure to continue teaching during the COVID-19 pandemic. During this time, Jezzine School principal made sure to continue the implementation of the inclusion program as planned. As a result, pull out sessions and differentiation of instruction were being conducted through online sessions.
 - Moreover, the Ministry of Education and Higher Education (MEHE) in Lebanon assigned therapists and special educators in Jezzine School as part of MEHE’s inclusion program that was implemented in around 30 schools. When the therapists and special educators joined the school, they did not have a clear job description, nor specific assigned tasks. However, in Jezzine School, the high readiness of the school due to its participation in the TAMAM project ensured the successful implementation of this MEHE based initiative. the school had a clear structure and manual for the inclusion program that were developed as a result of their improvement project with TAMAM.



- Consequently, the principal was quick to invest this new opportunity that could have wasted by including the therapists and special educators within the developed structure of the inclusion program in the school. In this way she succeeded in investing in the MEHE assigned therapists as “human resources” to assist in the continued implementation of the inclusion program in the school.
- Further, the principal was able to transfer all the learning that she developed while working on the improvement project related to the teaching of Arabic language and initiated a new improvement project aimed at improvements related to the teaching of French language. The principal was able to carry out independently a similar improvement project targeting the planning and implementation of the French language curriculum following the same approach she followed with the Arabic language teaching and which was proved to be successful in the school. The approach is concerned with refocusing the curriculum around competencies and designing suitable strategies to achieve the identified competencies. The principal’s responses and actions to these situation is evidence of impact of the leadership capacity she gained from her participation in TAMAM.
2. In Tarbiya Haditha Public School, the principal continued with the expansion of implementing TAMAM School based improvement approach across the school. For this, she presented TAMAM for all the school teachers and she invited them to come up with initiatives for change in the school. Additionally, the principal created grade level teams of teachers to follow up on their work and get in touch with each other to identify needs for improvement for students’ learning. Moreover, the improvement project that centered on student leadership -which was implemented in one grade level at first- was adopted at the school level, and all teachers were trained on the related knowledge and skills.
 3. In Ghobeiry Public School, and as a result of their training on strengthening partnership with community, the principal and the lead team took the initiative to prepare a proposal that included the school plan and they presented it to the municipality to request funding that matches the needs for the implementation of the school plan. Moreover, the school changed its opportunistic strategy of accepting to work with any NGOs that offer the school services, and instead they started scrutinizing the services that the NGO is providing and making their decisions based on the extent to which these services are aligned with the school’s strategic plan.
 4. In Kfarruman Public School, due to the capacity building done with the team members and the competencies acquired which impacts the members career advancement, this



active member from the school used the TAMAM journey stations as a template to write the strategic plan required as part of his application for the principalship in his school.

5. In Rachel Edde Public School, the principal and the schoolteachers continued with their work on their improvement project that aimed at addressing the socio-psychological challenges faced by first-grade students to improve their learning experience. The school was selected as one of the best 30 inclusive public schools in Lebanon, and was chosen to participate in MEHE's inclusion program. As a result of their participation, MEHE sent the school a group of educational and psychological specialists to support the school with the implementation of their project and address students' academic and psychological issues. The school principal and school teachers made use of all the resources they got and continued to be committed to paying attention to the learning and well-being of all the students regardless of the situation. Consequently, the school decided to remain open and operating as usual during the COVID-19 pandemic. Even during strikes that took place all over Lebanon, although the school participated in the beginning when all public and private schools were closed, yet once private schools opened again, Rachel Edde public schools and unlike other public schools decided to open as well. It's worth noting that most teachers in Rachel Edde Public School have their kids enrolled in the school, which contributed to the teachers' cooperation in opening the school as usual despite the challenges that was faced by public schools' teachers.

D. Sustaining Relationship and Engagement of Members within TAMAM Professional Network:

After the closure of the project, the PST made sure to sustain the strong relationships that they developed with the principals and the members of the schools' lead teams. For this, Dr. Karami maintained the interaction with all the public schools' principals to keep their momentum for improvement and their connection to TAMAM. Moreover, the team members gained permanent membership to the TAMAM professional network that connects the team members and their school with other schools in Lebanon and in the Arab region. As members in this network, they have access to continuous professional training and continuous exposure to new research based programs produced by TAMAM, as well as peer coaching opportunities that they can receive and contribute to with colleagues. All active lead team members in the six public schools joined the WhatsApp group "تمام العرب" through which the members can interact and participate in the planned capacity building activities that are shared virtually and regularly with all the TAMAM professional network members.



1. Through this network, the members were invited to all sessions that were organized for the network members. In some instances, the PST made a special invitation to the public schools teams especially when the PST found that the session topic would be very relevant and beneficial for them. The sessions included topics about getting back to school after COVID-19 pandemic, leading through crisis, online assessment, wellbeing of students and teachers, social emotional learning, sociocultural approach and building partnership with parents, in addition to presentations about experiences from other schools in Lebanon, Jordan, and Oman. The members showed enthusiasm in attending and benefiting from the sessions; 5 of the 6 schools were active in attending the organized sessions. From Ghobeiry school 8 members attended around 11 sessions out of 19, from Jezzine 2 members attended around 10 session, from Kfarruman 2 members attended 6 session, from Tarbiya Haditha 2 members attended 5 sessions, and from Rachel Edde 1 member attended one session. The members that attended the sessions were encouraged to share the knowledge and learning that they got from these sessions with the other teachers in the school. Furthermore, some of the members that did not show up to the live sessions, noted that they watch the recordings of the sessions that are shared later through the WhatsApp group.
2. The members were not only attendees and recipients of these activities, they had very active role in contributing in various forms to the activities planned for the network. Below is a description of all the members' contributions:
 - a. On August 15, 2020, several members from the public schools participated in a zoom meeting to share with TAMAM community their challenges and experiences during the COVID-19 crisis and how they invested in the leadership skills and competencies acquired in TAMAM to address these challenges and plan for next year.
 - b. On October 1, 2020 Ghobeiry School team prepared a recorded video about the challenges that the school faced during the online teaching phase and how they invested in their learning and acquisition of the TAMAM competencies and skills learned from the TAMAM journey to overcome these challenges. The video was shared on the WhatsApp group and it received huge interaction from other school members who related to the faced challenges and were inspired by Ghobeiry team's attempts to overcome them.
 - c. On October 15, 2020, one of lead team members from Kfarruman public school prepared a video to share his experience on how to introduce a virtual model class using different educational strategies. This video was shared with TAMAM professional network on the WhatsApp group and on TAMAM different social media.



Members of the TAMAM network liked the presentation and engaged in a discussed about the teaching strategies.

- d. On February 18, 2021, Ghobeiry School networked with Hail Al-Awamer Post Basic Education School in Oman, where students from Ghobeiry School participated in an online English competition organized by Hail Al-Awamer School. The news of the competition and networking activity was shared on the WhatsApp group, and the members of the TAMAM professional network showed their support for this networking activity.
- e. On March 13, 2021, the PST organized an online session about Partnership with parents where Mrs. Feyrouz Salameh presented the approach. During this session, Ghobeiry school principal presented the school's experience of adopting the socio-cultural approach and implementing the Parent-School Partnership Program.
- f. On June 29, 2021, Mr. Jamal Abdo, one of lead team members from Kfarruman public school and a Chemistry and Technology Teacher & coordinator participated in TAMAM's initiative of publishing Issue 5 of Manhajiyat educational magazine on July 5, 2021. He wrote an article titled: البحث الإجرائي منهجًا تطويريًا نابغًا من المدرسة: تجربة مدرسة حكومية في لبنان (<https://bit.ly/3ocol7C>). After publishing the article, he recorded a related video talking about its content, the article and the video were shared on TAMAM's WhatsApp group so that all members of TAMAM professional network can read, watch the video and interact about its content.
- g. Moreover, Mr. Abdo is preparing to participate in a webinar with Manhajiyat in March 2022 to present the school's experience in engaging in action research while working on their innovative intervention with TAMAM.



XIII. Appendices

Appendix A

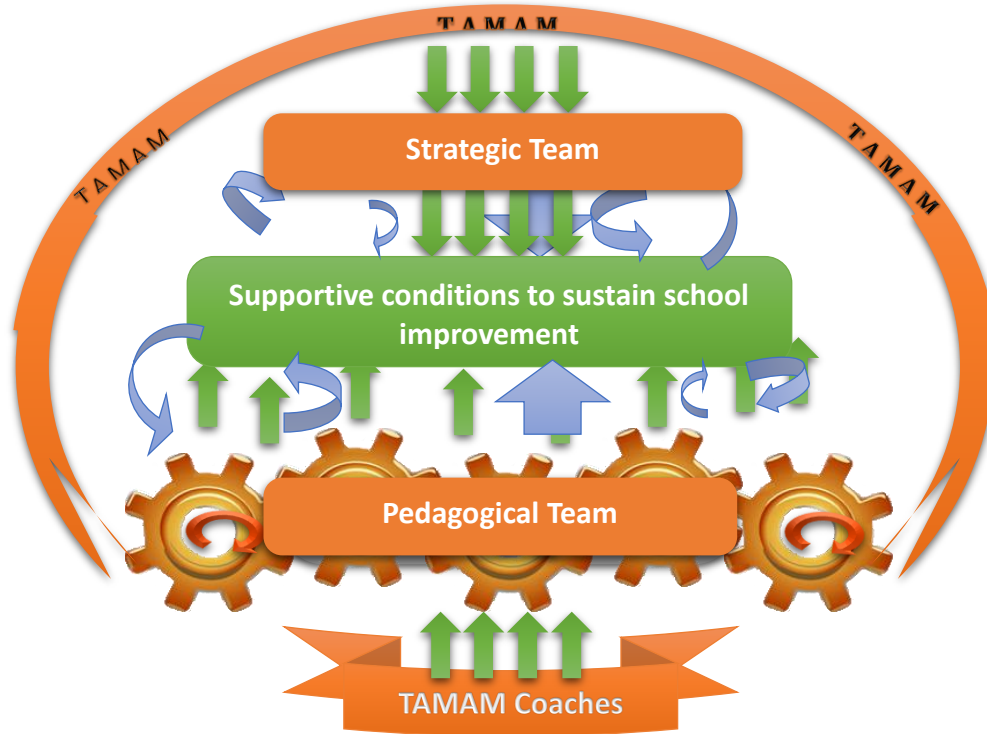
TAMAM Proposed Plan

For TAMAM Lebanon Hub

TAMAM, an acronym for the phrase “school-based reform” in Arabic (al-Tatweer Al-Mustanid ila Al-Madrasa), is an attempt at educational reform in the Arab world that combines research with development in triggering and supporting school-based initiatives for sustainable school improvement. TAMAM was launched in 2007 as part of a Memorandum of Understanding between The American University of Beirut and the Arab Thought Foundation. TAMAM has three main goals:

1. Build a home-grown understanding as well as strategies of effective school reform that is grounded in evidence and in the local cultural context, and that improves students’ learning experiences;
2. Build the leadership capacity of school practitioners so that they become change agents capable of overcoming the challenges that stand in the way of improving student learning;
3. Establish venues for collaboration among school practitioners, university faculty members and policy-makers to increase dialogue and bridge the existing disconnect between these three groups of educators.

To achieve its goals, TAMAM has developed a model for professional development (PD) informed by international best practices. This Professional Development model comprises: a) a set of guiding principles -TAMAM’s eleven pillars- and competencies including using Action research to make informed decisions; and b) a job-embedded program, the TAMAM journey, which trains practitioners -while initiating their school improvement project- to identify needs, plan, implement, monitor and evaluate their school-based improvement project (check annex I for an overview on the TAMAM Project; check annex II for information about the TAMAM current social and individual capacity; check annex III for a description of TAMAM Resource book).



Graphic Representation of the TAMAM Vision

At the onset of its expansion phase (third phase - TAMAM III), the TAMAM Project Steering Team targets transforming TAMAM from an experimental project to a sustained movement for school-based reform in the Arab world by establishing a regional center for TAMAM (TAMAM Regional Center – TRC) as well as a Hub in each of the countries which has schools participating in TAMAM. What follows is a proposed plan for the TAMAM Country Hub as part of the third phase goals for TAMAM.

The first outcome of this hub is a fully trained school improvement lead team and a ten-year expansive strategic school improvement plan targeted towards increasing student achievement in core school subjects and promoting students' essential personal characteristics and attitudes to be lifelong learners ready and able to flourish in the 21st century. This outcome will be achieved through developing practitioners' capacity and providing educational resources for school staff and teachers.



TAMAM Country Hub Proposal

The aim of the TAMAM Country Hub is to bring about transformational and sustainable change in schools. The vision of TAMAM Country Hub is to:

- a. Focus school improvement on developing students holistically and preparing them to be productive and responsible citizens with developed personal characteristics and attitudes needed to be lifelong learners ready and able to flourish in the 21st century;
- b. Improve teachers' performance and involvement in the school improvement process; and
- c. Engage the school's community in the shared responsibility of this improvement process.

Establishment of the Hub

The country hub will be established when TAMAM regional center secures additional funding resources that can sustain its activities in the corresponding country. This could be done through the steering team or through senior coaches in the corresponding country. The establishment of the hub will include a pilot phase. This pilot phase will have two main goals: 1) Establish the governance structure as well as the main operational procedures for the Hub's management following (by using as a guide) the TAMAM evidence based-evolving design approach; 2) Customize the TAMAM capacity building intervention in light of the specific context of the country. Duration of the pilot phase of the Hub will take about 4-5 years. During the pilot phase, the strategic goals of the Hub will be focused on: 1) building the leadership capacity of a fully trained school improvement lead team; 2) preparing coaches to lead the activities of the Hub; 3) refining the TAMAM model in the specific context of the country; and 4) connecting the Hub to the external community so as to secure sustainable resources and support for the schools.

Management of the Hub

The hub will be under the direct supervision of TAMAM Center's Steering Team [TCT] and directed by a TCT member. The schools will be supervised and monitored by senior (advanced) coach(es) and regular coaches who have acquired training on how to coach the TAMAM way. The number of schools participating in TAMAM in the country dictates whether the senior coach will work directly with schools or through regular coaches or through school internal coaches.

Services of the Hub

The Hub will be located in each country where TAMAM participating schools are found. It will be established as a development and resource entity that supplies the schools with their needs during their school-based improvement process as they induce improvement along four main axes:

- a. Instructional Strategies leading to enhanced students' achievement
- b. Curriculum Design leading to enhanced students' achievement



- c. Organizational Arrangements leading to schools as dynamic sources of innovation serving student learning
- d. Leadership capacity for learning at school (TAMAM 11 pillars)

More specifically, the Hub will be providing the following services:

- Training TAMAM coaches;
- Developing a network of educational experts (university professors, educational consultants, ...) to be contacted as the need arises,
- Networking with the outside community including NGOs to solicit additional resources to support schools in their improvement process (in terms of resources, coaching...).

TAMAM coaches will lead and monitor the activities of building the capacity of school-level practitioners. Each will have a caseload of schools to work with closely; providing them with the necessary support and training.

Deliverables of the Hub

- Members of the school's leadership and strategic teams participating in TAMAM have developed awareness of their school's areas of weakness and strength and are able to identify specific school problems and improvement needs.
- Members of the school teams have gained the required knowledge and skills needed to address and solve the identified problems and acquired the professional competencies needed for leading school-based improvement.
- The school teams have successfully implemented their school improvement plan and succeeded in attaining its specified objectives.
- The vision of the school was revised to include transforming the school into a professional learning community where educators invest in their capacity to ensure school sustainability and renewal.
- Members of the school leadership team have developed awareness of the need to connect the school to its community and engaged in establishing connections with the community's non-governmental organizations and in investing in the community resources.
- Members of the school leadership and strategic teams report that they have become aware of the paradigm shift in their assumptions, patterns of unexamined beliefs and practices.
- There is documented preliminary improvement in students' academic achievement and their attitudes towards learning.



- New school educators (including new school departments) not participating in TAMAM are interested in the TAMAM model and are willing to adopt the TAMAM Professional development design and pillars.

Criteria for Selection

School Selection

In the pilot phase, the hub will include 3-5 schools (depending on funds) and will primarily target schools servicing disadvantaged children and communities, and meet as much as possible the following criteria:

1. Private or semi-private schools (including private-free) (whether they are parochial or secular).
2. Public schools are to be approached if the Ministry of Education and Higher Education (MEHE) provided permission for access (though due to ministry related complications, private schools are preferable).
3. Nonprofit schools
4. Schools owned or managed by large organizations
5. Schools known in the community to have an innovating principal willing to take improvement initiatives and welcome efforts by an outside organization.
6. Schools willing to commit to work only with TAMAM as their main school improvement initiative for the entire duration of the TAMAM intervention (4-5 years).
7. Schools following the Country curriculum.
8. Schools willing to participate in TAMAM as a whole school (K-12) or as entire cycles (PreK, elementary, Middle or High school)).
9. Large schools.
10. Schools where the majority of personnel are Arabs.
11. Preference is given to mixed schools (diversity in students or administration) if available
12. Schools whose governing board or the Ministry of Education (in the case of public schools) is willing to provide time release for teachers and administrators so that they attend training and conferences as needed.
13. Schools whose governing board (if the school is private) or The Ministry of Education is willing to give the TAMAM Researchers permission to collect data related to the projects in the schools and to submit the results for the use of the TAMAM project. The data tools may take different forms such as questionnaires, interviews, focus groups, participant observation checklists in the classrooms, student tests using a variety of instruments provided by TAMAM.



14. No geographic limitations within the country; however, preferred location is within the realm of the Hub.

School Teams

The TAMAM Center Steering Team or Hub Steering Team (or Coaches) shall demand from each school participating in TAMAM the formation of a team - school improvement team- expected to lead school improvement projects within that school. The team shall comprise:

1. A Strategic Lead Team (SLT) (3-4 members) composed of the principal and members representing the strategic division at the school (i.e. assistant principal, cycle director, board member ...). In consultation with the Pedagogical lead team, the SLT sets the strategic direction for improvement at the school as well as facilitates decisions related to setting school standards including profiles for teachers and students, the curriculum design, and the organizational and instructional strategies that are to be adopted by the school. The SLT is expected to use its decision-making authority to make the organizational changes needed to facilitate the implementation and institutionalization of the improvement initiatives led by the school improvement team. .
2. A Pedagogical Lead Team (PLT) (4-5 members) representing the executive division within the school and comprised of lead teachers, instructional supervisors, heads of departments, and other specialists (counselors, IT specialists, librarians...). In coordination with the SLT, the PLT develops - at the classroom level – improvement plans aligned with the school strategic vision and goals and supervises and monitors the implementation of these plans.

Criteria for selecting team members

- a. Are Arabs.
- b. Have the potential, interest and willingness to be trained to do research and lead improvement initiatives at school.
- c. Have a flexible timeline and are willing to travel to Beirut (or another Arab country) for training purposes and to attend gatherings at least once per year.
- d. Can take training in either Arabic or English.

Senior coaches

The senior coach in TAMAM is responsible for building the capacity of school team members (practitioners) as they implement the TAMAM Improvement Journey. Senior coaches can either be members from the TAMAM Steering Team, faculty members at local Universities, or lead team members from TAMAM pioneer schools. Selection of senior coaches in TAMAM is guided by the following criteria:



1. Has the willingness to commit to working with TAMAM over a period of at least 4-5 years; to dedicate considerable time to attending international meetings/gatherings and to working with the schools in her/ his own area of expertise.
2. Has Experience in:
 - a. Building effective school teams.
 - b. Training teachers especially in the context of introducing new ideas in schools and in providing follow up support through implementation.
3. Has professional personal characteristics:
 - a. Believes in the ability of ‘teachers’ – not only experts – to be change agents.
 - b. Is an activist and a self-starter stance initiator.
 - c. Possesses good interpersonal skills;
4. Is an excellent team player. Possesses educational qualifications:
 - a. Preferably has a doctorate degree (in case of local university faculties) or a Masters’ degree in education.
 - b. Is able to use both English and Arabic languages to train and learn.
 - c. Preferably has experience in working on internationally funded educational projects.

In the case where the senior coach is currently a university faculty member, she/he should be:

- a. A member of the department or college of Education at the university.
- b. Willing to concurrently be a liaison between the TAMAM center/ hub and the university.
- c. Willing and able to conduct concurrent action research using multiple approaches including qualitative methodologies.

TAMAM Coaches

Coaches assist the senior coaches while working with school teams. Their work mainly focuses on conducting site visits to monitor the progress of the school teams, assessing the team members’ needs and answering their questions while applying the skills they were trained on during the workshops. Selection of the coaches could be done based on recommendations from TAMAM Center Steering Team members or from school team members participating in TAMAM. The selection of regular coaches is guided by the following criteria:

1. Has the willingness to commit to working with TAMAM over a period of at least 4-5 years; to dedicate considerable time to attending international meetings/gatherings and to working with the schools in her/ his own area of expertise.
2. Has Experience in:



- a. Building effective school teams.
- b. Training teachers especially in the context of introducing new ideas in schools and in providing follow up support through implementation.
3. Has professional personal characteristics:
 - a. Believes in the ability of ‘teachers’ – not only experts – to be change agents.
 - b. Is an activist and a self-starter stance initiator.
 - c. Possesses good interpersonal skills;
 - d. Is an excellent team player.
4. Possesses educational qualifications:
 - a. Preferably has a doctorate degree (in case of local university faculties) or a Masters’ degree in education.
 - b. Is able to use both English and Arabic languages to train and learn.
 - c. Preferably has experience in working on internationally funded educational projects.

Role of TAMAM Center’s Steering Team:

1. Selecting the schools
2. Selecting and training the TAMAM senior coaches and regular coaches;
3. Locating and contracting pedagogical content experts to assist the schools in implementing their improvement plans;
4. Monitoring the work of coaches (TAMAM coaches and external specialists) through collecting data on progress from reports and field visits to the schools.
5. Building networks with local agencies that can support the implementation of the school’s improvement plans;
6. Manage the hub’s operations;
7. Communicate with funders and report progress;
8. Submit a final evaluation report at the conclusion of the fifth year of the TAMAM intervention documenting the results of evaluating the impact of the improvement project on the school’s overall performance, teachers’ performance and student learning.

Phases and Timeline of TAMAM intervention: (Duration 4-5 years)

Preparation Phase	Selecting schools; collecting and analyzing data on the school organization and demographics and the competencies of school staff in preparation for TAMAM work with the schools.
Phase I – 1 year (depending on the commitment and time of the teams)	Forming school improvement teams, selecting and preparing coaches (regular and senior), building capacity of school personnel; supporting schools in conducting an extensive and comprehensive self-study of the school needs with a focus on enhancing student learning through student-centered teaching/learning strategies, curriculum design, and school organizational arrangements
Phase II- 1 to 2 years <i>Contingent upon school needs</i>	Planning and Implementation phases: school teams -supported by TAMAM coaches- develop a strategic plan for school wide improvement based on the emerging needs (that came out of the self-study) in addition to a detailed yearly action plan; teams implement, monitor and support the implementation of the school improvement plan and collect valid and reliable evidence of gradual progress in student learning
Phase IV- 1 year	Evaluation phase: school team members evaluate their improvement plan and the impact it had on enhancing student achievement and developing the aspired personal characteristics and attitudes. At the end of this phase, school members write a report about their learning experience(s) as well as the impact TAMAM had at the school. They also make recommendations for future steps towards institutionalizing best practices. The report is to be shared with other school staff and posted on TAMAM website.

General Guidelines of the TAMAM intervention

TAMAM will provide schools with general guidelines in order to choose valid and reliable standards and shape the strategic goals of their improvement project. The TAMAM general guidelines promote the 21st best practices in education that are supported by valid and reliable evidence from the current educational research literature and are centered on the following axes:

1. Instructional strategies to be adopted should be student centered and proven to enhance students' achievement;
2. Curriculum designs to be adopted should be directly linked to the newly developed student profile focused on the knowledge, skills, and attitudes required for Arab students to be lifelong learners and able to cope with the 21st century requirements.



3. Organizational arrangements should be aligned with professional learning communities where improvement and development are continuous and self-sustained to enhance students' continuous achievement and the learning of the knowledge, skills, and attitudes required for the 21st century.

Nevertheless, the choice of specific standards and the corresponding Instructional Strategies, Curriculum Design and Organizational Arrangements is left to school on condition that it adheres to the TAMAM Journey and the eleven TAMAM pillars. TAMAM coaches will prepare the school team through the period of intervention and will exercise gradual release of responsibility to allow the team to lead improvement in their own school.

Strategy for school wide improvement

The TAMAM school improvement journey is the model developed and adopted for triggering and building capacity for school-based improvement and sustainability. It is characterized by the following steps:

- *Adopting the standards:* Schools will adopt the standards that are reliable and that guide their improvement work on the previously mentioned three axes; team members will commit to the TAMAM eleven Pillars as the standards for building leadership capacity at school.
- *Identifying school needs:* School teams will be coached to be able to conduct a self-study to identify specific school needs and set school improvement goals, as well as assess their baseline competencies based on the TAMAM pillars.
- *Developing plans for improvement:* School teams will be coached as they develop: a) a ten-year school improvement strategic plan targeted towards increasing teachers' commitment and student achievement in core subjects and promoting students' essential personal characteristics and attitudes to be lifelong learners; b) detailed action plans including plans for implementation, monitoring and evaluation of the improvement project.
- *Implementing, and monitoring* their plans for improvement where schools receive concurrent capacity building and support in response to schools' existing and emerging needs, as well as collect valid and reliable evidence of the gradual progress of their plans in achieving the stated objectives.
- *Evaluating the effectiveness* of their implementation as well as the impact of their improvement project on the school functioning and /or student learning.



Annex I Overview of the TAMAM Project

TAMAM is an Acronym for "التطوير المستند الى المدرسة" or School based reform.

TAMAM Project is an attempt at educational reform in the Arab world that combines **research to development** in triggering, supporting, and understanding school-based initiatives for **sustainable** school-based improvement to improve student learning. Its main aim is building a theory of practice on successful school reform that is based on evidence and grounded in the cultural realities of our Arab context.

TAMAM attempts to initiate a transformational change movement by answering the following two questions:

1. What are the causes for the repeated failure of educational reform in achieving its set goals at the level of the institution, practitioners and students' learning despite the resources allocated, abundance of professional development provided, and the declared need and willingness to initiate that reform by the governments of the Arab countries?
2. What strategies and actions need to be followed by educators in schools, universities, and policy makers in ministries of education to solve the above problem and ensure the effectiveness of school reform and improvement initiatives in the Arab world?

TAMAM Original Funders

TAMAM's original idea is the brainchild of Dr. Sally Al Turki, Dr. Saouma BouJaoude and Dr. Murad Jurdak. It was initiated in 2007 and housed at AUB based on a memorandum of understanding between the American University of Beirut and the Arab Thought Foundation [ATF] which has been generously funding this project since its inception in 2007. The funds for the first two phases of the project were mainly solicited by Sheikh Khaled Al Turki one of the key members in ATF and who is the ATF board member in charge of ATF educational projects. His, and Dr. Sally's advocacy for TAMAM continues to be key to the viability and sustainability of the TAMAM project. The ATF second extended grant for TAMAM in its second phase ends by the year 2015. The first phase grant was 750 thousand dollars distributed over three years and the second one is one million dollars extended over 4 years.

Project Steering Team [PST]

Upon its initiation in July 2007, the project Initiating committee included Dr. Saouma BouJaoude, Dr. Murad Jurdak as co-principal investigators, Dr. Sally El Turki and Dr. Sumaya el Muhtasib and



Dr. Siham El Suwayigh. The Initiating committee was assisted by Ms. Mary Saad as the project executive officer. In September 2007, Dr. Rima Karami joined the steering committee as researcher and became a principal co-investigator in 2009.

Currently, TAMAM is directed by a Project Steering Team (PST) that includes Dr. Souma Boujaoude and Dr. Rima Karami. The PST is assisted by an executive team: Ms. Rola Katerji, Ms. Diana Saredidine, Ms. Suha Harb, and Ms. Rayana Saad.

TAMAM Methodology and Approach

TAMAM uses on-going research particularly qualitative action research and grounded theory. University researchers and school practitioners engage in an iterative process of research and development guided by an improvement journey (designed by the Project Steering Team) rooted in inquiry, professional dialogue, reflection and collaboration. Throughout the journey, initiatives/interventions for improvement are designed, extensively planned, implemented and monitored then evaluated by school-based team while a concurrent process of capacity building is provided by TAMAM coaches based on set criteria (TAMAM pillars) and emerging needs and is maintained through a continuous process of mentoring, challenge and support. Close connection is also maintained with policy makers (at schools and ministry levels) seeking their support and encouraging them to incorporate these initiatives in their strategic planning for school improvement. With that, TAMAM attempts to influence their leadership approaches to strategic planning for improvement at school and ministry levels.

In TAMAM, university professors work with practitioners at the school level to build their leadership capacity for learning, to initiate the efforts for renewal or to pro-actively reshape existing top-down initiatives for reform into ones grounded in the practitioners' felt needs. They challenge and support these practitioners in a way that is experientially relevant to their context (job embedded) and responsive to their needs and priorities. All through the PST professional development work with schools, university professors collect and analyze data to monitor progress and reflect as well as answer research questions aimed at developing a grounded understanding of the best processes to be followed for school-based improvement with the aim of improving student learning.

Throughout their work/ intervention, TAMAM also connects educators at all levels [teachers, researchers, policy makers] through all the stages of the reform process by actively engaging them in concurrent development experiences and research; thus sharing both the responsibility to learn and to uncover what path(s) to improvement works best in our schools and educational organizations, as well as to design plans of improvement and implement the designed interventions.

TAMAM Outcome



The major outcomes of TAMAM's work with schools are: 1) a comprehensive in-depth understanding of school improvement needs; 2) a five to ten year expansive strategic school improvement plan targeted towards increasing student achievement in core school subjects and promoting students' essential personal characteristics and attitudes to be lifelong learners ready and able to flourish in the 21st century; as well as 3) a fully trained school improvement lead team achieved through developing practitioners' capacity in job-embedded learning experiences and providing the support needed for school staff and teachers throughout TAMAM intervention with the school.



Annex II

Social and Individual Capacity in TAMAM

1. TAMAM is one of the few projects - if not the only one - in the Arab world which departs from the historical regular approaches to school reform, which have mostly depended on top-down directives from the national government level – by focusing on adopting an approach that takes into consideration and begins with people at the school level and take it from there while providing top down support to them to do reform at school.
2. TAMAM has a professional development design used to build leadership capacity for school reform. It also has a fully-developed approach ready to be used with schools, universities, and ministries and/or the development centers in them that can be replicated on larger scales in different contexts.
3. There is available systematic documentation of TAMAM different experiences and processes (technical reports, resource book)
4. TAMAM follows a continuous research process and develops development activities that follow an evolving design approach and that aim both at refining the educational reform model developed in TAMAM and ensuring that project goals are achieved.
5. TAMAM adapts latest designs and views on school improvement in the international literature to the local context by trying them, changing them to fit the Arab context based on research and field trials before adopting these designs.
6. TAMAM is being approached by new schools which willing to pay for its services.
7. It has growing coaching capacity and coaches' network.
8. TAMAM is of interest to volunteers and graduate internship programs to attain experience from it.
9. One of TAMAM advocates and original funders has connections with potential donors/funders capable of supporting TAMAM financially in different Arab countries that can fund one or more TAMAM hubs. Also he could connect the PST with education colleges for networking and various services.



Annex III **Description of the Resource Book**

Description of the TAMAM Resource Book

TAMAM has already developed a comprehensive Professional Development model that details the process of building the capacity of school lead teams/ school practitioners and has documented these in its Resource Book that provides guidelines for new and current coaches. This Model is expected to support schools in their development along three main axes namely the school's instructional strategies, curriculum design, and organizational arrangements as school lead team members work on their improvement projects.

The TAMAM Resource book comprises the following: a) a design (TAMAM's journey) for initiating, planning, implementing and evaluating a school based improvement project at the school led by a school based improvement team (SBIT), b) experiential learning activities [workshops and follow up settings] that help school team members develop a set of competencies and equip them with new habits of minds, c) conceptions and skills for the members of the SBIT deemed necessary for the successful implementation, evaluation, and sustainability of the improvement project(s), d) an overview of TAMAM's plan/process for expansion within the school - so as to institutionalize TAMAM (new conceptions and policies form) and achieve transformational (targeting practices and deep professional beliefs) change within the school - and across different schools to ensure a widespread of TAMAM's culture per each country participating in TAMAM, and e) a monitoring guide for coaches to follow up on the progress of TAMAM implementation as well as to monitor and evaluate the impact of participating in TAMAM on the SBIT members' learning.



Appendix B

TAMAM Lebanon Hub Governance *(working draft)*

Premise

At the onset of its expansion phase, the TAMAM initiative targets establishing a TAMAM Hub in Lebanon. The aim of the ‘TAMAM Lebanon Hub’ is to bring about transformational and sustainable change in Lebanese schools while focusing on: a) developing students holistically and preparing them to be functional and productive citizens in community through addressing their comprehensive needs; b) improving the performance, commitment and active involvement of teachers in the change process through empowering them and developing their capacities and skills; and c) engaging the school’s internal and external community including universities in the shared responsibility of this development and improvement process.

The strategic goal of the Hub is to complete a five-year pilot phase with five schools in preparation for institutionalization and a large-scale expansion in Lebanon. The pilot phase is centered on the following activities: 1) building in each school the leadership capacity of a fully trained school improvement lead team composed of formal school leaders [principals and supervisors – strategic team] and of teachers/academic coordinators [pedagogical team] to lead sustainable school based improvement with the aim of improving student learning, and to coach others on leading improvement; 2) preparing a team of coaches to lead the activities of the Hub; 3) refining the implementation and evaluation of the TAMAM model in the specific context of the schools; 4) establishing the governance structure and technical and operational procedures as well as the expertise for expanding the services of the Hub to additional Lebanese schools following (using as a guide) the TAMAM evidence-based evolving design approach; and 5) connecting the Hub to the external community so as to secure additional resources and support to the schools.

Specifically, success at the conclusion of the pilot phase is defined by the following indicators:

- Members of the school’s leadership and strategic teams participating in TAMAM have developed awareness of their school’s areas of weakness and strength and are able to identify specific school problems and improvement needs.
- Members of the school teams have gained the required knowledge and skills needed to address and solve the identified problems and acquired the professional competencies needed for leading school-based improvement.
- The school teams have successfully implemented their school improvement plan and succeeded in attaining its specified objectives.
- The vision of the school was revised to include transforming the school into a professional learning community where educators invest in their capacity to ensure school sustainability and renewal.



- Members of the school leadership team have developed awareness of the need to connect the school to its community and engaged in establishing connections with the community's non-governmental organizations and in investing in the community resources.
- Members of the school leadership and strategic teams report that they have become aware of the paradigm shift in their assumptions, patterns of unexamined beliefs and practices.
- There is documented preliminary improvement in students' academic achievement and their attitudes towards learning.
- New school educators (including new school departments) not participating in TAMAM are interested in the TAMAM model and are willing to adopt the TAMAM Professional development design and pillars.

Specifically the Hub Steering Team will provide the following deliverables at the conclusion of the pilot phase:

Identify needs for capacity building at the five schools based on the TAMAM eleven pillars' competencies.

Develop a plan for capacity building that includes: a) the customization of the TAMAM capacity building model to the identified needs of the school teams; as well as b) the preparation of intern coaches to support the implementation of the capacity building model and prepare for the institutionalization and sustainability of the hub operations.

Implement the leadership capacity building plan of School Teams. The Hub Steering Team will provide job-embedded training for 2 teams - one composed of formal leaders and one of teachers - in each of five Lebanese schools, while coaching them on:

- *Identifying their school needs:* TAMAM team will be working on training school teams on conducting a self-study to identify specific school needs and setting school improvement goals.
- *Developing plans for improvement:* TAMAM team will be coaching school teams as they develop: a) a ten-year school improvement strategic plan targeted towards increasing teachers' commitment and student achievement in core subjects and promoting students' essential personal characteristics and attitudes to be lifelong learners; b) detailed action plans (for the first two years) including plans for implementation, monitoring and evaluation of the improvement project.
- *Implementing, and monitoring their plans for improvement.*
- *Evaluating the effectiveness of their implementation* as well as the impact of their improvement project on the school functioning and /or student learning.

Implement the leadership capacity building plan for coaches. The TAMAM Hub Steering Team will provide job embedded training for 2-3 hub coaches during the pilot phase to implement the TAMAM capacity building model, and to perform the hub technical and operational functions.

Monitor progress. TAMAM Hub Steering team will be closely monitoring the implementation of its capacity building plans (for schools and coaches). Specifically the steering team will be monitoring the progress of the school teams as they plan and implement their school improvement project through



evaluating the impact of the school teams' action plans along three levels: the dynamics of the school community, teachers' performance, and student learning.

Report Progress. TAMAM Hub steering team will be documenting and reporting the progress of each school as teams go through the TAMAM journey for school improvement and acquire a set of competencies needed to build their leadership capacity. The report will be based on the coaches' log and journal notes, as well as reports submitted by each of the schools documenting their identified needs, their plans for improvement, implementation and monitoring, and reports on the results of evaluating the impact of their improvement project on the school's overall performance, teachers' performance and student learning.

During the Pilot phase, the Hub steering team is expected to:

- Present bi-annual reports to the Foundation, including fiscal reports prepared in collaboration with AUB's Grant Office.
- Conduct at the launching of the Hub an initiation meeting with the Community Advisory Committee to present TAMAM and the Hub team's projected roles;
- Present at the beginning, middle and end of each year the yearly plan and reports on the progress of work to the Community Advisory Committee.
- Conduct one-on-one meetings with members of the Community Advisory Committee for specialized consultation whenever needed.
- Organize every other month periodic meetings with TAMAM's PST to inform them of the progress of work and to ensure the integrity of the TAMAM PD design and model.
- Conduct one-on-one meetings with PST member(s) to solicit technical advice and support whenever needed.

Prepare a Summative Report. The Hub Steering Team will submit at the conclusion of the pilot phase a summative report that documents the impact of each school improvement project on student learning and that includes the following:

- *A summative evaluation* of the effectiveness of the pilot phase in: a) building the competencies deemed necessary to lead, plan, and implement school improvement initiatives; and b) inducing a preliminary impact toward the achievement of the Hub main goals.
- *A research-based resource manual* on the TAMAM capacity building model customized to the context of the Lebanese schools to build the leadership capacity of coaches and school staff members.
- *A Refined Hub Governance Structure.* At the end of the pilot phase, a governance structure for the hub with the technical and operational procedures of the hub will be refined based on the results of the overall evaluation of the pilot phase with recommendations towards institutionalizing it in the expansion phase.



Pilot Phase Life Cycle: (Duration 4-5 years)

Phase I – 1 year	Initiation phase; selecting schools, forming teams, selecting and preparing coaches (regular and intern), building capacity of school personnel; supporting schools in conducting an extensive and comprehensive self-study on the school needs while focusing on enhancing student learning.
Phase II- 2 to 3 years <i>Contingent on school needs</i>	Planning and Implementation phases; Developing a strategic plan for school wide improvement; building capacity of school personnel, monitoring and supporting the implementation and evaluation of the school improvement plan.
Phase III- 1 year	Evaluation phase; evaluating the impact of the TAMAM intervention and reporting to hub funders.

Hub Organizational Structure

The TAMAM Country Hub in Lebanon, initiated in 2015 and housed at the American University of Beirut (AUB), will be operating under the direct supervision of one of TAMAM's Co-principal Investigators who will be acting as the Director of the Hub assisted by a full time Assistant Director who is a TAMAM Project Steering Team (PST) member fully delegated to the Hub, and a Hub Officer. Those constitute the Hub Steering Team (HST).

Furthermore, two advisory boards will be providing consultation and support for the Hub: 1) the Community Advisory Committee which will represent the community at large and will provide recommendations and facilitate networking opportunities for the Hub, and 2) TAMAM’s Project Steering Team (PST) which will act as the technical Advisory Board providing technical feedback and consultation to the Hub Steering team whenever needed. Content experts will be recruited to support the schools in gaining expert pedagogical content knowledge in specialized areas based on each school-identified need.

Moreover, during the pilot phase, potential coaches who have attended TAMAM’s Coaches’ Training held in 2015 will constitute a supporting body for the hub. They will be invited as interns to attend school teams’ professional development sessions and participate in school visits for the purpose of preparing them to coach the school teams in the post-pilot expansion stage.

As such, during this pilot phase, a set of key players will work collaboratively for achieving the hub goals: 1) The Foundation; 2) Hub Steering Team composed of the Hub Director, Assistant Director, and Hub Officer; 3) Community Advisory Committee; 4) Technical Advisory Committee (TAMAM PST); 5) Content Experts, and 6) Coaches. The figure below (Figure 1) illustrates the position of the key players in the context of the Hub operations. The figure is not intended to show hierarchy between the different parties; rather it highlights the coordination channels as the key players work collaboratively to achieve the Hub goals.

TAMAM Lebanon Hub Organizational Structure

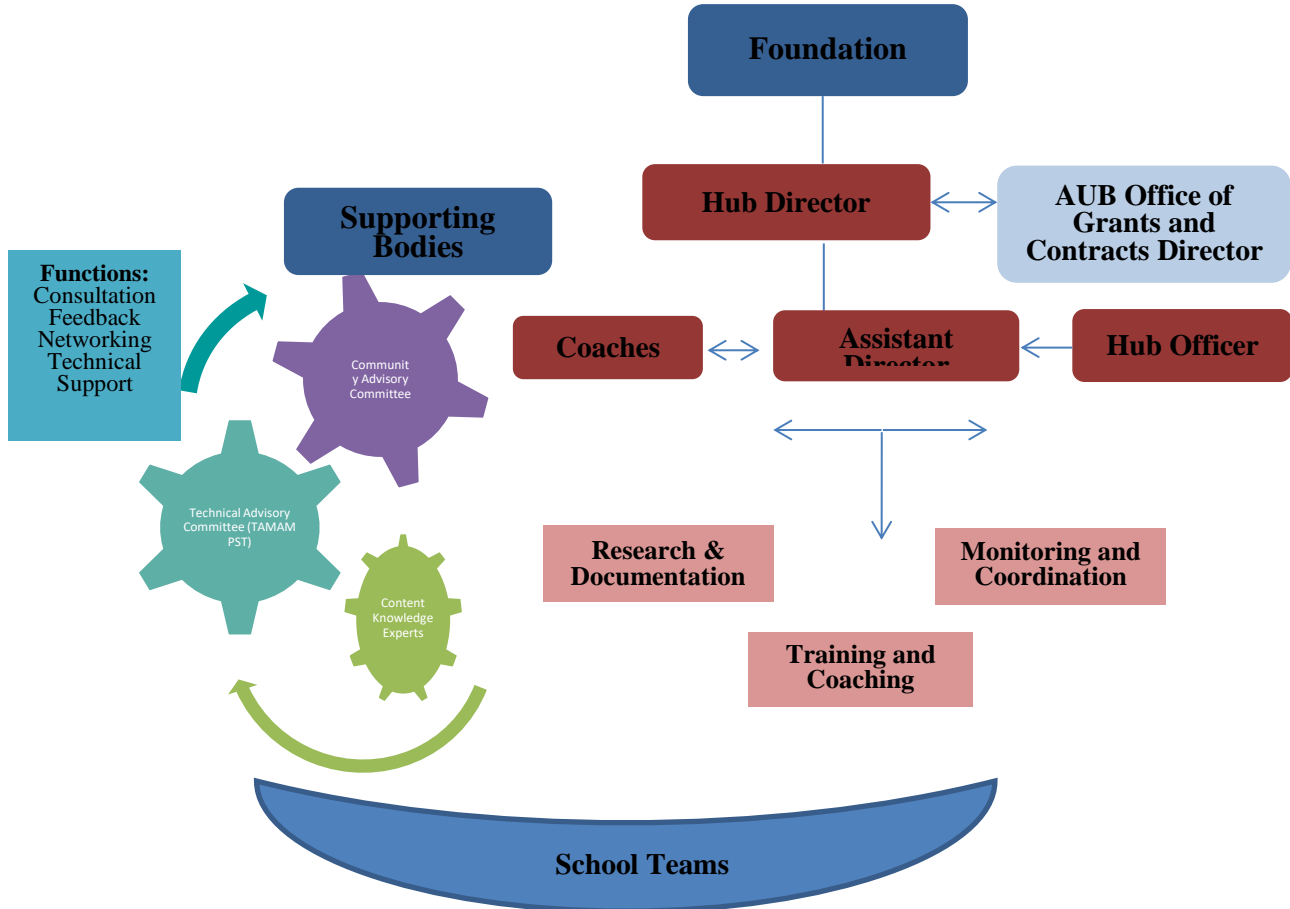


Figure 1: Organigram of the Hub Management



Qualifications and Job Description

The below is a brief explanation of the tasks of each Hub member and stakeholder.

1. Hub Director

Qualifications

The Hub Director shall:

- Have at least a master's degree (preferably Ph.D.) in Education
- Have accumulated a minimum of 10 years of experience in the field of educational administration and leadership
- Have excellent communication and training skills.

Tasks

Planning

- Sets Strategic and yearly plans for the Hub and develops timelines;
- Designs and refines the Hub's technical and operational procedures;
- Ensures successful implementation of the Hub plans towards the attainment of the stated goals and objectives;
- Coaches the Assistant Director to develop the required competencies and skills to train the school teams as well as independently lead the Hub and monitor and coordinate its operations;
- Prepares for and conducts the initiation meetings with the Community Advisory Committee to present TAMAM's intervention, model, and procedures;
- Prepares for and conducts presentations and initiation meetings with schools (school teams), interested researchers, and potential future funders;
- Plans and organizes frequent gatherings for hub members and key players;
- Reviews proposals for research related to TAMAM's Hub experience in Lebanon.

Monitoring and Coordination

- Selects schools and potential coaches for the Hub based on specific criteria;
- Supervises the work of the assistant director;
- Supervises the work of the intern coaches;
- Supervises the process of inducting new team members;
- Supervises the process of TAMAM expansion into new teams and departments within the school making sure that their activities incorporate and align with the TAMAM pillars;
- Initiates contact with Ministry (MEHE) representatives (in case of public schools) to solicit additional resources and support for the schools;
- Ensures continuous communication with Community Advisory Committee, while soliciting their continuous support and feedback on the Hub plans and networking strategies;
- Continuously works with PST members to ensure the Hub technical procedures align with TAMAM's model and PD design;
- Communicates with the Foundation to update its members on the progress of the work;



- Facilitates coordination and supervises communication among all participants and key players (schools' teams, schools, coaches, advisory boards).

Coaching

- Supervises the process of identifying the training needs of teachers and school administration staff per each school;
- Plans and conducts school-based professional development activities (meetings, workshops, feedback emails, phone calls, etc.) to build the capacity of school teams and coaches to lead school-based change;
- Organizes and provides continuous feedback and follow-up through making field visits, Skype meetings, and preparing emails to schools to monitor schools' progress;
- Assists and supports the school in designing strategic school improvement plans as well as a plan to sustain the TAMAM practices and spread TAMAM culture in the school.

Documentation and Reporting

- Reviews and provides continuous feedback on plans and reports presented by the Assistant Director as well as reports presented by coaches and school teams;
- Oversees the documentation of the hub activities;
- Monitors and reports on the impact of the TAMAM intervention on schools;
- Prepares at the conclusion of each phase an evaluative summative report documenting the effectiveness of TAMAM's intervention and design on building the capacity of school teams and coaches to lead, plan and implement school-improvement initiatives and on the impact of TAMAM on student achievement and learning;
- Prepares technical reports documenting the experience of TAMAM Lebanon Hub and documenting the customized TAMAM's design based on school needs in Lebanon;
- Prepares bi-annual (mid-year and end-of-year) progress reports and presents them to the funding agency and the community advisory Committee.

2. Assistant Director

Qualifications

The Assistant Director shall:

- Hold a master's degree in education
- Have a minimum of five years of experience in the field;
- Be proficient in English and Arabic both written and spoken;
- Have high degree of communication skills and the ability to work effectively under pressure and as part of a team;
- Have excellent writing and research skills.



Tasks

Planning

- Works with the Hub Director on setting strategic and yearly action plans and on developing timelines for the Hub's work with schools, coaches, and advisory boards (both technical and community boards);
- Works with the Hub Director on designing and refining the Hub's technical and operational procedures;
- Coordinates the efforts to ensure a successful implementation of the Hub plans towards the attainment of the stated goals and objectives;
- Prepares with the Hub director for the initiation meeting with the Community Advisory Committee to introduce the TAMAM model and design;
- Works with the Hub Director on planning for and conducting presentations and initiation meetings about the hub with interested schools, Advisory Committee, coaches/researchers, and potential future funders;
- Works with the Hub Director on planning and organizing annual gatherings for all hub members and stakeholders;
- Develops proposals for expanding TAMAM's culture and pillars to new teams and departments within the school and to new schools.
- Reviews research proposals (including comparative research proposals between the Lebanese experience and the Arab world's) for publication on school-based reform in the Lebanese context derived from the TAMAM experience in Lebanon;

Monitoring and Coordination

- Works with the Hub Director on selecting schools and coaches and preparing a profile for each school and coach;
- Works with Hub Director and TAMAM Project Steering Team on inducting new team members as well as TAMAM Coaches into the hub;
- Prepares relevant material for MEHE representatives to secure their commitment to the Project;
- Facilitates communication and networking among schools and school teams;
- Consults with PST on the training materials that need to be provided to coaches;
- Consults with PST to ensure that the changes/adaptations/adjustments made to the PD design are consistent with the TAMAM's model for school improvement;
- Coordinates the communication with all participants (coaches, school teams, MEHE representatives, etc.) through responding to requests and answering queries.

Coaching

- Identifies the training needs of teachers and school administration staff for each school.



- Contributes to planning and conducting school-based professional development activities (meetings, workshops, feedback emails and phone calls, etc.) and follows up on the logistics for setting up training workshops.
- Continuously follows up on school teams' progress as they travel through the TAMAM's Professional Development Journey through making field visits to schools, Skype meetings, interacting with them via WhatsApp groups and emails to monitor schools' progress

Documentation and Reporting

- Reviews school reports and plans submitted by school teams and provides continuous written and oral feedback on schools' work;
- Writes progress reports on schools' work and develops proceedings for school gatherings;
- Prepares technical reports on the experience of TAMAM Country Hub in Lebanon and documents how TAMAM's PD design is being adapted/customized based on school needs in Lebanon;
- Works with the Hub Director on preparing an evaluative summative report documenting the effectiveness of TAMAM's intervention and design in building the capacity of school teams and coaches to lead, plan and implement school-improvement initiatives and on the impact of TAMAM on student achievement and learning;
- Works with the Hub Director on preparing an evaluative summative report documenting the impact of TAMAM experience on student achievement and learning.
- Conducts/supervises the processes of Data collection and analysis;
- Assists the Hub Director in preparing biannual (mid-year and end of year) reports to be submitted to the hub funders and the advisory Committee;
- Coordinates with the grant office regarding preparing the financial report and consultation contracts.
- Supervises the organization of the TAMAM Hub documents and files in TAMAM's Database.

Reporting Structure

The Assistant Director reports to the Hub Director

j. Hub Officer

Qualifications

The Hub Officer shall:

- Hold a Bachelor or master's degree in social sciences (preferable emphasis: Education) or business or any relevant field.
- Be proficient in English and Arabic both written and spoken.
- Have excellent writing skills;
- Have high degree of communication skills and the ability to work effectively under pressure and as part of a team.



Tasks

Organizing & Servicing Meetings

- Assists in planning and arranging visits and professional development sessions for school teams (meetings, annual gatherings, workshops, feedback emails, and phone calls, etc.) and organizes the logistics of all workshops and meetings;
- Assists in scheduling meetings with school teams, MEHE representatives, and TAMAM coaches;
- Writes minutes of meetings, and assists in writing progress reports, reflective papers, bi-annual reports, etc.
- Assists during the Professional development workshops;
- Performs other related duties as required

Filing and Managing Databases

- Transcribes and prepares data generated from schools;
- Indexes and updates the database (with progress reports, pictures, cuttings, recordings, videos, artifacts from school teams, etc.);
- Follows up on TAMAM's website including the TAMAM Hub Page (adds updates and announcements, proposes regular adjustments, etc.) and social media accounts.

Financial Reporting

- Assists the Assistant Director in coordinating with the grant office on financial reporting

Editing

- Formats and edits reports and documents;
- Translates and/or summarizes relevant reports from Arabic into English and vice versa;
- Conducts literature search and writes literature reviews.

Reporting Structure

The Hub Officer reports to the Assistant Director.

k. Coaches

Qualifications

The TAMAM coach shall:

- Have at least a master's degree in education or any relevant field.
- Have completed training from the PST on the TAMAM Professional Development principles [TAMAM Pillars; and on implementing the TAMAM Journey following the TAMAM PD Approach].



- Be willing to commit to working with TAMAM over a period of at least 4-5 years; as well as dedicate considerable time to attending international meetings/gatherings and to working with the schools in her/ his own area of expertise.
- Is able to use both English and Arabic languages to train and learn.
- Preferably have experience in working on internationally funded educational projects.

Tasks

Coaching

- Identifies the training needs of teachers and school administration staff;
- Assists the Assistant Director in planning and conducting school-based professional development activities (meetings, workshops, feedback emails and phone calls, etc.);
- Continuously follows up on school teams' progress as they travel through the TAMAM's Professional Development Journey through providing feedback and organizing follow-up sessions and interactions (including field visits, Skype meetings, WhatsApp groups, emails, etc.)

Reporting

- Reviews school reports and plans submitted by school teams and provides continuous written and oral feedback on schools' work;
- Develops progress reports and reflection papers on school teams' progress;
- Designs proposals and plans for coaching school teams based on their needs;
- Develops proposals of expanding TAMAM's culture and pillars to new teams and departments within the school and to new schools.

Reporting structure

The coaches report back to the Assistant and Hub directors.

1. Community Advisory Committee

The Community Advisory Committee (CAC) will play an important role in representing key stakeholders while providing advice and support for the TAMAM Hub Steering Team on the hub strategic vision and on progress of the steering team in achieving the pilot phase objectives with all final operational decisions regarding the hub activities residing with the hub director and the technical advisory committee. The Committee also serves as a resource for outreach and networking activities with the larger Lebanese community.

The committee will be comprised of a combination of educational professionals as well as the community at large with diverse backgrounds and expertise yet with the same shared concern of improving the educational sector in Lebanon. It includes a diverse group of professionals who have proven expertise and educational knowledge. New members will be added to the advisory committee based on the emerging needs of the hub. Ideally, the committee is advised to include:



- Educational experts (considered as critical friends to the Hub steering team);
- Representatives from the Ministry of Education and Higher Education in Lebanon;
- Visibility and Marketing Consultants and experts;
- Local community representatives from NGOs and other organizations that serve the community.

Tasks

The Advisory committee plays an advisory role to enrich the decision-making process. Yet, its members do not hold a decision-making role. It has the following responsibilities:

- Provide support and advice regarding the strategic and operational decisions related to the Hub activities to ensure the sustainability of the Hub PD activities and set the stage for expansion to more schools in Lebanon;
- Facilitate outreach and networking for TAMAM's Hub with the outside community to solicit additional resources to support schools in their improvement process;
- Serve as advocates for the TAMAM Hub's vision and approach in promoting its achievements and soliciting additional support for its activity in the community at large.
- Provide ongoing constructive critical feedback on the plans and reports provided by the Hub Steering Team throughout the phases of the project implementation including the project budget allocations.

Communication with the Hub Steering Team

- An initiation meeting with the Hub Steering Team
- Periodic meetings to discuss the yearly plan and progress of implementation [2-3 meetings per year].
- Task-specific meetings (one-on-one meetings with the whole committee or with specific member(s) for specialized consultations).

2. Technical Advisory Committee (TAMAM's PST)

Qualifications

- TAMAM's Project Steering Team members who have the technical expertise on TAMAM's PD design and competencies (pillars) and who possess the problem-solving skills on using the TAMAM model with school teams and coaches.

Tasks

- Ensure the integrity of the implementation of the TAMAM's Professional Development model;
- Provide refined research-based training materials (templates, modules.) for coaches to train school teams on skills necessary to lead, plan, implement, monitor and evaluate school improvement projects at their school;
- Provide relevant training for coaches on TAMAM's PD design and pillars;
- Provide ongoing technical feedback and consultations on reports presented by coaches and school teams;



- Constitute resources for TAMAM's Hub Steering team and coaches for the processes of data collection, analysis, and evaluation of the TAMAM impact on schools;
- Locate/recruit and participate in the selection of specialists and content experts for schools when necessary;
- Provide feedback and consultancies on reports presented to funders;
- Work with the TAMAM Hub Steering Team on monitoring the operations of the hub and evaluating the impact of TAMAM on participating schools and coaches.

Communication with the Hub Steering Team

- Continuous flow of information and feedback on TAMAM's PD design and model;
- Periodic meetings (once every other month) with the Hub Steering Team to assist in solving problems school teams face during planning or implementation of the improvement initiative.

3. Content Experts

Qualifications

- Professionals and academics with at least a master's degree (preferably a Ph.D.) and specialized educational expertise.

Tasks

- Provide pedagogical content knowledge expertise for schools and coaches during planning and implementation of the school's improvement initiative(s).
- Follow up on school teams' progress and their attainment of knowledge in a specific area or field and provide reports on schools' and coaching progress.
- Provide reports on their own work with schools and coaches.

Reporting Structure

The content expert reports to the Hub Director and Assistant Director.



Appendix C

Advisory Committee members

Below is the list of the advisory committee members for the TAMAM Lebanon Hub with their biographies up to the time of launching the TAMAM Lebanon Hub project:

1. Dr. Adnan El Amine

Adnan El Amine is currently the president of the Lebanese Association for Educational Studies (LAES). He was among its founders in 1995 and served as its president for nine years. He also initiated the idea of founding the Arab Educational Information Network (Shamaa) and was one of its founders as an Arab NGO in 2010.

Dr. El Amine graduated from the Lebanese University in 1971 and obtained his doctorate in Sociology of Education from the Sorbonne University-Paris in 1977. He obtained as well a "Doctorat d'État" in Humanities from the Sorbonne in 1991. He was full professor at the Lebanese University until 2008. Dr. El Amine is the author of 21 books and 38 papers and chapters published in Lebanese, Arab and international journals and books.

2. Dr. Munir Bashshur

One of the veterans of the AUB faculty, Munir Bashshur joined the University as professor of education in 1964. He had earned both his BA in English literature and his MA in education at AUB and completed his PhD in comparative education at the University of Chicago. He wrote several papers for publication and presented at conferences in Lebanon and abroad. He completed a study for the United Nations Development Program (UNDP) titled "Patterns of Education in Arab Countries and Their Contribution to Knowledge" which appeared in its Second Arab Human Development Report in 2004.

Bashshur's concern to help improve standards of education in the Arab world has led to his ongoing engagement in a good number of development activities that have involved consultations with education officials in various countries throughout the region, as well as in Lebanon. To cite a few examples, he advised Saudi Arabia on revising its social studies curriculum; studied and evaluated educational conditions in Bahrain; assisted Dubai in establishing a school, including setting its procedures and curricula; and served for three years as a UNICEF consultant to Yemen on enhancing the education of girls in the country's rural areas. Dr. Bashshur served as the Director of the Division of Education at AUB and other administrative positions in university committees.



3. Dr. William Greenfield

William Greenfield, Ph.D, is an Emeritus Professor at Portland State University. His areas of expertise include the social psychology of organizations, leadership training, qualitative research methods, and organizational change. Dr. Greenfield is the recipient of the Pennsylvania State University. D. J. Willower Center for the Study of Leadership and Ethic's 2006 Award for Excellence, and the author of *The Effective Principal* (1980, 1987) and *Instructional Leadership* (1982), multiple studies of school principals, and over 80 journal articles on educational leadership and development. Dr. Greenfield has lectured extensively in various countries and his work is frequently cited in professional journals and at conferences. Professor Greenfield has consulted with schools and non-profit organizations in the area of educational leadership and organizational change. Since 1991-92, Professor Greenfield was a Fulbright Scholar in Thailand where he taught courses and designed curriculum at Chiang Mai University and lectured at universities in Malaysia, Thailand, Pakistan, Canada, and Barbados, among others. Professor Greenfield currently resides in Mexico and served for 3 years as the Executive Director of Casita Linda, a non-profit organization that builds basic shelter for those living in extreme poverty in central Mexico. Dr. Greenfield taught with the Semester at Sea university program in Spring 2009 and again in Spring 2013. He published a book chapter in 2015 as part of an edited volume addressing social justice leadership in education.

4. Mr. Fadi Yarak

Mr. Fadi Yarak is the General Director of Education in the Ministry of Education and Higher Education in Lebanon since 2007.

He is directly responsible for 1300 public schools and 40000 teachers, the chairman of the retirement fund for the Teachers in the Private Sector, a member of the national commission of education of the UNESCO and of the task force for "Education for all", in charge of the overview of the General education strategy and programs including quality standards, policy planning and implementation and liaising with national and international education organizations in line with the government policy agenda. He is familiar with complex projects management and deals with different contracting types (cooperation agreements-grants-subcontracting.) with the international donors. He also cooperates with regional and local stakeholders mainly the World Bank, European Union, USAID, AFD, DfID, CIDA, SIDA and UN agencies based in Lebanon. Moreover, he has taken the lead in the education in Emergencies by managing the response with the international community ensuring that there is coordination, coherence and complementarity.

He has around 25 years of field and advisory experience in the social and economic development sector (education, health and social services):

- Senior advisor to the minister of social affairs (MOSA)



- Project coordinator in the policy advisory unit/ capacity building for poverty reduction with UNDP.
- Participated in the elaboration of the social plan and education strategies.
- Active member of various international and regional civil society networks for Human rights, poverty alleviation and education development.

He holds an MBA from ESA – ESCP Paris and a DESS from Université Saint-Joseph where he was a lecturer from 1993 to 1996.

5. Dr. Bahige Tabbarah

Dr. Tabbarah is a member of the Advisory Board of the Lebanon Dialogue Initiative, member of the Board of Trustees of Dar Al Aytam (Islamic Orphan) and of the Strategic Council of University Saint Joseph. He is the President of the Arab Anti-Corruption Organization.

Born in Beirut, July 10, 1929, Dr. Tabbarah studied Law at Saint-Joseph University (Beirut) for two years before going to Paris (France) to finish his B.A. and to Grenoble for his Ph.D in 1954. He is currently a lawyer. He has been a lawyer since 1954 as well as a law consultant. He is the author of several juridical and political publications and was a Professor of law at Saint-Joseph University as well as at the Lebanese University. He served as Minister of Economy and Commerce in the Amine El Hafez government (23 April 1973 - 14 June 1973); Minister of Justice in charge of the administrative reform during the first Hariri government (31 Oct 1992 – 25 May 1995); Minister of Justice during the 2nd and 3rd Hariri governments (25 May 1995 – 6 Nov 1996), (7 Nov. 1996 – 4 Dec 1998). He was also appointed Minister of State from 2000 to 2002 and again Minister of Justice from 2002 – 2004.

He was President of the Rotary Club in Beirut from 1975 to 1977 and Member of the Parliament, representing Beirut, between 2005 and 2009.

6. Mr. Bassam Yammine

Bassam Yammine is the CEO of Excelsa Development Holding, a diversified investment holding company. Excelsa invests in operating companies active in the real estate, oil & gas, and manufacturing sectors in Africa, Middle East, and North America. Prior to founding Excelsa in 2013, Mr. Yammine led the growth and development of Credit Suisse in the MENA region over six years as Co-CEO of Middle East & North Africa. He was the founder and CEO of Audi Saudi Arabia and managed the regional investment banking business for Audi Saradar Group. He also worked with Lebanon Invest Sal, the first investment bank in Lebanon where he held the role of General Manager and Member of the Board. He was Deputy Chairman of Li Venture (Holding) Sal, the first venture capital firm in Lebanon. In 2005, Mr. Yammine served in the Government of the Republic of Lebanon as Minister of Energy and Water.



He holds an M.B.A. in Finance from the University of Chicago and M.S. and B.A degrees from Loyola Marymount University.

7. Ms. Myrna Atalla

Myrna Atalla is the executive director of Alfanar, the Arab region's first venture philanthropy organization. With offices in London, Cairo and Beirut, Alfanar provides strategic grants and management support to social enterprises in the region to increase their self-reliance and their ability to transform people's lives, long into the future. Alfanar concentrates on making sustainable, strategic social investments in education and women's economic empowerment. Prior to Alfanar, Atalla worked for the National Democratic Institute for International Affairs (NDI) in Beirut, managing its civil society strengthening partnership. Atalla also contributed to regional initiatives, including international election observation missions to Egypt, Lebanon, Morocco and Yemen.

Atalla holds a BA in International Relations from Brown University and a dual-degree Masters in Public Administration (MPA) from Columbia University and the London School of Economics.

8. Mr. Ramzi El Hafez

Ramzi El Hafez is the founder of InfoPro, a publishing business consultancy and market research firm. InfoPro is the publisher of the monthly magazine Lebanon Opportunities and several other print and digital periodicals and business websites. InfoPro also conducts market and economic research for multinational and large local and regional companies, public sector and international institutions. It is also a conference and business event organizer. He is the chairman of Al-Majmoua, one of largest microcredit organizations in Lebanon and a member of the board of directors of several NGOs and organizations including the Investment Development Authority of Lebanon (IDAL) and the Tripoli Special Economic Zone (TSEZ). He has published hundreds of articles on the economies of Lebanon and the Arab World, and is a frequent guest at business and economic talk-shows and conferences. His areas of specialty are: Private sector development, labor issues, green economy, economics, socio-economic policy, real estate, statistics, marketing, market research, polling, commercial and investment banking, SME development, venture capital and entrepreneurship. He holds a master's degree in Industrial Engineering and another master's in business administration, all from the University of Wisconsin – Madison.

9. Mr. Ghassan Kansou

Ghassan Kansou is a board member of SABIS® Holdings and the Vice President – Academic Development of SABIS® Educational Services S.A.L., an independent corporation that manages schools in the global SABIS® Network, which serves 70,000 students in schools located in 16 countries on 5 continents. In his role as VP, Mr. Kansou is responsible for



leading teams tasked with developing dynamic curricula and digital content used in SABIS® Network schools across the globe.

Mr. Kansou is also a member of the Board of Trustees of SABIS® University in Erbil, Kurdistan, Iraq. He holds an MA in Mathematics and Computation from The University of Oxford.

10. Ms. Josiane Adib Torbey

Ms. Torbey is Vice-President of the Salt of the Earth Association, founded in 2012 together with Jean-Gabriel Eddé (President) and Habib Torbey (President of municipality of Sebeel, Zgharta District). The Association aims to promote Development through Education and Culture in Lebanon in general, and the North in particular. Ms. Torbey is the initiator and driving force of a Model Public School in Sebeel, Ecole Rachel Eddé. She has not been only the architect and the site executor of the project, but the motor for fund raising, educational rehabilitation, and marketing of this innovative idea among the population of the whole region. She is also the founder of the Sebeel Public Library, the only public library in all Zgharta district, with more than 700 members and 10 000 books in 4 languages, rich and varied cultural activities, book publishing. Through the Library, she launched a yearly intercultural summer camp joining Lebanese and French Youths in partnership with Francophonie Liban, a French association. Ms. Torbey graduated from ALBA (Académie Libanaise des Beaux-Arts) in 1987, with a master's degree in architecture, first of her class and was awarded the Prize of the Lebanese Order of Engineers and Architects for the year 1987. After a year completed at Columbia University- NY, Faculty of Architecture, she came back to Beirut and was a professor at ALBA from 1992 until 2012, both in Architecture Design Workshop and in theoretical courses. She was a member of the committee of Exterior Relations of the university, organizing conferences and colloquiums with well-known contemporary architects. Meanwhile, she also worked as a freelance architect on different sort of projects from private houses to hospitals and schools, with a marked preference to public structures.

11. Ms. Elham Komaty

Ms. Komaty is an expert in Education Leadership and School Improvement at the Ministry of Education and Higher Education in Lebanon. She was the team leader in the “Enhanced Leadership and School Improvement Program” in MEHE’s Education Development Project II funded by the World Bank since 2012. She was responsible for the Professional development Program in Advanced Leadership for Principals and Administrators in Public Sector, and the School Self-assessment Model and implementation in Public schools. She was also leading and coordinating all components related to School Leadership and School Improvement in MEHE, in addition to delivering training on school improvement plans. Between 2009 and 2015, Ms. Komaty served as an expert in the D_RASATI Project, funded by the USAID



leading and coordinating the following components: Leadership Development Program, School Improvement Program (school self-assessment and school improvement planning), ICT in Education, and Extracurricular Activities. She was also a team leader in the EDP Leadership Development Program that targeted public school principals.

Ms. Komaty is a member of the Lebanese National Commission, UNESCO- Education committee since 2012 and she has attended several conferences and participated in many educational professional development programs and seminars. She joined the Advisory committee in 2018.

12. Mr. Fawzi Kyriakos-Saad

Fawzi Kyriakos-Saad is the founder of FKS Capital Partners LLP, established in July 2013. Prior to founding FKS Capital Partners LLP, Mr. Kyriakos-Saad was a member of the Executive Board of Credit Suisse Group and Chief Executive Officer of Credit Suisse's Europe, Middle East and Africa (EMEA) region based in London. He joined Credit Suisse in 2006 from J.P. Morgan Chase, where he was a member of the Executive Committee, Head of Fixed Income for Europe and Global Head of Emerging Markets. Before joining J.P. Morgan, he spent eight years at Goldman Sachs in New York and London. Mr. Kyriakos-Saad is also the founder of The Lore Foundation whose aim is to help improve Education in Lebanon. Mr. Kyriakos-Saad holds a Bachelor of Civil Engineering from the American University of Beirut and an M.B.A from Columbia University.

13. Ms. Rouane Nahas

Ms. Nahas joined FKS Capital at its establishment in July 2013 and focuses primarily on Real Estate investments: Portfolio Origination, Deal Structuring, Execution and Asset Management. Prior to joining FKS Capital Partners, Ms. Nahas was Executive Director at LIFE (Lebanese International Finance Executives) helping to set-up the organization and its charity arm (LIFE Generation) in the different finance hubs (London, Paris, Geneva, New York and Beirut) and running the day-to-day activities including defining the strategy/objectives, financials, tax, HR, facilities management, reporting directly to the Board. Prior to LIFE, she spent 6 years at Credit Suisse in the Equity Capital Markets team on the origination and execution of Equity offerings (IPOs, rights issues, GDR offerings, sell-downs), focusing on Emerging Markets.

Ms. Nahas holds a Bachelor of Civil Engineering from the American University of Beirut and a master's from HEC School of Management in Paris.



Ex-Officio Members

14. Dr. Rima Karami

Dr. Karami is an associate professor of Educational Administration Policy and Leadership in the Department of Education at the American University in Beirut, and the program advisor for the Educational Management and Leadership program. She holds a Bachelor in Science, Diploma for teaching science at the secondary level, and Master of Arts in Science Education from the American University of Beirut (AUB), and a Doctorate in Education from Portland State University with a specialty in [K-12] Educational Administration and Supervision and a focus on school principalship, organizational change and educational policy. Her research interests are centered around understanding the current practices of school leaders, and on designing approaches to build capacity among school practitioners to lead school improvement initiatives. She is a co-principal investigator and leads the professional development activities in the TAMAM project- a joint project of the Arab Thought Foundation and the American University of Beirut to initiate and research school based reform in 26 schools around Lebanon, Jordan, and Saudi Arabia, Egypt, Oman, and Qatar. In addition, she has designed and conducted many professional development activities for school principals and supervisors, both independently and as part of large-scale reform initiatives. These included designing, implementing and building capacity for a self-evaluation study of the educational leadership training program for Al-Mabarrat Charitable Association. Most recently, she designed and supervised the implementation of the SIP component of the USAID funded D-RASATI II project in 220 public schools in Lebanon. She has published in international and local journals on the principal role, approaches to professional development, program and organizational level evaluation, and models for school-based reform.

15. Dr. Saouma Boujaoude

Dr. BouJaoude joined the American University of Beirut (AUB) in 1993. He was the Director of the Science and Math Education Center between 1994 and 2003 and is presently Director of the Center For Teaching and Learning, Director of Science And Math Education Center, and a professor of science education. His research interests include the nature of science, curriculum, teaching methods, and students' views about the theory of evolution. Reports of his research have appeared in the Journal of Research in Science Teaching, Science Education, International Journal of Science Education, School Science and Mathematics, the Science Teacher, and School Science Review, among other publications. In addition, BouJaoude is a member of the National Association for Research in Science Teaching (NARST), the American Educational Research Association (AERA), and the European Science Education Research Association. Between 2004 and 2007, he was the International Coordinator and a member of the Executive Board of NARST. Presently he serves on the editorial board of the



Journal of Science Teacher Education, is a consulting editor for International Review of Education, a contributing international editor of Science Education, a consulting editor of the African Journal of Educational Studies in Mathematics and Science, and a reviewer for School Science and Mathematics, and Journal of Research in Science Teaching. In 2008, he was appointed as a member of the Supreme Education Council of Qatar.

Appendix D

List of Candidate Public Schools to Participate in the TAMAM Lebanon Hub Project

List of Potential Public Schools - Based on D-Rasati Scores

Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/ Cycles	Lang.	Score on Technical Skills (Mid Term)	Score on Soft Skills (Mid Term)	Final Evaluation on Soft Skills	Principal's Name	Address
1	Mount Lebanon	Alay	159	Shoueifat Al Oumara Mixed Public School	10	298	K-1-2-3	English	28	22	achieving	ندى ديب السوقي	الشويفات - الامراء - شارع الامراء
2	Mount Lebanon	Baabda	1535	Al Shiyah First Mixed Public School	32	303	Cyc 1-2-3	English/ French	27	20	achieving	سعاد داوود الحركة	الشيح - حي الاميركان - كاليري سمعان
Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/ Cycles	Lang.	Score on Technical Skills (Mid Term)	Score on Soft Skills (Mid Term)	Final Evaluation on Soft Skills	Principal's Name	Address

3	Mount Lebanon	Rashaya	1031	Eiha Intermediate Public School	28	296	K-3	French	21	25	stellar	نور الدين عباس ابو كحل	عيحا - راشيا
4	Mount Lebanon	Chouf	292	Barja Intermediate Public School for Girls	32	166	K-3	French	30	26	stellar	امال عبداللطيف سعد	برجا - البيادر برجا - شارع عين الصغير
5	Mount Lebanon	Chouf	333	Chehim Third Public School-English section	27	453	Cyc 1-2-3	English	22	23	stellar	ماجد توفيق كيوان	شحيم - شارع جبل سويد
6	North	Menye	453	Bhannine Mixed Public School	14	280	K-3	French	23	20	stellar	احمد حسين وهبي	بحنين - شارع العام
Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/ Cycles	Lang.	Score on Technical Skills (Mid Term)	Score on Soft Skills (Mid Term)	Final Evaluation on Soft Skills	Principal's Name	Address
7	North	Zgharta	671	Zgharta First Intermediate Public School for Boys - نكميمية - طوني فرنجية الرسمية لمبنين	37	610	Cyc 1-2-3	French	20	21	achieving	جرجس مخائيل ابي ضاهر	زغرتا - العبي - شارع الرئيس فرنجه
8	North	Akkar	1389	Al Salam Al Mhamara Mixed Public School	14	639	K-3	French	27	26	stellar	نصر دياب محمد علي	المحمرة
9	North	Akkar	513	El Sheikh Ayyash public school	11	570	K-3	French	25	25	stellar	احمد مرعي علوان	الشيخ عياش - عبودية الشيخ عباس - شارع العام

10	North	Akkar	555	Bebnine Akkar public school for Boys	20	443	Cyc 1-2-3	French	26	25	stellar	محمد خير الدين رفاعي	ببنين - الجواهره (ريا) - شارع الداخلي
11	North	Tripoli	387	First Public School for Girls	18	515	Cyc 1-2-3	French	24	26	stellar	ليلي وهبه باسيلي	الميناء - شارع بساتين الميناء
12	North	Tripoli	409	El Tarbiya Al Haditha Public School For Girls	21	851	Cyc 1-2-3	French	22	23	stellar	سعاد عبدالوهاب المصري	ابوسمرا - شارع الشرفه
Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/Cycles	Lang.	Score on Technical Skills (Mid Term)	Score on Soft Skills (Mid Term)	Final Evaluation on Soft Skills	Principal's Name	Address
13	South	Nabatiyi	1135	Hasan Halal Intermediate Public School	21	207	Cyc 1-2-3	French	30	24	stellar	هادي ملكي	
14	South	Nabatiyi	1167	Braikee Intermediate Public School	17	380	K-3	French	30	23	stellar	محمد منصور	
15	South	Nabatiyi	1138	Kfar Ramman Second Intermediate Public School	22	655	Cyc 1-2-3	English/French	30	28	stellar	علي حسين فرحات	كفررمان - شارع العام
16	South	Nabatiyi	1371	Zebdine Intermediate Public School	27	456	K-3	English/French	30	20	achieving	خليل زهيري	
17	South	Tyre	1282	Qlayla Intermediate Public School	31	881	K-3	English/French	25	20	achieving		

Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/ Cycles	Lang.	Score on Technical Skills (Mid Term)	Score on Soft Skills (Mid Term)	Final Evaluation on Soft Skills	Principal's Name	Address
18	South	Saida	1093	Al Saksakieh Intermediate Public School	19	496	K-3	English	27	23	stellar	يوسف محمد يونس	
19	South	Jezzine	1118	Jezzine Intermediate Public School	25	72	Cyc 3	French	30	22	achieving		
20	South	Jezzine	1119	Jezzine Elementary Public School	37	251	K-2	French	28	22	achieving	مارون بولس الاسمر	
21	South	Saida	1088	Al Aaddousiyeh Intermediate Public School	14	239	K-3	French	26	21	achieving	طلعت حنا لبوس	
22	Beirut	Beirut	62	Bourj Hammoud First Elementary Public School	31	159	K-2	French	25	25	stellar	يوسف سليمان ابو طابع	
23	Baabda	Beirut	82	El Ghubairi Second Mixed Public School	28	361	Cyc 3	English/ French	23	24	stellar		
24	Baabda	Beirut	1482	El Laylaki Mixed Intermediate Public School	35	683	K-3	English	28	28	stellar	احمد حبيب عبود	
Nbr	Wider Area	Narrower Area	CERD No.	School	Teachers ملاك	Students	Levels/ Cycles	Lang.	Score on Technical Skills	Score on Soft Skills	Final Evaluation on Soft Skills	Principal's Name	Address



									(Mid Term)	(Mid Term)			
25	Beirut	Beirut	16	Zoqaq Al Blat Mixed School	14	214	K-3	French	22	26	stellar	سمير حيدر	



Appendix E

**Estimated Time (in Hours)
for the work of TAMAM team members**

Activity	Estimated Time per scholastic year (9 months)
<u>1. Workshops</u> Total: 24 hours	3 or 4 workshops required per year (1 workshop takes 6 hours: 8:00am – 2:00pm) 4*6 = 24 hours per year
<u>2. Team Meetings</u> Total: 36 hours	1 team meeting required per week (each meeting takes 1 hour) 4 team meetings per month (4 hours) 4*9 = 36 hours per year
<u>3. Individual Time</u> Total: 108 hours	3 hours required from each TAMAM member per week 3*4*9 = 108 hours per scholastic year
Total	Estimate of the total time required from each TAMAM Member per year: 24 + 36 + 108 168 hours

Appendix F

Short-list of 12 Candidate schools for the TAMAM Lebanon Hub Project

#	Wider Area	Narrow Area	School	Teachers ملاك	Students	Cycles	Principal Name
1	Baabda	Ghobeiry	Ghobeiry Second Mixed Public School	28	361	C3	فاطمة احمد سلامة
2	Beirut	Beirut	Uruguay Public Mixed School	30	481	K-C3	راشيل الشدياق
3	Mountain	Chouf - Barja	Barja Intermediate Public School for Girls	32	166	K-C3	امال عبداللطيف سعد
4	South	Nabatiyi Kfaruman	Kfaruman Second Intermediate Public School	49	655	C1-2-3	علي حسن فرحات
5	South	Nabatiyi	Zebdine Intermediate Public School	27	456	K-C3	خليل زهيري
6	North	Tripoli	El Tarbiya Al Haditha Public School for Girls	21	851	C1-2-3	صفاء الزليخ
7	North	Akkar	El Sheikh Ayyash public school	11	570	K-C3	علي خضر علوان
8	North	Zgharta Sebaal	Rachel Edde Public School	13	131	K-C3	وداد الدويهي
9	South	Jezzine	Jezzine Elementary Public School	37	251	K-C2	كوليت سليم
10	South	Tyre	Qlayla Intermediate Public School	31	881	K-C3	عبد الكريم محمد حسن
11	North	Akkar	Bzal Mixed Public School	31	339	K-C3	سهى موسى
12	North	Tripoli	AlFadeela School for Girls	16	368	K-C3	فداء بطيخ



Appendix G

Points of Focus during Exploratory School Visits

Introducing the Project

1. *Info about TAMAM Project (History of the project):*
 - The countries included so far in it
 - The Funding organization: the first project to which an Arab Organization (local funders) provides fund for this long period of time.
 - The program and pillars of TAMAM – evolved based on the context of the schools in the Arab world.
 - TAMAM’s program is similar to an intensive professional master’s program at the university.
2. *Info about the new fund from Lore foundation and the establishment of a Lebanon Hub*
 - Info about the donor Mr. Kyriakos-Saad (Lebanese, Business man, ...)
 - Fund extends for 5 years and is dedicated to public schools in Lebanon.
 - Religious and demographical variation is taken into consideration for selection of the schools.
 - Introducing the TAMAM Hub Team.
 - Schools included in the project are considered as **model schools** (among the few recommended by MEHE) and based on the experience with these 5 schools we will submit a list of recommendations and challenges faced to MEHE.
 - The funder is the one who connected us with MEHE – MEHE promised to provide facilitations in each school. Possible facilitations provided by MEHE (less working hours, TAMAM training may replace the training which teachers in schools are exposed to).
 - We provide MEHE with the list of recommendations and challenges faced. Focus on the practices within the schools which are effective and productive.
3. *Details about the TAMAM Team in each school.*
 - The same team members (teachers – coordinators – admins) should be committed in TAMAM- should attend every workshop, and they are not to miss any workshop. (We cannot have representatives from the school, we have participants).
 - It is preferable that one of the team members knows English.
 - Any additional people to the team who would want to attend our workshops are more than welcome. YET, the team members should be constant and should always attend.



4. *Info about the prospect of work:*

- Workshop for all schools is in February **at AUB**. Potential Dates: 10-13 February (Mark your calendars).
- People attending at the meeting may include principals and their teams or may include the potential team. The WS introduces TAMAM program and the work steps and we answer questions.
- In March, another workshop might be provided introducing the self-study phase.

Collecting Data about the Demographics of the School:

The reason for collecting this data is to know more about the context of the school and to know whether different factors are conducive to initiate the project in that particular school.

5. *Demographics*

- Student numbers
- Teachers- Full time
- Free positions at the school.
- Turnover
- Parents' Education

6. *Organizational Hierarchy*

- Departments and committees
- Decision Making
- Communication with Teachers, parents, students, ...
- Social Workers?
- Collaboration among staff?
- Funders or donors for the school?

7. *School Services & Resources*

8. *Technology services*

9. *Interaction with Community of the school*

10. *School climate*



11. Professional Development:

- Interaction with Parties like DOPS – CERD – Inspectorate
- Who receives training? Based on what?
- How efficient is the training received?

12. Improvement Projects at the school level

- We need to know what projects are currently running at the school, so that we understand it and plan how to coordinate and work together (our project and that project).
- New projects that will run in schools need to be thought of by the school team and administration. We want to be able to say to any policy maker including MEHE that at this school, when bombarded with new project(s), it is the school administration and teams who decide if this project adds up, or if it has the necessary pre-requisites to be implemented. NO MORE Fragmented projects!

Appendix H

Cooperation Agreement

اتفاقية تعاون

بين الفريق الأول المتمثل بفريق "تجمع تمام في لبنان" بإدارة الدكتورة ريم كرامي والفريق الثاني المتمثل بـ مدرسة _____ بإدارة مدير/ة المدرسة.

الى: السيد/ة: _____

مدير/ة مدرسة _____

من: فريق تجمع تمام في لبنان

الجامعة الأمريكية في بيروت

الموضوع: التزام المدرسة بالمشاركة في مشروع "تجمع تمام في لبنان"

"تمام" (التطوير المستند الى المدرسة) هو مشروع يجمع بين البحث والتطوير من أجل دعم وإطلاق المبادرات التربوية التجديدية على مستوى المدرسة بهدف الوصول إلى التطوير المدرسيّ المستدام لتحسين تعلّم الطلبة. انطلق "تمام" عام 2007 في الجامعة الأمريكية في بيروت بتمويل من مؤسسة الفكر العربي. عام 2015، تلقى "تمام" منحة لمدة خمس سنوات من "مؤسسة لور" من أجل دعم التطوير التربوي في لبنان. من خلال هذه المنحة يسعى المشروع الى العمل مع مجموعة من المدارس الرسمية لإكساب كوادرها التعليمية مهارات قيادية تمكّنهم من إطلاق عملية التطوير داخل مدارسهم. وعليه،

تتمركز رؤية "تجمع تمام في لبنان" حول إيجاد السبل لتنمية تعلّم الطلاب بشكل كليّ وإعدادهم ليصبحوا مواطنين منتجين ومسؤولين عن طريق تحسين أداء المعلمين وإشراكهم في عملية تطوير المدرسة، كذلك إشراك المجتمع المدني في المسؤولية لتحسين عملية تطوير المدرسة. يهدف مشروع "تجمع تمام في لبنان" إلى ما يلي:

1. تعزيز تعلّم الطلبة من خلال تحويل المدرسة إلى مجتمع تعلّمي يتحلّى فيه التربويّون بصفات مهنية تخوّلهم قيادة عمليات التطوير المستمر داخل المدرسة.
2. توسيع نطاق المهارات المهنيّة للممارسين التربويين لتشمل قدرات قيادية للتطوير المستند الى المدرسة.
3. بناء جسور للحوار والتعاون والتشبيك بين مختلف المدارس، وبين المدارس من جهة وبين المجتمع الأهلي والجامعات ووزارات التربية والتعليم من جهة أخرى.

4. بناء نموذج نظري لعملية التطوير الفعال مرتكز على الأدلة وامتجذراً في الواقع الثقافي العربي.

وقد تم اختيار مدرستكم للمشاركة في المرحلة التجريبية من المشروع باعتبارها مدرسة رسمية تجديدية.

يستهدف تمام ثلاثة مستويات أساسية بالتغيير (الممارسون، المؤسسة، الثقافة المهنية). يعمل الفريق الموجه لتجمع تمام في لبنان داخل كل مدرسة على تشكيل فريق مدرسي ممثل من الهيئة الادارية والهيئة التعليمية، فيبني القدرات القيادية لكل من المعلمين والمشرفين والإداريين من خلال تدريب أعضاء الفرق المدرسية على المهارات اللازمة لقيادة عملية التطوير داخل المدرسة. يتم ذلك أثناء استكمال أعضاء الفريق، ضمن سياق مدرستهم، لرحلة تعلمية صُممت لهذا الغرض.

لتحقيق الأهداف، يسعى الفريق الموجه للمشروع إلى العمل مع المدارس التجريبية لفترة خمس سنوات كالتالي:

- تدريب أعضاء الفرق المدرسية على: مهارات التقصي معتمداً البحث الإجرائي كأداة لإيجاد أدلة تدعم قراراتهم، اتخاذ قرارات تنطلق من حاجاتهم، وممارسة التفكير، والمرونة في التخطيط والتعاون المهني.
- تقديم الدعم اللازم للفريق المدرسي لاستكمال رحلة تعلمية ضمن سياق مدرستهم صُممت ليكتسب المشاركون مهارات قيادة عملية التطوير عن طريق:
- ✓ تنظيم 3-4 ورش عمل جماعية سنوياً في الجامعة الأميركية في بيروت يدعى إليها كل أعضاء الفرق المدرسية المشاركة بالمشروع.
- ✓ تنظيم اجتماعات دورية عبر سكايب مع الفريق الموجه للتجمع.
- ✓ تنظيم زيارات دورية للمدارس لتقديم الدعم المستمر خلال تنفيذ المشروع.
- ✓ متابعة مستمرة للفرق المدرسية بناء على مؤشرات واضحة أثناء التطبيق وتطويع تصاميم تمام ونشاطاته لخصوصية وسياق كل مدرسة.

بالمقابل يتوقع الفريق الموجه لتجمع في لبنان من الفريق المدرسي الالتزام بما يلي:

- تشكيل فريق مدرسي مكون من ممثلين عن الهيئة الادارية والهيئة التعليمية يضم تربويين لديهم ارتباط وثيق بالمدرسة وولاء لمجتمعها المحلي.
- التزام كافة أعضاء الفريق المدرسي بالمشاركة بمشروع تمام لفترة لا تقل عن خمس سنوات دراسية [2016-2020].
- وجود حافزية لدى أعضاء الفريق المدرسي لقيادة عملية التطوير وللمشاركة بمشروع تمام
- التزام كافة أعضاء الفريق المدرسي لتلقي التدريب حسب طريقة تمام، ولاكتساب مهارات قيادية تخولهم قيادة التطوير في مدارسهم لإحداث تغيير في المدرسة يعزيز تحسين تعلم الطلبة.
- حضور كافة الورش التدريبية وجلسات المتابعة والتفكير الذي ينظمها الفريق الموجه للمشروع مع الفرق المدرسية.

- وجود جهوزية لدى أعضاء الفريق المدرسي لتفريغ جزءاً من وقتهم التعليمي (أسبوعياً) للمشاركة في العمل على مشروع تام، علماً أن العمل على المشروع يتطلب حوالي الـ 168 ساعة سنوياً.
- الالتزام باستخدام رحلة وركائز ونماذج تمام واتباع إرشادات الفريق الموجه للمشروع.

مكتسبات المشاركة بمشروع تمام:

- اكتساب عضوية في مجتمع تمام المهني وفرص لتبادل التجارب مع تربيين من مختلف أنحاء العالم العربي.
- الحصول على تدريب وإعداد مهني مكثف واكتساب شهادة من كلية التربية في الجامعة الأميركية تفيد المشاركة بالمشروع.
- اعتبار أعضاء الفريق المشارك بالمشروع من كل مدرسة رواداً ومدرّبين في مجال التطوير المدرسي.
- اعتماد المدارس المشاركة كمدارس نموذجية رائدة يتم استشارتها والعودة إليها خلال عملية التوسع التي ستحصل على نطاق أوسع في لبنان في مرحلة المشروع الثانية.

التمويل:

يغطي "تجمع تمام في لبنان" خدمات إعداد أعضاء الفرق المدرسية (التدريب، المتابعة، الدعم، والتوجيه) وكلفة مواصلات فريق المدرسة الى ورش العمل في بيروت بالإضافة إلى كلفة تنقلات فريق تجمع تمام في لبنان من وإلى المدارس المشاركة بالمشروع. كما يغطي المشروع كلفة مشاركة عضوين من الفريق في الملئقى الدوري الذي ينظمه الفريق الموجه لمشروع تمام.
بناء على ما ورد، بوقع الفريقان هذه الاتفاقية على أن يتم العمل بها بدءاً من تاريخ توقيعها ولغاية 5 سنوات.

عن فريق مشروع تمام
مديرة مشروع "تجمع تمام في لبنان"

عن إدارة المدرسة
مدير المدرسة

بيروت في:

للاستفسار الاتصال على العناوين التالية:

السيدة سهى حرب
منسقة مشروع "تجمع تمام في لبنان"
هاتف: 01-350000 Ext: 3116
Email: sh142@aub.edu.lb

د. ريماء كرامي
مديرة مشروع "تجمع تمام في لبنان"
هاتف: 01-350000 Ext: 3058
Email: ra10@aub.edu.lb



Appendix I

Initial Selection Criteria for the Lead Team Member

The lead team members are to be selected according to the following criteria:

1. An educator who is committed and loyal to the school and to the community
2. A tenure or a contractual (preferably a tenure)
3. Has administrative and coordination responsibilities in addition to the teaching tasks.
4. Is willing to spare some of his/her time at school every week to work on the TAMAM Lebanon Hub project
5. Is committed to work on the school project for at least a period of 5 years
6. Is motivated, keen and resilient to make change at the school by participating in the TAMAM project
7. Is willing to receive training following the TAMAM model and to acquire the leadership skills needed to lead the change in the school
8. It is preferable to have at least one of the team members fluent in the English language.

معايير اختيار أعضاء الفريق القيادي

1. تربويون لديهم ارتباط وثيق بالمدرسة وولاء لمجتمعها المحلي (إما في ملاك الدولة أو من المتعاقدين – يفضل أن يكونوا في ملاك الدولة)،
2. منهم من لديه مهام إدارية وتنسيقية بالإضافة إلى مهام تعليمية،
3. لديهم الجهوزية لتفريغ بعض من وقتهم التعليمي (أسبوعياً) للمشاركة في العمل على مشروع تمام
4. ملتزمون بالعمل على المشروع في المدرسة لفترة لا تقل عن 5 سنوات،
5. لديهم الحافزية والنفس الطويل للمشاركة في إحداث تغيير في المدرسة عبر المشاركة في مشروع تمام التطويري
6. لديهم الإهتمام لتلقي التدريب حسب طريقة تمام واكتساب مهارات قيادية تخولهم قيادة التطوير في مدارسهم.
7. يفضل أن يكون أحد أعضاء الفريق متقناً للغة الإنكليزية.

Appendix J

MEHE Permit to Schools

COMPUTER AUB
رقم التسجيل: 4090
التسجيل: 2017

كتاب
موجه الى المديرية العامة للتربية
وزارة التربية والتعليم العالي

الموضوع: تنفيذ مشروع تمام في المدارس الرسمية

يود فريق تجتّع تمام في لبنان إعلام المديرية العامة للتربية في وزارة التربية والتعليم العالي في لبنان بأسماء المدارس الرسمية التي تم اختيارها للمشاركة في مشروع تمام للفترة الزمنية الممتدة ما بين 2016 و2020. يرجى التقصّل بالإطلاع وأخذ العلم بالمدارس المختارة وأسماء أعضاء الفريق المدرسي المشارك من كل مدرسة.

اسم المدرسة	المحافظة	القضاء	اسم المدرس	أعضاء الفريق المشارك في مشروع تمام
الغبيري الثانية المختلطة الرسمية	جبل لبنان	بيعدا	فاطمة أحمد سلامة	فاطمة سلامة؛ ايلي طفيلي؛ عائشة وهيبي؛ داليدا عواد؛ سهيلة غريب؛ باميلا شامي؛ بايلا فرحات؛ فرح صادق
متوسطة كفررومان الثانية الرسمية	النبطية	النبطية	علي حسين فرحات	علي فرحات؛ جمال عبود؛ جمال ظاهر؛ نادين وهيبي؛ منى ابو زيد
جزين الابتدائية الرسمية	الجنوب	جزين	كوليت سليم	كوليت سليم؛ الهام دعيح؛ ماري ابو رشدي؛ ريماء كرم؛ سونيا خوند؛ نعيمة قطار؛ رانيا معلوف؛ فيرا نجم
مدرسة راشيل اده - سبيل	الشمال	زرعتا	رداد الدويهي	وداد الدويهي؛ باميلا طيش؛ جيهان طنون
التربية الحديثة للبنات - أبو سمرا	الشمال	طرابلس	صفاء الزيلع	صفاء الزيلع؛ هلا هرموش؛ سهام القصص؛ ريماء مجذوب؛ رنا خضر؛ فلاح المنذني
مدرسة بزال الرسمية المختلطة	الشمال	عكار	سهى موسى	سهى موسى؛ سلام شرف الدين؛ رلا موسى؛ فاطمة قاسم؛ هلا عبدا

وبناءً عليه، يرفع فريق تجتّع تمام في لبنان هذا الكتاب إلى المديرية العامة للتربية لطلب الحصول على الأذونات اللازمة لعمل ما يلي خلال المنحة الأولى من تنفيذ المشروع في المدارس:

- تنظيم زيارات دورية يقوم بها فريق تجتّع تمام في لبنان للمدارس الرسمية المذكورة وحضور حصص تعليمية وتدريبية واجتماعات إدارية.
- دعوة الفريق المدرسي من كل مدرسة لحضور أربع ورش عمل جماعية تنظم سنوياً في الجامعة الأميركية في بيروت، وسيتم تحديد تاريخ الورش بالاتفاق والتنسيق مع أعضاء فريق كل مدرسة.
- مفر أعضاء الفريق المدرسي مرة سنوياً للمشاركة بمؤتمرات وملتقيات تربوية تمتد لفترة ثلاثة أو أربعة أيام ويقوم فريق تمام بتنظيمها سنوياً لأعضاء مجتمعه المهني للتعرف على كل جديد في مجال التربية. سيتم تنظيم ملتقى



THE LORE FOUNDATION



THE LORE FOUNDATION

تمام للعام 2016 في عتاق، الأردن في 20، 21 و22 أيار بحضور ما يقارب 150 تربيوا من 7 دول عربية ويحضور ممثلين من وزارات التربية والتعليم من تلك الدول العربية.

بيروت في 2016/3/9
فريق تحفّص تمام في لبنان

وزارة التربية والتعليم العالي
المنطقة التربوية في جبل لبنان

ورد في 2016/2/19 رقم 3171

حائب المنطقة التربوية في جبل لبنان السيد والمهذب والبهلية
- حائب مديرية القلم الإبيدائي

مع الموافقة، على أن يكون تنفيذ ورش العمل خارج
اوقات الدوام الرسمي أو أيام العطلة المدرسية كي لا
يؤثر ذلك سلباً على سير العمل في المدرسة كون
المساكين بما مشروع تمام يتخطى عددهم الألف من
مدرسة، لا بد من ما يلزم واجراء اللزوم وقت العمل
القائمين في

2/09/2016

[Handwritten signature]

السيد السيد

2016/3/9

السيد السيد

COMPUTER
2016/3/9

السيد السيد
السيد السيد
السيد السيد
السيد السيد

رئيسة المنطقة التربوية
في جبل لبنان
د. فخر ميشال زيتوني
2016 آذار 21



العبرية الثانية المرحلة
رئيس الأقسام

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتربية
رقم الصادر: ٣/٥٩٢٥
بيروت في ١٥/٢/٢٠١٦

وزارة التربية والتعليم العالي
مديرية التطعيم الابتدائي
ورد في ٢٠١٦ آذار ١٦
رقم ٧٥١٤

نسخة
العمري الثانية
الرسمة للمنطقة
ورد في ٢٠١٦ آذار ١٦

جانب الجامعة الأميركية في بيروت
تجمع تمام في لبنان

وزارة التربية والتعليم العالي
المنطقة التربوية في جبل لبنان

ورد في ١٥/٢/٢٠١٦ رقم ١٢٧٨

الموضوع: تنفيذ مشروع تمام في بعض المدارس الرسمية.

المرجع: كتابكم تاريخ ٢٠١٦/٣/٩.

إشارة إلى الموضوع والمرجع المبينين أعلاه،

نحيطكم علماً بموافقة المديرية العامة للتربية على طلبكم مشاركة مدرسة الغبيري الرسمية المختلطة، متوسطة كفررمان الثانية الرسمية، مدرسة جزين الابتدائية الرسمية، مدرسة راشيل إدة الرسمية / سبعل، مدرسة التربية الحديثة الرسمية للبنات / أبو سمرا ومدرسة بزال الرسمية المختلطة، في تنفيذ مشروع تمام خلال العام الدراسي ٢٠١٦/٢٠١٥، على أن يتم تنفيذ ورش العمل خارج أوقات الدوام الرسمي أو في أيام العطل المدرسية حتى لا يؤثر ذلك سلباً على سير العمل في هذه المدارس، وأن يصار إلى التنسيق مع إدارات هذه المدارس بغية تنفيذ المطلوب ./.
e

المدير العام للتربية

فادي يرق

مدير التعليم الابتدائي بالتنسيق مع
جورج ملكم حداد

٢٠١٦ آذار ١٦

٢٤ آذار ٢٠١٦

٤/٣٩١٤
جانب المنطقة التربوية في جبل لبنان
للتفكير والإبداع وإجراء المعترضين

١٢٧٨
إدارة
رئيسة المنطقة التربوية
في جبل لبنان
د. فيرا ميشال زيتوني





Appendix K

MEHE Evaluation of the TAMAM Lebanon Hub Project

A. The Impact of the project

1. TAMAM built the capacity of school principals and team to work on school planning and education development based on evidence and data.
2. Principals felt empowered because they developed the different aspects related to school planning.
3. TAMAM's approach allowed for principals and school teams to reflect on their work, test new ways and adjust them as needed.
4. Principals felt supported throughout the process especially with guidance and follow up from the coaches and external experts. TAMAM worked with principals on skills related to documentation throughout the project
5. TAMAM helped principals/team to work on improving their interaction with teachers and helped in managing their resistance
6. TAMAM helped the school in enhancing its relationship with the community and parents

B. The Challenges

1. Time
 - a. In the first year of beginning the TAMAM project, the principals were unsure where they were going in the project. Additionally, the steps needed to set up the school improvement plan took time (around 2 years).
 - b. Developing tools and questionnaires for their plan was time consuming.
2. Team Formation
 - a. It was difficult for principals to find committed tenured teachers to be part of the school team.
 - b. Teachers working as part of TAMAM have to work on the project adding to their existing teaching schedule
 - c. Some schools had to include contractual teachers in the team
 - d. The system does not allow for recruiting new teachers nor contractual.
3. Need for Support

A lot of templates submitted needed clarifications, principals and team still need continuous support even after 4 years into TAMAM



4. Workload

A lot of documentation and reporting were requested from school teams

5. Alignment with Other Initiatives

Some schools worked on improvement plans as a parallel intervention to other existing initiatives

C. Reflections from MEHE management

1. TAMAM is an example of success and strong leadership and helps schools to improve.
2. The model is labour intensive and does rely on working with strong principals who already have vision
3. There are great aspects of TAMAM that we would like to export and share with other schools, strengthening the whole system. Continuous planning and improvement cycle would be prime example
4. The General Directorate of Education aims to scale up SIP in all public schools in Lebanon in the next few years, as part of our broader strategy, and is keen to align the different SIP approaches in order to give equitable development opportunities for all schools.
5. TAMAM worked on building individual capacities of principals and school staff. How can our system capture this learning?
6. How can school principals connect TAMAM project to other development projects?
7. TAMAM's close follow up with schools is key to the project's success. How will this 1 to 1 model be adapted if we increase the number of schools in TAMAM?
8. How do we measure impact of schools' improvement plans on students and their learning?

Positive feedback and comments from the schools were included too like:

I have participated in different school improvement projects, but only now I understood what the meaning of an indicator or criteria is. (Ms. Fatimah Salameh, Ghobeiry)

Although we had to work extra time and over the weekends sometimes, we felt proud to be acknowledged and connected to AUB. (Mr. Jamal Abdo, Kfar Roummane).

Appendix L

Suggested Recommendations by the School Teams to MEHE

التوصيات المقترحة من قبل الفرق المدرسية للوزارة

1. الطلب من المدير العام أسماء المشاريع التي يتم تنفيذها في كل مدرسة من مدارس تمام الرسمية في العام 2018/2017.
2. تفرغ وتخصيص وقت للمعلمين وأعضاء الفرق المشاركين في مشروع تمام من كل مدرسة للعمل على المشروع. (احتساب ساعات العمل والاجتماعات ضمن مشروع تمام للفريق في المدرسة ضمن ساعات العمل في البرنامج الأسبوعي).
3. تسهيلات إدارية للمعاملات الإدارية والمالية العامة التي يصدرها مدرء المدارس الرسمية الستة المشاركة في تمام مع المنطقة التربوية في كل محافظة.
4. تسهيلات وتوصيات لرؤساء المناطق التربوية من قبل المدير العام لتسهيل المعاملات التي لها علاقة بمشروع تمام.
5. تسهيلات باستخدام الكفاءات الموجودة في المدرسة (من اختصاصيين ومرشدين نفسيين واجتماعيين موجودين في المدرسة في دوام قبل الظهر أو بعد الظهر) وتوظيفها لخدمة طلاب ما قبل الظهر. مثلاً: يمكن تفرغ المدرس الذي تابع دورات تدريبية في علم النفس-اجتماعي كموجه أو مرشد اجتماعي في المدرسة بنصاب كامل.
6. تسهيل الاستعانة بـ أو تأمين اختصاصيين (مرشدين اجتماعيين) من خارج المدرسة (بما في ذلك مراكز الشؤون الاجتماعية) لاستكمال مشروع تمام وتنفيذ الخطة.
7. الموافقة على تفرغ أحد أعضاء فريق تمام للقيام بمهام الموجه التربوي في المدرسة بنصاب كامل
8. إدخال حصة توجيه تربوي أسبوعية للطلاب
9. تنويه من المنطقة التربوية والمدير العام بأعضاء الفريق التاممي عبر إطلاق Label لكل مدرسة كتتوييه من قبل المدير العام.

10. عدم الالتزام بدورات التدريب المستمر، واستبدالها بدورات تخدم أهداف مشروع تامم.
11. احتساب أجر حصص التنسيق التي ستنسب لأساتذة متعاقدين.
12. زيادة عدد الزيارات للمدارس من قبل الارشاد والتوجيه
13. ترفيع استثنائياً معدل النجاح الى 9,5 في الحلقة الاولى
14. بناء على المادة 49 - (المنسق) من النظام الداخلي قرار رقم 1130/م/2001، تخفيض النصاب الأسبوعي للمنسق بمعدل حصة واحدة مقابل كل خمس عشرة حصة من مجموع حصص المادة في جميع السنوات المنهجية في المدرسة، وحصة مقابل الكسر الذي يزيد على الصف، على أن لا يتجاوز عدد حصص التنسيق لكل مادة خمس حصص أسبوعياً.
15. اقتراح إلغاء العبارة التالية من المادة 49 من النظام الداخلي: "ان لا يتجاوز عدد حصص التنسيق لكل مادة خمس حصص اسبوعياً"، وفي بداية المادة يشير المشرع: "ولرئيس المنطقة التربوية أن يعيد النظر في هذا التكليف كلما دعت الحاجة". لذا نقترح بإلغاء هذا الحق لرئيس المنطقة التربوية، لأن رئيس المنطقة لا يواكب على الارض عملية التدريس أو التنسيق، حتى أنه لا يعرف المدرسة احياناً ومنعاً لأية تدخلات خارجية، قد تعيق تطوير عملية التعليم والتنسيق نقترح إلغاء هذا الحق لرئيس المنطقة التربوية. مع العلم أن النظام الداخلي قرار رقم 407/م/2001 في مادته 46 لم يلحظ هذا الحق لرئيس المنطقة التربوية إطلاقاً.
16. أن يتم اختيار المنسق استناداً الى الشروط والمواصفات الآتية:
 - أن يكون حاصلاً على إجازة تعليمية أو جامعية إذا أمكن
 - أن يدرس الصف التاسع إذ كان منسقاً للحلقة الثالثة.
 - إذا لم يتوفر في المدرسة معلّم في الملاك ليكون منسقاً للمادة، يمكن اختياره من بين معلمي التعاقد، ممن تتوفر فيهم الشروط والمواصفات السابقة الذكر.

التربية الحديثة

- دورات تدريبية داخل المدرسة للهيئة التعليمية
- توصيات لرؤساء المناطق التربوية من قبل المدير العام لتسهيل معاملات تمام
- تخصيص بعض ساعات العمل الأسبوعي من نصاب أعضاء فريق تمام لمتابعة مشروعهم التطويري طيلة فترة التنفيذ
- الموافقة على تفرغ أحد أعضاء فريق تمام للقيام بمهام الموجه التربوي في المدرسة بنصاب كامل
- إدخال حصة توجيه تربوية أسبوعية للطلاب.

مدرسة الغبيري الثانية الرسمية المختلطة

1. تسهيل المعاملات الإدارية والمالية مع المنطقة التربوية في جبل لبنان
2. احتساب ساعات العمل والاجتماعات ضمن مشروع تمام للفريق في المدرسة ضمن ساعات العمل في البرنامج الأسبوعي
3. تأمين موجه اجتماعي (مرشد) ونفسي للمدرسة
4. تسهيل الاستعانة باختصاصي من خارج المدرسة لاستكمال مشروع تمام وتنفيذ الخطة
5. تفرغ المدرس الذي تابع دورات تدريبية في علم النفس-اجتماعي كموجه أو مرشد اجتماعي في المدرسة بنصاب كامل.

مدرسة كفرمان

1. الأنظمة والتشريعات التربوية والتعليمية، غالبيتها، لم يلحقها أي تعديل أو تحديث لجهة مواكبة التطوير التكنولوجي العالمي
2. يجب إصدار نظام داخلي جديد للمدارس والثانويات الرسمية، وجمع وحصر العديد من المذكرات والتعاميم والقرارات وغيرها، التي أصبح عددها كبير جداً، لتصبح جميعها ضمن النظام الداخلي الجديد

3. فيما يتعلق بموضوع التنسيق على المعلمين، نقترح ما يلي:

- المادة 49: (المنسق) من النظام الداخلي قرار رقم 1130/م/2001

- تنص المادة 49: يخفض النصاب الأسبوعي للمنسق بمعدل حصة واحدة مقابل كل خمس عشرة حصة من مجموع حصص المادة في جميع السنوات المنهجية في المدرسة، وحصة مقابل الكسر الذي يزيد على الصف، على أن لا يتجاوز عدد حصص التنسيق لكل مادة خمس حصص أسبوعياً.

نقترح بإلغاء:

- ان لا يتجاوز عدد حصص التنسيق لكل مادة خمس حصص اسبوعياً
- كذلك في بداية المادة يشير المشرّع: ولرئيس المنطقة التربوية أن يعيد النظر في هذا التكليف كلما دعت الحاجة.

لذا نقترح بإلغاء هذا الحق لرئيس المنطقة التربوية، لأن رئيس المنطقة لا يواكب على الارض عملية التدريس أو التنسيق، حتى أنه لا يعرف المدرسة احياناً ومنعاً لأية تدخلات خارجية، قد تعيق تطوير عملية التعليم والتنسيق نقترح إلغاء هذا الحق لرئيس المنطقة التربوية. مع العلم أن النظام الداخلي قرار رقم 407/م/2001 في مادته 46 لم يلحظ هذا الحق لرئيس المنطقة التربوية إطلاقاً.

4. أن يتم اختيار المنسق استناداً الى الشروط والمواصفات الآتية:

- أن يكون حاصلاً على إجازة تعليمية أو جامعية إذا أمكن
- أن يدرس الصف التاسع إذ كان منسقاً للحلقة الثالثة.
- إذا لم يتوفر في المدرسة معلّم في الملاك ليكون منسقاً للمادة، يمكن اختياره من بين معلمي التعاقد، ممن تتوفر فيهم الشروط والمواصفات السابقة الذكر

مدرسة جزين

1. تأمين حوافز للمعلمين
2. الأخذ بعين الاعتبار حاجة المدرسة من التنقلات إلى دار المعلمين و الثانويّة
3. تدريب ومتابعة المعلمين على اكتساب مهارات تعليم اللّغة العربيّة من محتوى المادة إلى التخطيط لها
4. تدريب المعلمين على تشخيص حالات الطلاب ذوي الصعوبات التعلّميّة
5. تكثيف زيارات الإرشاد والتوجيه والمتابعة (اللّغة العربيّة والتوجيه التربويّ)
6. تأمين أخصائي نفسي
7. منسّق للّغة العربيّة
8. أمينة مكتبة متخصصة
9. تأمين معلّمة لغة عربيّة لصفّ الروضة الثالثة وللحلقة الأولى
- تغيير معدل النجاح في الحلقة الأولى الى 9.5
10. تأمين تعاقّد مع اشخاص ذوي قدرات غير موجودة في المدرسة .

مدرسة بزال

1. الاستعانة بمرشدين اجتماعيين من مراكز الشؤون الاجتماعية (فصل مرشدة اجتماعية للمدرسة)
2. احتساب أجر حصص التنسيق التي ستنتسب لأساتذة متعاقدين
3. تجهيز وتطوير قاعة المكتبة لتفعيل دورها.
4. بناء قاعة مخصصة للمسرح، لتفعيل الأنشطة المدرسية
5. صيانة الملعب الصيفي للمدرسة وتجهيزه بوسائل رياضية ومدرجات
6. عدم الالتزام بدورات التدريب المستمر، واستبدالها بدورات تخدم أهداف مشروع تمام.
7. تجهيز وتفعيل المختبر
8. اللوح التفاعلي

مدرسة راشيل-أده

<p><u>نقاط ضعف:</u></p> <p>1. اختيار المتعاقدين لدورات تدريبية في علم الاجتماع. علم نفس التربية - قيادة الصف وحسن إدارته بمرونة</p> <p>2. عدد المتعاقدين الكبير</p> <p>3. افتقاد المدرسة لمعالجين نفسين</p> <p>assistamte sociale+psychologue أو طلب تكتيف زيارات الارشاد التربوي psychologue</p>	<p><u>نقاط قوة: داخلية</u></p> <p>1. مبنى تكنولوجي بيئي نموذجي بامتياز يؤمن فرص لتحقيق الأهداف</p> <p>2. دعم مجلس الالهل مادياً ومعنوياً</p> <p>3. وجود اختصاصين تمارس عملها كأساتذة وليس كاختصاص (حسي حركي تربية تقويمية) بالرغم من تقديم طلبات للوزارة بالعمل</p>
<p><u>مخاطر:</u></p> <p>1. غياب التنسيق في المدرسة بين الصفوف والحلقات</p>	<p><u>فرص خارجية:</u></p> <p>1. دعم كامل من البلدية على كافة الاصعدة</p> <p>2. دعم كامل من جمعيات محلية وأصدقاء للمدرسة</p>



Appendix M

External Training by Expert Coaches received by the TAMAM Lebanon Hub Schools

2017-2021

School	Consultant	Training delivered	Date of Training
Bzal	Elissar Abi Haidar	Classroom Management and Motivation	Workshop on 2/2/2018
	Samar Mahfouz	Motivating young learners to read: Storytelling and reading techniques	Workshop on 20/4/2018
Jezzine	Nidal Jouni	Diagnosing Learning Difficulties and Developing Teaching skills for Students	Workshop on 13/1/2018
		Inclusion of students with Learning Difficulties/Special Needs	8 coaching visits in 2017/2018, 7 coaching visits in 2018/2019 and 5 coaching visits in 2019/2020
		Coaching Principal on School Management	
	Dr. Hanadi Dayya	Identifying Learning Outcomes in Reading and Writing Standards for Reading in its Different Forms	Workshop on 17/2/2018
		Teaching the Reading of Arabic Literature	Workshop on 23/2/2019
Yusri El Amir	Improving Arabic Teaching at School	26 coaching visits in 2017/2018, 32 coaching visits in 2018/2019 and 32 coaching visits in 2019/2020 and 8 coaching visitis in 2020/2021	

Kfarruman	Dr. Yara Hilal	Understanding by Design (UBD)	Training sessions on 29/7/2017 17/11/2017 and 15/12/2017 and 3 follow-ups via email; Follow-up visit in January 2019, training session on 5/4/2019 and 1 follow-up visit in June 2019; 2 follow-up visits in 2019/2020
	Nidal Jouni	Implementation of Clinical Supervision	2 coaching visits in 2017/2018, 6 coaching visits in 2018/2019, and 5 coaching visits in 2019/2020
		Classroom Observation	Workshop on 16/2/2018
	Dr. Rima Karami	Introduction to clinical supervision	Workshop on 12/4/2017
Rachel Edde	Nancy Najjar	Detecting and Dealing with Students with Special Needs	Workshop on 14/4/2018
	Feyrouz Salameh	Embedding the Socio-cultural approach in Rachel Edde: Framing the principal's experience	Training on 11/2/2019 and on 6/5/2019 and 2 follow-up visits on 26/3/2019 and 6/5/2019
Tarbiya Haditha	Dr. Yara Hilal	Understanding by Design (UBD)	Training sessions on 27/4/2018, 12/9/2018, 30/11/2018 with follow-ups; follow-up session in June 2019; 2 follow-up sessions in 2019/2020

	Feyrouz SalemeH	Implementing the Socio-cultural approach through the “Welcoming Day”	Coaching visit on 11/2/2018
		Evaluating the activity of “ Enforcing Self-confidence at girls” as part of the socio-cultural approach	Coaching visit on 26/4/2018
		Systemizing Interaction with Community	Coaching visit on 5/12/2018 and 11/2/2019
	Nidal Jouni	Building Students’ Self-Esteem	Workshop 14/9/2019
Ghobeiry	Feyrouz SalemeH	Planning for the “Welcoming Day” as part of the Socio-cultural approach	Coaching visit on 23/11/2017
		Evaluating the Distribution of Report Cards for term 3 as part of the socio-cultural approach	Coaching visit on 17/4/2018
		Interacting with Community	Coaching visit on 11/11/2018 and 11/12/2018
		Preparing for meeting with community members	Coaching visit on 19/1/2019
		Feedback on the meeting with community members	Coaching visit on 22/2/2019 and follow-up visit on 17/4/2019
	Training all teachers on using the Socio-cultural Questionnaire	Workshop on 26/6/2019	
	Dr. Rima Karami	Student Leadership	Workshop on 11/5/2018



	<p>Training and Dialogue House</p>	<p>Non-violent communication for Gr. 7 students Communication Skills and Leadership Characteristics (for a group of 20 students from Gr.7 and Gr. 8)</p>	<p>Workshop on 15/5/2018 13 training sessions on 12/10/2018, 23/11/2018, 7/12/2018, 14/12/2018, 8/2/2019, 15/2/2019, 22/2/2019, 8/3/2019, 22/3/2019, 29/3/2019, 5/4/2019, 11/4/2019, 17/4/2019 Training sessions in 2019/2020</p>
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Appendix N

Emerging Selection Criteria for the Participating School

The following table includes three columns:

The Selection Criteria column: represents the characteristics that are preferable to exist in the participating school.

The Borderline column: includes the marginal characteristics which are not preferred to be in the participating school but could be exceptionally accepted.

The Rejected column: characterizes the schools that are not to be selected at all.

Selection Criteria	Borderline	Rejected
<u>Environment:</u> - Represents the environment and fits in. - Involves the environment in the school and embraces it. - Is aware of its history and respects it.	<u>Environment:</u> - Authoritative relationship with the environment. - Does not involve the environment in the school - Is in conflict with the history of the school	<u>Environment:</u> - A corridor school that is totally disconnected from its environment and doesn't even try to get to know it or to explore it.
<u>Change:</u> - Open to change - Developmental and participates in purposeful projects to improve the school.	<u>Change:</u> - Open to change, but it is not organized and receiving various disconnected projects; going with the flow.	<u>Change:</u> - A continuously moving environment - Isolated within a geographic triangle
<u>Building:</u> - Owned or leased by MEHE - Number of rooms is proportional to number of students. - Relatively stable number of students	<u>Building:</u> - Negotiating MEHE for lease - Number of rooms is not proportional to number of students. - Unstable number of students due to a crisis.	<u>Building:</u> - Listed to be closed
<u>Students:</u> - Low dropout rate	<u>Students:</u> - Significant dropout rate (usually due to a crisis)	<u>Students:</u> - High dropout rate - Number of students fluctuates every year.



<p><u>Diversity:</u></p> <ul style="list-style-type: none">- Inclusive, academically and educationally distinguished.- The student body comes from multiple environments and is characterized by diversity in social class, religions and sects.- New participating schools must be geographically distributed over Lebanon.	<p><u>Diversity:</u></p> <ul style="list-style-type: none">- Could exceptionally accept schools in the same geographic area, if and only if they have different experiences.	<p><u>Diversity:</u></p> <ul style="list-style-type: none">- Schools are remarkably close to each other in the same neighborhood.
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Appendix O

Emerging Selection Criteria for the School Principal

The following table includes three columns:

The Selection Criteria column: represents the characteristics that are preferable to exist in the school principal.

The Borderline column: includes the marginal characteristics which are not preferred to be in the principal but could exceptionally be accepted.

The Rejected column: characterizes the principals that are not to be selected at all.

Selection Criteria	Borderline	Rejected
<u>Educational Background:</u> - Has a university degree.	<u>Educational Background:</u> - Has Baccalaureate II certificate and received preparatory courses	<u>Educational Background:</u> - Has Baccalaureate II certificate only.
<u>Professional Development:</u> - Received training on educational administration skills (EDP) - Has strategic developmental vision.	<u>Professional Development:</u> - Only received the basic preparatory courses from CERD (Dar Al-Mo'allemeen)	<u>Professional Development:</u> - Did not receive any training on educational administration or the basic preparatory courses.
<u>Professional Experience:</u> - Have long years of experience in education and principalship	<u>Professional Experience:</u> - A newly appointed principal (one year) with no good rapport with the previous, or a principal about to retire (2 years to retire) - Has experience but did not receive any training in administration.	<u>Professional Experience:</u> - Has no professional experience - Assigned for a transition period between two principals
<u>Professional and social characteristics:</u> - Respects the environment and believes in supporting it despite the expected challenges - Believes in the cause of the public schools.	<u>Professional and social characteristics:</u> - Does not respect the environment and deals with it using his authoritative power	<u>Professional and social characteristics:</u> - Does not belong to the environment or know it.



Appendix P

Emerging Selection Criteria for the Lead Team Member

The following table includes three columns:

The Selection Criteria column: represents the characteristics that are preferable to exist in the lead team member.

The Borderline column: includes the marginal characteristics which are not preferred to be in the lead team member but could exceptionally be accepted.

The Rejected column: characterizes the lead team member that is not to be selected at all.

Selection Criteria	Borderline	Rejected
<u>Educational Background:</u> - Has a university degree in education.	<u>Educational Background:</u> - Has certificate of Baccalaureate II or Dar Al-Mo'allemeen.	<u>Educational Background:</u> - Does not even have the Baccalaureate II certificate.
<u>Professional Development:</u> - Participated in USAID D-RASATI project for the standards of effective teachers	<u>Professional Development:</u> - Has Baccalaureate II certificate but did not receive any basic training	<u>Professional Development:</u> - Did not participate in any training or shows any interest to do so.
<u>Professional Experience:</u> - Tenure 30-50 years old. - Contractual for more than 2 years, full time or part time.	<u>Professional Experience:</u> - Tenure close to retirement (60 years old) - Contractual with more than one school. - Borrowed teacher	<u>Professional Experience:</u> - Tenure to retire in 2 years (over 60 years old) - Contractual, not stable and does not work at the school for more than a year
<u>Professional and social characteristics:</u> - Passionate to serve students regardless of their circumstances. - Believes in the cause of the public schools. - Motivated to change and to improve the school, willing to dedicate his time to work on that.	<u>Professional and social characteristics:</u> - Considers his teaching work as a job only - Is not willing to do any extra work - Criticizes negatively - A competitive team	<u>Professional and social characteristics:</u> - Criticizes the environment of the school and the students. - Considers his failure a result of the students' social circumstances.



<ul style="list-style-type: none">- A collaborative team with principles, loves improvement and change- Open to positive and constructive criticism.- A leader- Is committed to attend all the training workshops, even during weekends.		
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Appendix Q

Completed Reports by School Teams

These reports are published on the TAMAM website:

<https://tamamproject.org/work-of-schools-in-tamam/>

1. Bzal Initial Plan	https://tamamproject.org/workofschools/bzal-mixed-public-school/
2. Bzal Implementation report	
3. Ghobeiry Final report	https://tamamproject.org/workofschools/el-ghobeiry-second-mixed-public-school/
4. Jezzine Initial Plan	https://tamamproject.org/workofschools/jezzine-elementary-public-school-2/
5. Jezzine Implementation Report	
6. Kfaruman Final report	https://tamamproject.org/workofschools/kfarruman-second-intermediate-public-school/
7. Rachel Edde Initial plan	https://tamamproject.org/workofschools/rachel-edde-sebal-public-school-2/
8. Rachel Edde Implementation report	
9. Tarbiya Haditha Final report	https://tamamproject.org/workofschools/el-tarbya-al-haditha-public-school-for-girls-2/



Appendix R

Level of Acquisition of Leadership Competencies

School Competency	Bzal Mixed Public School	Ghobeiry Second Mixed Public School	Jezzine Elementary Public School	Kfarruman Second Intermediate Public School	Rachel Edde Public School	Tarbiya Haditha Public School for Girls
Inquiry	The team needs support to practice the inquiry competency. Specifically, they need support, in (1) choosing the appropriate data collection tools to collect relevant data and evidence, (2) identifying appropriate strategies to analyze data in an organized way, and (3) discussing the results with others to answer questions, design innovative	The team acquired most of the skills of the inquiry competency. They can formulate questions, identify data collection tools, analyze data and develop conclusions.	The team partially acquired the skills related to the inquiry competency. The team members do not only rely on the collected evidence but also on their intuitions and experiences. The team members still need help to be able to derive innovative and creative solutions and actions from the developed conclusions.	The team acquired the inquiry competency. They practice most of the skills related to this competency which includes formulating questions, organizing and analyzing data to propose new questions for further inquiry, design a plan, then collect data,	The team needs more training to acquire the skills of the inquiry competency. This includes formulating research questions, choosing the appropriate data collection tools, identifying relevant evidence, and systematically analyze data to answer questions and design innovative interventions.	The team acquired the skills of the inquiry competency. They can collect data, design a plan, identify evidence and identify the appropriate procedures to analyze data in a systematic way.



	<p>interventions and propose additional research. The team intends to evaluate the impact of “Kitabi” project inside the school. They are now knowledgeable about the inquiry process as a cyclic process that requires designing a plan, collecting evidence, and identifying procedures to analyze data in a systematic way.</p>			<p>and analyze it in a systematic way.</p>		
<p>Evidence-Based Decisions</p>	<p>The team is not used to base their decisions and plans on evidence. They need further follow-up to practice the skills of identifying the type of needed evidence and</p>	<p>The team acquired the skills of the evidence-based decision competency. The principal invited the supporting organizations (district and Center</p>	<p>The team showed progress in their knowledge about evidence-based decisions competency. They are aware of the importance of</p>	<p>The team acquired the evidence-based competency. The team can systematically search for evidence and</p>	<p>The team partially acquired the evidence-based competency. Their decisions are based on the data collected about the current situation of</p>	<p>The team acquired the evidence-based decision competency. They can systematically search for evidence and critically evaluate it before taking decisions;</p>

	systematically search for evidence.	of Social Affairs) to inform them about the improvement plan and the suggested chosen activities that are coherent with the plan (decision based on best available evidence)	making decisions based on evidence and on teachers' opinions However, they did not acquire the skills of identifying the relevant evidence and systematically search for it. Hence, the team needs training in learning how to systematically search for evidence before taking decisions.	critically evaluate it before making decisions. The team built their improvement plan based on the evidence gathered about the school's need.	Grade One students. However, they didn't acquire yet the ability to systematically search for evidence and critically evaluate it before making decisions.	their decisions are based on the evidence they collected.
Decisions based on needs	The team is aware of the importance of reflective dialogue and consultation with the targeted group (i.e. first grade students) in the decision-making process.	The team made progress in acquiring the skills of the decisions based on needs competency. They make decisions in consultation with their colleagues, they gather sufficient	The team made progress in considering the readiness and needs of the targeted group (i.e. fourth grade students). The team had altered two goals in the improvement plan	The team members have acquired the skills of examining and take into consideration the readiness and the context of the	The team partially acquired the skills of the decision based on needs competency, which includes the skill of making decisions after examining and taking into consideration	The team made progress in acquiring the skills of this competency. They take decisions after consulting their colleagues and collecting the needed information about the needs of

	<p>Through their meetings with the parents of Grade One students, it was evident that the team understood the importance of collecting sufficient information about the needs of the targeted group while taking into consideration their views and perspectives.</p>	<p>information about the needs of the team while taking into consideration their views and perspectives.</p>	<p>based on the educational needs identified by the school: the need to improve the quality of Arabic language teaching and the need to improve the support provided to all students by communicating with the interested parties in the school.</p>	<p>target group (i.e. coordinators). They consult this group taking into consideration their perspectives and views and they have collected sufficient information about their needs to practice educational supervision.</p>	<p>readiness and the context of the target group (i.e., first grade students). In addition to consulting the targeted group and collecting the sufficient information about their needs.</p>	<p>Grade 6 students. They also acquired the skill of examining the readiness and the context of the targeted group (i.e., grade 6 students) when taking decisions. This was especially evident after filling the socio-cultural surveys with the parents and their children.</p>
<p>Reflective Dialogue and Practice</p>	<p>The team made progress in understanding the reflective practice and its importance in increasing their awareness of their practice and its consequences on the institution's</p>	<p>The team acquired most of the skill of reflective dialogue and practice competency: they practice reflection, engage in dialogue, and they question the extent to which their improvement</p>	<p>The team rarely practiced participative reflective thinking. They need more training on practicing reflection to become part of their practices (planning,</p>	<p>The team made progress in acquiring the reflective dialogue and practice competency. The team members ask each other for</p>	<p>The team lacks the skills of reflective dialogue and practice competency: the team members don't ask each other for their ideas and viewpoints with</p>	<p>The team partially acquired the reflective dialogue and practice competency. The team members ask each other for their ideas and viewpoints with focus and</p>



	development. The team needs further support to make meaningful and purposeful discussions on educational matters, to question each other about their perspectives and views, and to question themselves whether they are following their improvement plan or not.	plan is implemented.	implementation...etc.)	their ideas and viewpoints with focus and purposefulness, they ask themselves if they are progressing towards their intended goals at every station of the TAMAM improvement journey, and they ask themselves if they followed their own plan.	focus and purposefulness, they don't ask themselves if they are progressing towards their intended goals at every station of the TAMAM improvement journey, and they don't ask themselves if they followed their own plan. In addition, they don't show continuous commitment (no commitment for meetings, incomplete reports ... etc.)	purposefulness and they ask themselves if they followed their own plan. They need further follow-up in accepting others' opinions and notes. They also need follow-up to consider new and different ideas/arguments/opinions of others, to accept the outcome whether positive or negative, and to identify the rationale, assumptions, and values underlying their practices, ideas, and goals.
Evolving design planning	The team members monitored the implementation of their improvement	The team monitored the implementation of the improvement	The team needs support in documenting the monitoring stop by	The team showed proficiency in the evolving design competency, they	The team did not monitor the implementation of their plan and did	The team showed proficiency in the evolving design competency. The



	<p>plan to examine the progress of implementation and its preliminary impact. After completing the monitoring station, the team members decided to make some modifications to their plan by adding the evaluation of “Kitabi” project and start working on the partnership with the parents.</p>	<p>plan and documented everything that was done .</p> <p>The team modified some of the procedures/ activities in the plan based on the results of the monitoring stop and based on their interaction with the project steering team during the workshops, school visits, and the training on student leadership.</p>	<p>filling the corresponding tables and modifying the plan based on the results of this monitoring.</p>	<p>practiced the skills related to this competency such as: designing the monitoring plan to monitor the implementation of their improvement plan, identifying and examining the challenges in the design of their intervention during implementation, and they will do the necessary modifications to their plan based on the evidence from these monitoring stops.</p>	<p>not fill the corresponding tables. The team members lack the skills of the evolving design competency, and they need follow-up to design the monitoring plan to guide the process of the deconstruction and construction of their initial plan.</p>	<p>team designed the monitoring plan to monitor the implementation of the procedures/ activities in their improvement plan. They also made the necessary modification to some of the activities that they implemented with grade 6 students. The team also modified the procedures related to involving parents after adopting the implementation of the socio-cultural approach.</p>
Participative Leadership	This competency will be presented during the	This competency will be presented during the	This competency will be presented during the workshop	This competency will be presented during the	This competency will be presented during the	This competency will be presented during the



	workshop on 29-30 March 2019	workshop on 29-30 March 2019	on 29-30 March 2019	workshop on 29-30 March 2019	workshop on 29-30 March 2019	workshop on 29-30 March 2019
Professional collaboration	The team consists of two individuals, (Fatima and Rola) who work together and collaborate in planning and implementing. Israa interact with the team and interact during the workshop but she is not committed to contribute to preparation. Ms. Suha showed progress in collaborating with the team in the school (value their work and take their opinion into consideration) and with the steering team (listen to their guidance and advices especially	The Ghobeiry school team is skilled with collaborative work. The team members showed progress in practicing the skills related to professional collaboration such as: affirmative listening, constructively managing inevitable conflicts, they support each other, value the contribution of all individuals, provide feedback and assistance, and they respect and abide by the ethical code of conduct	The principal usually depends on the person responsible for the inclusion program and on the grade 4 teacher Ms. Inaam. The team showed progress in practicing the professional collaboration skills, especially when preparing and planning for the “Welcoming day” in October. The team members must work together more to achieve the team’s goals.	The team showed progress in collaborative work, especially in sharing expertise and resources and asking each other for the help needed to achieve the team’s goals (filling the tables and preparing presentations). It was evident that Jamal accommodated the weaknesses of the members and he distributed the tasks according to their strengths.	The school team showed progress in acquiring the professional collaboration competency: they share expertise, work together in joint efforts toward a common goal, they support each other, and they distribute tasks according to their strengths.	The team members acquired the professional collaboration competency; they share resources and expertise and they ask for help from each other and from the steering team. The team members showed progress in acquiring the skills related to accommodate each other’s weaknesses and strengths while accepting their own, practice affirmative listening, and constructively manage inevitable conflicts.



	in implementing the socio-cultural approach).	agreed upon as a team.				
De-privatization of practice	Team members are aware that de-privatization of practice is key to broaden their expertise and for learning within a professional learning community. The team showed progress in practicing this competency through speaking with candor, sharing experiences, accepting critique, and practicing accountable talk and non-judgmental listening.	The team members acquired the de-privatization of practice competency. They speak with candor, share successful and non-successful experiences, and they practice accountable talk and non-judgmental listening.	The team members are not fully aware that de-privatization of practice is key for learning within a professional learning community in the school. The team members must practice this competency through working as a team to learn to listen to each other, speak with candor, share experiences, and accept critique.	The team showed progress in acquiring the de-privatization of practice competency such as speaking with candor, sharing successful and non-successful experiences, accepting constructive critique, and practicing accountable talk and non-judgmental listening.	The team members partially acquired the de-privatization of practice competency; they practice accountable talk and non-judgmental listening and they share successful and non-successful experiences. They showed progress in willing to discuss with others and to be transparent about the outcomes of their practices and the school environment.	The team members showed progressed in acquiring the de-privatization of practice competency, but they still need to practice more speaking with candor, sharing successful and non-successful experiences, accepting constructive critique, and practicing accountable talk and non-judgmental listening
Mentoring	This competency was presented in a workshop in	This competency was presented in a workshop in	This competency was presented in a workshop in	This competency was presented in a workshop in	This competency was presented in a workshop in	This competency was presented in a workshop in



	<p>October 2018, hence the impact of this competency is not evident yet.</p>	<p>October 2018, hence the impact of this competency is not evident yet.</p> <p>The principal Ms. Fatima is playing the role of a mentor with the team members; she supports them in the to advance in their profession through a relationship of trust and respect.</p>	<p>October 2018, hence the impact of this competency is not evident yet.</p>	<p>October 2018, hence the impact of this competency is not evident yet.</p> <p>Jamal Plays the role of the mentor in the team because he wants to share his experience and help the team members (who are the coordinators) to advance in their new role and implement what is required from them especially the part related to the instructional supervision.</p>	<p>October 2018, hence the impact of this competency is not evident yet.</p>	<p>October 2018, hence the impact of this competency is not evident yet.</p>
<p>Job-embedded experiential learning</p>	<p>The team showed progress in engaging in continuous</p>	<p>The team have acquired most of the skills of the job-embedded</p>	<p>The team is not aware that this competency does not only include</p>	<p>The team acquired the job-embedded</p>	<p>The team members have partially acquired the job-embedded</p>	<p>The team members have acquired the job-embedded experiential</p>



	reflective dialogue that allow them to apply their new learning in their practices, especially when interacting with the steering team and the other school teams during the workshops	experiential learning competency. The team designed activities that help them raise their awareness, reflect and apply new learning in their practices.	observing, reflecting and understanding/ explaining a certain experience, but also to apply it. The team needs more training to apply their new learning in their practices.	experiential learning competency. The team members are implementing the activities related to their improvement project (which is about instructional supervision); they reflect on these experiences and through their personal participation they are applying their new learning in their practices.	experiential learning competency. The team members must apply their new learning in their practice, especially in relation to the activities of their improvement project about school inclusion.	learning competency: they designed activities that help them raise their awareness and apply new learning in their practices. This was especially evident in the implementation of the procedures in the plan that aim at developing the students' personality and self-confident and at involving the parents through the socio-cultural approach.
Systematic Documentation	The team needs follow-up to make sure that they know that documentation is not only the act of recording data, but	The team is working hard to fill the tables required in each station. They showed progress in	The team succeeded in documenting in two domains in their improvement project with the help of experts: The Arabic	The team members acquired the skills of the systematic documentation	The team members need to practice documentation in a systematic way to document their journey on the	The team members acquired the skills of the systematic documentation competency. They document their



	<p>that it a systematic process of preserving the collected data to be retrieved and used for decision making and to develop reports and disseminate it with stakeholders. The team showed progress in filling the required tables, but they still communicate orally with the steering team.</p>	<p>documenting the activities (that are part of their improvement plan) that they implemented with grade 7 students.</p>	<p>teachers worked on writing the learning objectives and criteria, and Ms. Colette wrote the procedure and process of school inclusion.</p> <p>The team members still need more help to acquire the skill of documentation, especially the documentation of their progress on the TAMAM journey using tables, to be used later as evidence and share it with other.</p>	<p>competency. As for the instructional supervision, the team members filled the tables and the forms found in the instructional supervision guide. The team members also filled all the documents and tables required in the station they completed.</p>	<p>stations and to record their practices during the implementation of the improvement plan.</p>	<p>meeting and workshops in a systematic and clear way.</p> <p>The team documented all the activities (that are part of their improvement plan) that were implemented with grade 6 students.</p>
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Appendix S

Testimonials from Public School Lead Teams

<p>هذه عملية التواصل هي التي انعكست علينا مش بس كفريق تمام مش بس بالمدرسة بل كمعلمين وتساعدنا كثير على حل النزاعات وحل المشكلات والتشبيك مع المجتمع المحلي.</p> <p>مع تمام نحن تعلمنا كيف نوّطر ممارساتنا . صرنا نحن اي حدا بدو يفوت لعندنا منتعرف على خلفيته وعلى ملامحه فصرنا نقول هذه خطتنا الاستراتيجية إذا بتريد تفضل فرجينا كيف فيك تخدمنا كخطة استراتيجية. لأنه نحن تعلمنا وحطينا خطتنا وشبكنا مع المجتمع المحلي وتعزيز الشراكة مع الأهل. صار في عندنا اليوم الترحيبي وهيدا من الإنجازات اللي شفناها من تمام. كان في عندنا سابقا تفاعل مع المجتمع المحلي بس مش بهذا الشكل. كل الجمعيات المحلية صاروا يقصدونا كمدرسة حتى يعرضوا هن شو عندهم خدمات . طبعاً نحن صرنا انتقائين اكثر لنشوف شو بناسب خططنا واللي نحن بناسبنا منقول لهم تفضلوا لعندنا. بدي اشكر تمام لتمكيننا بهذه القدرات والمهارات اللي اكتسبناها وعلى المستوى المهني والشخصي. صرنا نستعمله على المستوى الفردي والشخصي. واتمنى هذه التجربة تستمر وتستفيدوا منها مثل ما نحن منستفيد. ونحن من المؤمنين بهذا الوطن والمؤسسات الرسمية واللي المفروض ندعمها. وتمام ساعدونا. كنا عم نفتش على حدا واجو تمام.</p>	<p>مديرة مدرسة الغبيري المتوسطة الرسمية في لبنان 2019</p>
<p>نحن كمدرسة رسمية بعمار كان حلم انه يكون عندنا مشروع مثل تمام واتحقق اللي اتحقق انو السنة اخدنا 92 تلميذ جديد. 63 منهم من مدارس رسمية محيطية بالجوار. هذه ما كانت تصير معظم التلاميذ كانوا يكونوا من يللي هربانين من القسط. هلق المدرسة صار عندها صييت وما عندنا تسرب.</p> <p>بفضل جهود فريق تمام وصلنا انه الأهل (مش كلهم) شاركوا بالعملية بس الفئة المميزة بالمدرسة وفهمت المشروع ودعمت الغاية ونحن هدفنا تطوير التلميذ والأفاق تاعيته انه يطور والأهل توعوا وآمنوا بخطة المدرسة وبلش الدعم. وعملنا مثل نشاط الأهل فاتوا على الصف الأول وعملوا نشاط للتلاميذ بحضور فريق تمام ومدرسات الصف الأول. وبلشوا الأمهات يشاركوا ولادن بالعملية التعليمية وصرنا على مستوى المدارس الخاصة، وفي شي ثاني تحقق بمدرسة بزال هو انه المدير بطل مدير سلطة وصلنا انه عملنا فريق عمل. بطل المدير هو الأمر النهائي. صار في تعاون بالمدرسي ما بقى العملية التربوية مرتبطة بالمدير.</p>	<p>مديرة مدرسة بزال الرسمية في لبنان 2019</p>
<p>انا أول ما استلمت الإدارة كل الإنجاز اللي عملته كان بمساعدة تمام</p> <p>بلشنا نشوف بوادر التطور باللغة العربية . حتى التحسن عم يقولونا الأهل انا ابني بس كان بالأول ما كان يعمل هيك. هم عم يشوفوا الفرق. باللغة عملنا اعادة توزيع لمناهج اللغة العربية. المعلمات هن اللي اشتغلوا عليها هن اللي طلوعوا كيف بدهن يوزعوا الدروس باللغة العربية. فكانوا يعملوا كل صيفين</p>	<p>مديرة مدرسة جزين الرسمية في لبنان 2019</p>

<p>مع بعض. وصلنا للتنفيذ وصرنا عم نشغل على المهارات كقراءة تعبير شفهي. صاروا الولاد يحكوا فصحي بالفرصة. حتى الموارد صرنا نأخذ من الكتاب وبرات الكتاب. حسينا بالفرق وبعدها بنص السنة. الدمج كنا نشغل مع speech therapist related to Caritas توقف الدعم من أول السنة. اشتغلنا مع مدام جوني على الدمج واجت لعندنا مدام صفاء اطلعت عليها. الجديد اللي اخدناه من تمام انه صار عندنا رسم لعملية الدمج وصار عندنا قسم وحدة الدمج. صار عندنا فريق مساند ويلي هو معلمات الاحتياط وهن اللي ما عندهن حصص كثير بالمدرسة . هن بيعملوا أنشطة حدا بيعمل دعم بالصف حدا برا . الولاد اللي عم يتاخذوا بالدعم عم يتحسنوا شوي. في عندنا كمان استمارة المتابعة، يعني كل معلمة عم تشتغل انا بعرف شو عم تعمل . صار عندنا دفتر التواصل اللي بعزز التواصل مع الأهل . صاروا يعرفوا ابنك اللي هو عنده صعوبات شو عم بنشغل معه . منحطله نشاط لنحفزه حتى الأهل يشاركونا ويعرفوا ابنهن وين صار. بالمدارس الدامجة بيعطونا أخصائي نفسي بس بيشتغل على القليل نحن اشتغلناها مع تمام. وعزنا بيننا وبين سيسوبيل. وعلنا نشاط للولاد . وصار في دمج بيناتهم وأكد توعية للتلاميذ والأهل. والأهل بيجوا وبيسالوا عن النشاطات اللي منعلمها</p>	
<p>تمام جاء على التربية الحديثة بالوقت المناسب جدا ليكسر الروتين لأنه كان في قناعة انه طالما نحن ناجحين تاسع يعني ما عندنا حاجة للتطوير بأي موضوع. نحن بفضل تمام وبفضل التقييم والدراسات لمسنا كثير ثغرات وصار عندنا كثير خطط جانبية لحل المشاكل الطارئة وصار عندنا هم انه نحن نحافظ على مستوانا في صف التاسع وفي كثير أمور صرنا مكتشفينها بدنا نحسنها تربويا active board</p> <p>ubd اللي هو ثورة بالمدرسة و ما زلنا عم نخوضها . ثورة ما حانتتهي هلق لأنه نحن عندنا قناعة كأساتذة براسن انه نحن منشغل كثير منيح ونحن عم نعمل كثير منيح ونتائجنا كثير منيحة بس نحن بدنا الأحسن.</p> <p>الأمر الملفت هذه السنة هوي تفعيل التعاون المهني وهدفه تحسين التعليم للطالب . نحن عم نحكي تعاون مهني بين أفراد الأساتذة . كان عندنا رزنامة عمل لبداية العام وعلنا اجتماعات دائمة : اجتماعات لمعلمي الصف الواحد ولمعلمي المادة الواحدة هذه فرصة وصرنا عم نستثمره بطريقة روتينية بأجواء محبة على شكل ورش عمل</p> <p>هذه المجموعات هدفها تقييم الطالبات ومتابعة أمورهم ومن خلال هذه الاجتماعات فعلنا دور مرببي الصفوف اعطيناهم صلاحيات يعني هم مسؤولين عن الطالبات مثل مراجعات أهالي متابعات في حالات خاصة مرض</p>	<p>مديرة مدرسة التربية الحديثة الرسمية في لبنان 2019</p>
<p>نحن من خلال تمام أول شي اكتسبنا كفايات تمام يللي هي عبارة عن مهارات اكتسبناها . كان عندنا شبه خبرة بمجال القيادة بس ما كان عندنا المعرفة ولا خبرة فعلية بمجال القيادة.</p> <p>نحن اكتسبنا الفكر الاستراتيجي يعني التخطيط الاستراتيجية يعني صرنا نعرف نخطط استراتيجيا ونفكر . لما جينا خلصنا الخطة نحن مشروعا عن التنسيق عن الاشراف التربوي. طبيعي هون عبرت عن الفكرة بشكل واضح زميلتي نادين عن مقاومة التغيير للي صرنا عم نواجهها بتطبيق مع المعلمين ببداية التنفيذ للمشروع كنا نصطدم بالأشخاص يللي عم يعمل مقاومة للتغيير ما كنا نعرف . كنا مفكرين هذه هي الوسيلة كيف كنا نواجه التحدي بعدين من خلال تمام صرنا نقرا ونتتقف ونعرف . طورنا استراتيجيتنا بالتعليم ومقاومة التغيير . اول استراتيجيتها اعتمدناها هي انه صرنا نسع . قل ما كنا</p>	<p>أستاذ في مدرسة كفرمان الرسمية في لبنان 2019</p>

<p>نسمع الطرف الثاني اللي عم يقاوم. صرنا نسمع لهم لما صرنا نسمع، صرنا نكتشف في خوف في قلق في مكاسب شخص اكتسبها عبر الزمن عم يخاف يفقدها . صرنا نعرف انه الشخص اللي عم يقاوم التغيير ما نصطدم معه. نحن استراتيجيتنا مش نصطدم معه. نحن استراتيجيتنا الأشخاص اللي عندها مقاومة للتغيير نجيبها لعندنا ما نضيع وقتنا على مقاومة التغيير بل نضيع وقتنا على تطوير المعلمين. من هون وضعنا دليل الأشراف التربوي يللي يعتبر انجاز كثير مهم . بدليل الأشراف التربوي عملنا شي كثير مهم بمستوى تقييم المعلمين. يعني غيرنا فكرت التقييم . كان قبل التقييم قائم على الأسلوب التقني مش بدي فوت لعنده على الصف لشوف أخطاء . دربنا أستاذة نضال جوني و د. ريم فتغيير مستوى وفكرة التقييم وفي ممارسات ايجابية بدنا نعرزها وفي ممارسات سلبية بدنا نوضع توصيات للتحسين. فهذا الفكر انتشر بمختلف المعلمين وعلى مختلف المستويات من معلم لمنسق النظار. طبيعي بكل مستوى بداخل المدرسي في ناس بتقاوم هذا التغيير هذه شغلي عادية جدا بس لما بتصير هذه اللغة مشتركة بقلب المدرسة معنا نلشنا بتغيير أنفسنا . يعني نحن واصلين لمرحلة حيصير في تغيير على مستوى المدرسة كلها . هذه بده وقت عادي ما عندنا مشكله معنا وقت كثير. أنا بدي 32 سنة لأطلع تقاعد . كمان من ضمن قراءتنا التربوي في كتاب لFullan بال 2002 اسمه change leader حكي عن علاقات القائد التربوي بالاستدامة . حكي عن 4 نقاط مهمة نحن انتبهنا انه نحن عم نمارسهم عن طريق تمام. هم عارفين شو عم يدربونا بس نحن عم نكتشف . هو حكي على صعيد المدارس نحن على صعيد المعلمين من ناحية الأداء . نحن أيضا عم نتعلم من خلال التجربة من خلال العمل يعني نحن في مشكلة عم تواجهنا نحن عم نلاقي حلول لها. هذا يؤدي بالنهاية نحن عم نزرع قياديين على مستوى المعلمين وعلى مستوى المنسقين والنظار داخل المدرسة. نحن عم نزيد عدد الleaders عندنا بالمدرسة نحن عم نأثر على نوعية المعلمين اللي بالمدرسة ولما بتحسن نوعية المعلمين بتحسن نوعية الleaders وهذا كله حينعكس على العملية التعليمية كلها بالمدرسة كلها وبالتالي حينتحسن تعلم المتعلمين.</p>	
<p>تمام عملنا دعم يقولوا وين مشكلته قلهم هذه مشكلته. نحن معكن. أنتم حطيتونا على الطريق من أول يوم لأنه صار فيني أشتغل و عم أحلم على نطاق عالمي. وهذا كثير ريحني بوجود أشخاص بالمدرسة كمعلمين واستفيد من خبرتهم. ويفوتوا عالصف ويشوفوا شو المشكلة ونسحب الولد. رغم هذا كنا نلاقي صعوبة نقتع الولد أو الأهل. تمام قال لنا نعمل خطة في تفكر في هدف بدناه نوصله، والأساتذة صاروا يشاركونا. وطلبنا تدريبات من الوزارة حول تحفيز الأهل واعملنا بنود سلوكية مع الطلاب والطالب هو بيكتبها.</p>	<p>مديرة مدرسة راشيل اده الرسمية في لبنان 2019</p>
<p>أنا بدي قول من زمان كنا ببحر هائج من المبادرات من المجتمع المحلي مع تمام صرنا قادرين نختار، صرنا نقدر نستعرض العروض اللي عم تجي لعندنا والمبادرات ونشوف هل تدرج ضمن خطتنا؟ هل تخدم الأهداف والغايات اللي حاطينن؟ وصرنا نحدد حاجاتنا بناء على خطتنا .</p>	<p>معلمة في مدرسة الغيبيري المتوسطة الرسمية في لبنان 2019</p>



أنا لقيت حسب خبرتي انه بدل ما اقعذ نق الللي بدي ياه، اشتغل بما هو موجود عندي ونجحه.	معلمة في مدرسة بزال الرسمية في لبنان 2019
شكرا جزيلاً دكتورة ريما كرامي وكافة فريق تمام الموجه على هذه التنمية التي حققناها على المستويين الشخصي والمهني والتي لا تقدر بثمن. إضافة إلى هذا الكم المعرفي القيم الذي حصلناه في اليومين الماضيين من التدريب. قلب لدينا المقاييس وجعلنا نعيد النظر بممارساتنا التربوية في أكثر من اتجاه إنه التغيير بعينه والتطوير الذي يضعنا أكثر أمام مسؤولياتنا في كيفية التعاطي مع أقطاب العملية التربوية ومواجهة التحديات على اختلافها وتنوعها ومحاولة معالجتها بمنهجية تربوية فعالة تؤسس لتطوير مجتمعي أوسع وأشمل وهذا ما نأمل ونطمح له كل الشكر لكم ولجهودكم المباركة.	مديرة مدرسة الغبيري المتوسطة الرسمية في لبنان 2018
شكراً جزيلاً على الدعم المعنوي الذي يفرح قلبنا ويثلج صدورنا والتحفيز الدائم الذي نسمعه منكم والذي يكون له دوماً الانعكاس الإيجابي على معنوياتنا بشكل غير طبيعي. شكراً لدعمكم ولتوجيهاتكم	مديرة مدرسة الغبيري المتوسطة الرسمية في لبنان 2017