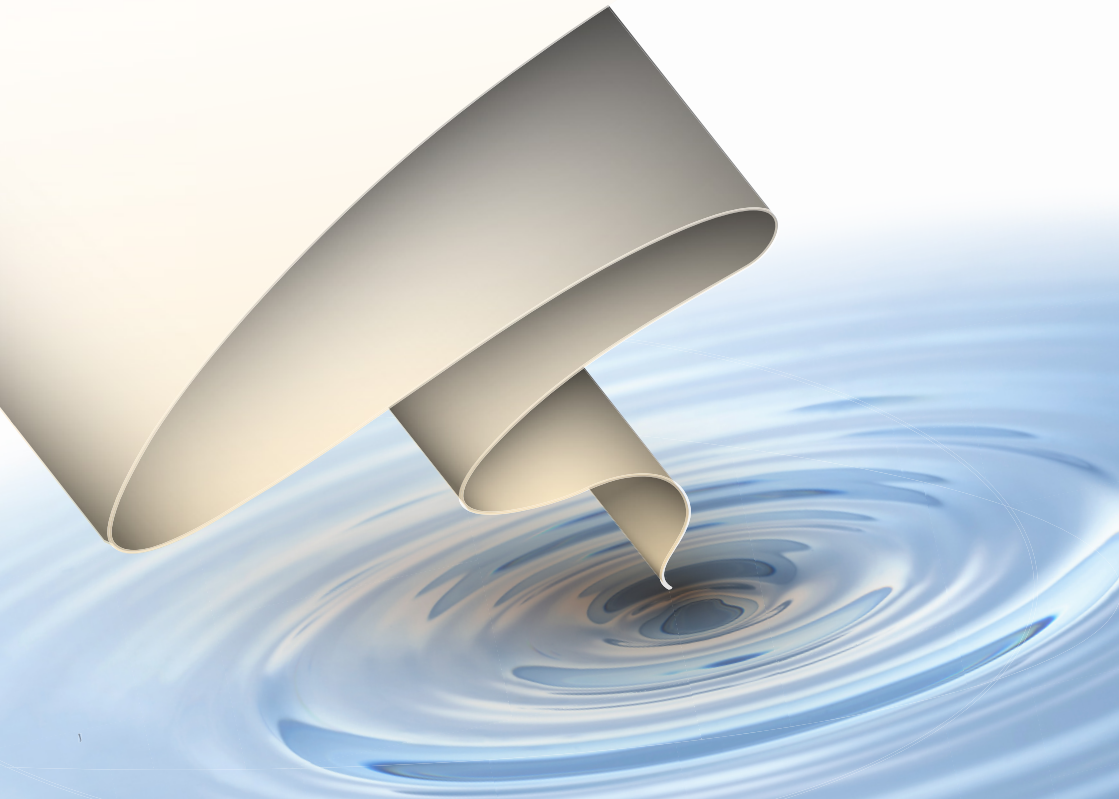




AMERICAN
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OF BEIRUT



TAMAM: School-Based Reform



01 TAMAM: An Educational Movement in the Arab World

TAMAM started as a project in 2007 and was initiated 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 itself into an educational movement that spans 9 Arab countries, comprising more than 1000 trained practitioners in 72 schools benefitting more than 35,000 students with 32 researchers from 12 different universities, 42 coaches, and policymakers collaborating on designing and implementing impactful school-based improvement.

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]

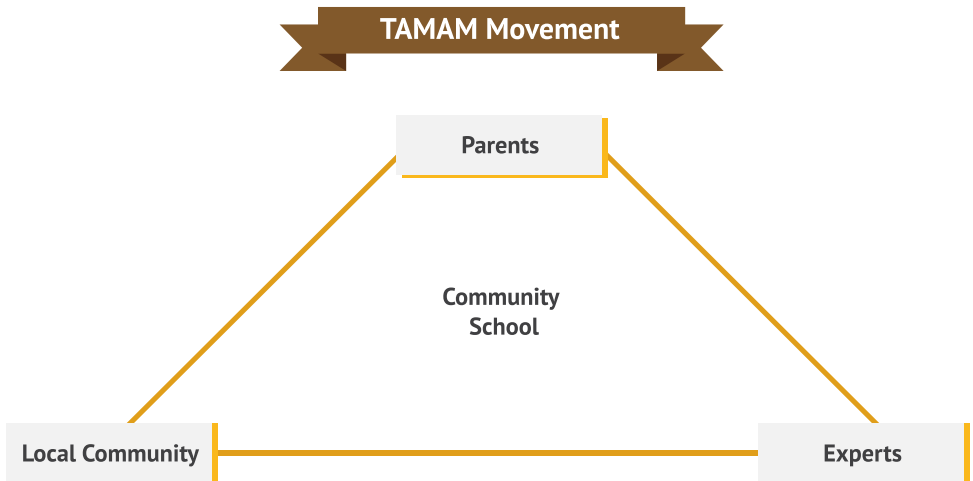
In Arabic TAMAM means good or perfect.

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 VISION

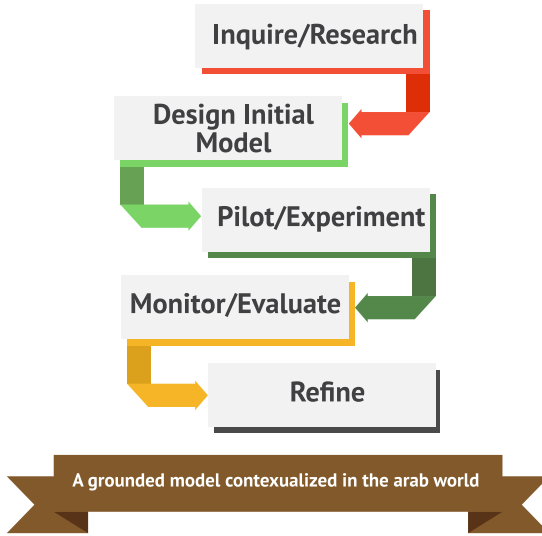
TAMAM is an educational movement in the Arab world that promotes transforming schools into self-renewing institutions, with broad based leadership capacity for change working in a concerted effort through strong partnerships with research universities, policy makers and community members toward enhancing 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.



TAMAM's 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 social development. As action researchers, 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, training centers, and to empower Arab educators to influence educational policy in their countries.

02 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 with 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 towards triggering a paradigm shift in how reform is conceived, implemented and researched in the Arab region.

With that, TAMAM aims at contributing to build a contextually grounded knowledge base on effective school improvement practices that can inform educational policies in the Arab region. The progress of work in TAMAM as well as the outcomes of its research are documented in 13 research studies, 13 articles and blogs published in renowned and regional international journals respectively, 7 technical reports, 7 Master theses, and 1 PHD dissertation all available on the TAMAM website.

In addition, among the 100 improvement projects initiated by teams of educational practitioners at various schools in the Arab region, 33 initial plans, 10 implementation reports, and 30 final reports are published on TAMAM webpage. All these document the school-based improvement projects that these practitioners underwent throughout their journey with TAMAM.

The TAMAM documented research outcomes are also disseminated through the Steering Team participation in several regional and international conferences.

03 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 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.

The Design of the Capacity Building Program



A set of guiding principles essential to lead sustainable school-based improvement: the TAMAM eleven pillars.



Targeted Outcomes at the individual, team, and institution levels.



Strategies to train and guide educators built around a job-embedded process on leading school-based improvement: the TAMAM school improvement journey.

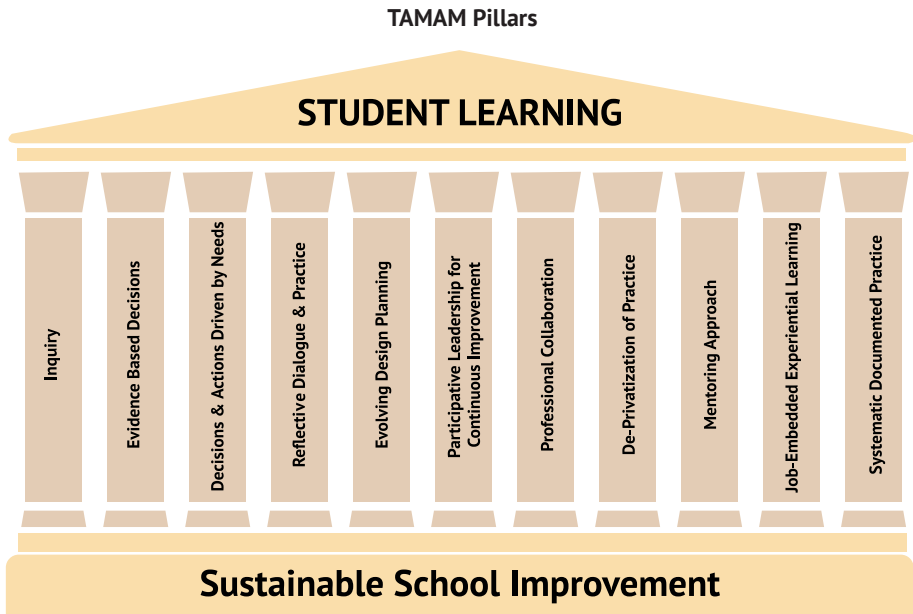


Evaluation framework with criteria and tools to evaluate impact.



Guiding principles

TAMAM eleven pillars are 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 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.



Targeted Outcomes

At the conclusion of the capacity building program, lead team members acquire competencies essential to lead sustainable school-based improvement. These 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.

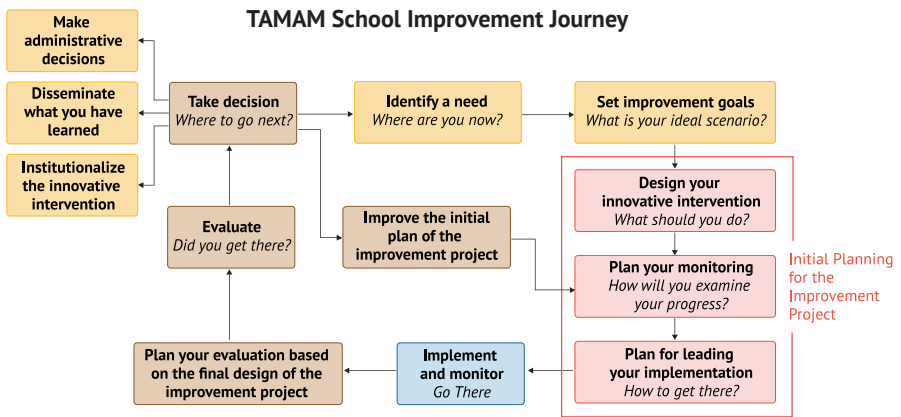


Strategies to train and guide educators in leading school-based improvement

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 is aligned 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 this 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 the school capacity for leading change. Throughout the journey, TAMAM coaches guide and support the lead team members to acquire the TAMAM competencies and skills along with the necessary 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 that facilitates their professional learning. They also negotiate with the school's administration to provide supportive conditions that ensure sustaining the lead team's engagement in TAMAM activities and developing their commitment towards leading school improvement long after the gradual withdrawal of the coaches.

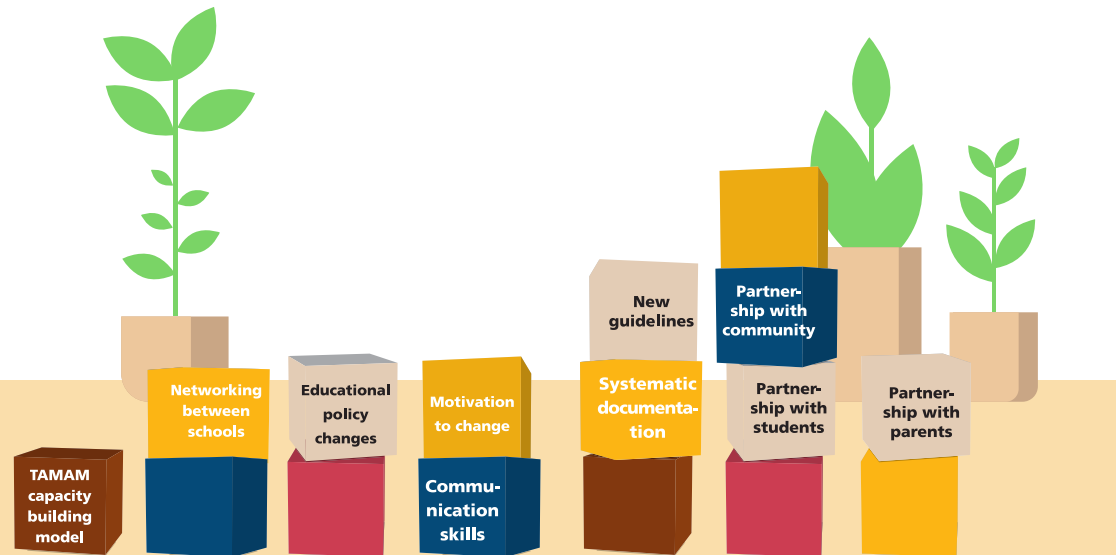


Evaluation framework with tools and criteria to evaluate impact

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.

04 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 strategies that target the collective learning of practitioners and institutions and expand to students, parents, educators, and policy makers 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 educators in universities 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.



05 The People Behind TAMAM

TAMAM is led by a Steering Team that is supported by an Advisory Board and country hub coordinators.

ADVISORY BOARD

Dr. Sally Al Turki

Chair of the Advisory board, Al Dahran Ahliyah School, KSA

Sheikh Khalid Al Turki

Chairman of Al Turki Holding Company, KSA

Dr. Saouma BouJaoude

Associate Dean and professor, Faculty of Arts and Sciences, AUB

Dr. Abdullah Ambusaidi

Under-Secretary for Education at the Ministry of Education, Oman, Director of Humanities Research Center, and professor, Sultan Qaboos University, Oman

Dr. Adnan Al Amine

Professor at Lebanese University and consultant for Education and Youth Program at Issam Fares Institute for Public Policy and International Affairs (IFI) at AUB

Mrs. Diana Gammoh

Academic Director, Al-Asriyyah School, Jordan

Mrs. Ilham Komaty

Educational policy expert, Lebanon

COUNTRY HUBS' COORDINATORS

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Under-Secretary for Education at the Ministry of Education, Oman, Director of Humanities Research Center, and professor, Sultan Qaboos University, Oman

Dr. Ali Al Bulushi

Director of Community Service and Continuing Education Center and associate professor, Sultan Qaboos University, Oman

Mr. Khaled Al Bassami

Assistant director of Education, Deputy Office, Ministry of Education, Oman

Mrs. Diana Gammoh

Academic Director, Al-Asriyyah School, Jordan

STEERING TEAM

TAMAM is led by a Steering Team consisting of action researchers, researchers, designers, consultants and coaches who are engaged in research and development processes to design, implement, evaluate and refine learning experiences and school-based improvement interventions to build the leadership capacity of schools for sustainable improvement.

Dr. Rima Karami

Creative director and principal investigator

Ms. Rola Katerji

Project manager and program designer

Ms. Diana Sarieddine

Senior coach and program designer

Ms. Feyrouz Salameh

School and community partnership specialist

Ms. Rayana Saad

Logistics coordinator

Ms. Hadeel Dbaibo

Administrative coordinator

Ms. Nidal Jouni

TAMAM coach, Al Maymouna Education schools

Ms. Rania El Hage

TAMAM coach, Lebanese Public Schools

Ms. Rayan Katerji

TAMAM coach and program designer

Ms. Yusra Khattab

Program coordinator and research assistant

Ms. Noha Chaar

Researcher

Ms. Mariam Yamout

Research assistant

INTERNATIONAL PRIMARY RESEARCH COLLABORATORS

Dr. Julia Mahfouz

Assistant Professor, University of Colorado Denver, School of Education and Human Development

06 The TAMAM Community

The TAMAM community includes several public and private schools in various Arab countries that lead sustainable school-based improvement in partnership with researchers and coaches from various collaborating universities and centers. Many of these schools continue beyond participating in the TAMAM leadership capacity building program through their active membership in TAMAM Network and engagement in its research and development activities as well as contributing in the scalability and sustainability of the TAMAM movement.

PARTICIPATING SCHOOLS



LEBANON HUB

Public Schools

- Bzal Mixed Public School
- Dhour Shweir Public School
- El Ghubairi Second Mixed Public School
- El Tarbiya Al Haditha Public School for Girls
- Jezzine Elementary Public School
- Kfar Roumman Intermediate Public School
- Nazih Bizri Public School
- Rachel Edde Public School
- Shakib Erslan Public School

Schools serving Palestinian refugees

- Haifa Mixed Intermediate School

Private Schools

- Al Kawthar Secondary School
- Hariri High School II
- Lebanese International School
- Saint Mary's Orthodox school

+ 20 public schools whose members were trained on TAMAM program under Dirasati Project

Schools serving Syrian refugees

- Al Maymouna Education School, Berkayel, Akkar
- Al Maymouna Education School, Fakiha, Bekaa



JORDAN HUB

Private Schools

- Al-Asriyya Schools
- Al Bayan School
- Ahliyyah School for girls and Bishop School for boys
- Al Manhal International School
- Al Saada School
- Amman Baccalaureate School
- Amman National School
- Montessori School
- Philadelphia National Schools
- Spring Hill International School
- The Baptist School



KUWAIT

Private Schools

- Al-Bayan Bilingual School



Public Schools

- Aisha Um El Momenin Post Basic Education School
- Al Ethaar Basic Education School
- Al-Ezdihar Basic Education School
- Al Mashariq Basic Education School
- Al Wadi AlKabir Post Basic Education School
- Hail Al-Awamer Post Basic Education School
- Kaab Bin Zaid Basic Education School
- Aasia bint Al-harith Basic Education School
- Wadi Al Maawil Basic Education School
- Al- Elya Basic Education School
- Asheikh Hamed Bin Obaid Assolaimi Basic Education School



KINGDOM OF SAUDI ARABIA

Private Schools

- Dar Al Fikr School
- Dhahran Ahliyya School for Boys
- Dhahran Ahliyya School for Girls

Public Schools

- Princess Nora University Schools – PreSchool
- Princess Nora University Schools –Elementary School
- Princess Nora University Schools – Middle and High School



EGYPT

Public Schools

- Assiut Altajribya
- Khadija Youssef High School
- Issmat Afifi Middle School



QATAR

Public Schools

- Abu Baker Assedeek Preparatory Independent School
- Ahmad Bin Mohamed Al Thani Independent Secondary School



PALESTINE

Private Schools

- Al Hasad Typical School



SUDAN

Private Schools

- Ahfad High School

COLLABORATING UNIVERSITIES AND CENTERS

- Al-Ahfad University for Women, Sudan
- American University of Beirut, Lebanon
- American University of Cairo, Egypt
- Arab Open University, Jordan
- Assyut University, Egypt
- Center of Civic Engagement and Community Services
- Makassed Philanthropic Islamic Association
- Nature Conservation Center
- Princess Noura Bint AbdulRahman University, KSA
- Qatar University, Qatar
- Sultan Qaboos University, Oman
- The Lebanese University, Lebanon

07 TAMAM Sponsors

The Arab Thought Foundation has been providing TAMAM with a generous fund that extends over its four phases. TAMAM then received several designated funds that aim to build the capacity of Lebanese public schools, schools serving vulnerable Palestinian and Syrian refugees. In 2020, Oman hub coordinators secured a generous research grant to investigate the factors that affect the implementation of educational reform based on the TAMAM Capacity Building Program in the Omani context.

MAIN SPONSOR



SINCE 2007

DESIGNATED FUNDS



2015-2018



2018-2022



2020-2024

RESEARCH FUNDS



Ministry of Higher Education,
Research & Innovation

2020-2022

Testimonials

“The growth achieved from our experience with TAMAM, on both the personal and professional levels, is invaluable. The knowledge attained and the values developed as a result have shifted our professional standards, hence impacting our educational practices in many ways. Our understanding of change and school-based improvement made us realize our responsibilities in relation to our partnerships with various educational stakeholders and prepared us to overcome the array of challenges we face through employing effective educational approaches and strategies. All this in place shall establish for a broader and more comprehensive social development - this is what we hope for and aspire to achieve. Thank you and bless your efforts.”

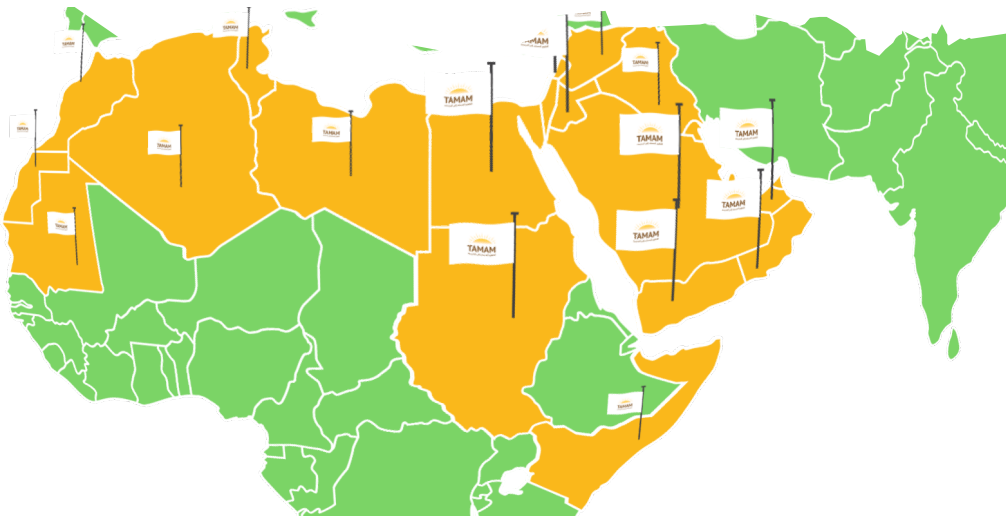
–Mrs. Fatima SalemeH

Principal of El Ghobeiry Second Mixed Public School- 2018

“Checking the international literature provides a rich review of all the concepts around which the TAMAM eleven pillars were built however, TAMAM provided these concepts with special meanings and contextualized definitions grounded in the practitioners’ everyday experiential practices.”

– The late Ms. Rana Ismail

Vice General Manager of Education Affairs-Al Mabarrat Association and
Principal of Al Kawthar Secondary School - 2018



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TAMAM Movement



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