

## TAMAM II PROPOSAL – OCTOBER 18, 2010

### BACKGROUND

TAMAM in Arabic means “complete, finished, great” but it is actually an acronym that stands for: Reform that is grounded in the school. The TAMAM project began in summer of 2007; it is now in the last year of its three-year first phase.

TAMAM Project is an attempt at educational reform in the Arab world that combines research and development in bringing about and supporting school based initiatives for school improvement. It is a collaborative project between a team of researchers at the Department of Education at AUB and a total of 12 public and private schools in Lebanon, Jordan and the Kingdom of Saudi Arabia. The project is funded by the Arab Thought Foundation. TAMAM was launched in 2007 with 9 private schools, 3 in each of those countries. In 2008, 3 public schools from Lebanon were added to the schools.

The first phase of TAMAM lasted for three years and consisted of three main activities:

1. **Building capacity of school teams in 9 private schools:** In each of the three countries, three private schools were selected and a team was formed in each of the schools to receive training on collaborative action research, reflective practice, evidence-based planning and decision making, and leadership for school-based improvement. Training included a series of six workshops with intermittent site visits for follow-up as well as for data collection. The participating schools all have now a team who has completed the training in this phase. The nine private school teams are currently engaged in institutionalizing what they learned through TAMAM in their schools; going beyond introducing limited innovations toward planning and orchestrating school wide reform as “agents of change” with the goal of spreading the culture and skills of “inquiry” around their school. They are now in the process of planning how to proceed next in using the skills they learned so far to trigger “transformative/cultural” change in their schools.
2. **Building capacity of 3 public school teams:** The three public schools that joined the TAMAM project constitute another cohort of schools undergoing the building capacity process of TAMAM. While working toward the same goals, and grounded in the same principles, the process this cohort is following is a slightly different version that that was modified both to fit their unique needs and to build on the lessons that the AUB team learned.
3. **Conducting Research** The TAMAM Project is attempting to address the following focal research question: How do change agents, processes, and contextual factors interact in an Arab school to enable or handicap sustainable innovation to increase students’ abilities and improve attitudes for lifelong learning? This main question is being answered by three research studies addressing its different facets and using different types of research methodologies:

***3.1 “The TAMAM Project: Developing a culturally grounded model for building self-renewing schools”.*** This first study presents the TAMAM Project as a new reform attempt in the Arab world that combines research to development in bringing about and supporting school based initiatives for school improvement. It outlines the initiation stages of the Project from the perspectives of the Project initiators and participants. It also depicts the culturally specific factors that shaped the conceptualization and design of this Project. The main focus of the paper is a comparative analysis of the TAMAM

Project to the current trends of educational reform in the Arab World. The paper concludes with a critical analysis of the Project in light of the international theoretical literature on school reform.

**3.2 “Impact of collaborative action research on inquiry skills, habits of mind, and orientations toward action research and collaboration: The case of a school-based project in an Arab context”** This study investigates the impact of engagement of TAMAM school teams in collaborative action research experience on targeted elements of habits of mind, specifically inquisitiveness, reflection, and evidential decisions and on orientations toward action research and collaboration. The paper analyzes how this is mediated by the school and project contextual factors.

**3.3 “Building capacity for school-based improvement in the Arab World: Challenges faced and lessons learned”** The third study examines the process of designing and implementing the professional development program adopted within the TAMAM Project by analyzing the challenges faced during the implementation stage and how they were addressed. The purpose of this paper is to generate recommendations to inform future attempts for professional development for school improvement based on the lessons learned from this experience.

## **PLANS FOR PHASE II OF TAMAM**

Phase II in TAMAM consists of three main goals:

1. Sustaining the gains in the 12 schools that participated in phase 1 through providing support in the form of resources and on-going training to the existing school improvement teams as they work on school wide improvement at their respective schools.
2. Expanding TAMAM:
  - 2.1. Through establishing country teams in the same phase 1 countries [Lebanon, KSA and Jordan] and building their capacity to play the same role of catalyst for change that the AUB team played originally in phase1. As such those country teams will take charge of recruiting additional schools in their respective countries to participate in the TAMAM project and go through its building capacity process.
  - 2.2. Through building country teams in three new countries [Egypt, Bahrain, Oman] composed of schools, university representatives and ministry representative- [as in phase1] and inviting those schools and universities to participate in the building capacity process that the continuing schools completed in phase1.
3. Expanding research on TAMAM’s focal research question
  - 3.1. Developing a research framework to address TAMAM’s focal research question
  - 3.2. Expanding and developing a research infrastructure to support, document and disseminate research activities of TAMAM.

Consequently, phase II of TAMAM will consist of implementing four major activities. These are:

1. **Activity 1:** Continue building capacity of TAMAM I private schools and establish country teams in those countries to expand TAMAM within the same countries of Phase I.

2. **Activity 2:** Complete the building capacity process with the existing TAMAM Lebanese public schools
3. **Activity 3:** Select new countries and new schools and expanding the TAMAM activities to those schools.
4. **Activity 4:** Expanding research on TAMAM’s focal research question

**Below is detailed description of the 4 above activities.**

### **ACTIVITY 1**

***Continue building capacity of TAMAM I private schools and establish country teams in those countries to expand TAMAM within the same countries of Phase I.***

Phase I of TAMAM is in the last stage of its third year. Currently, The 9 private schools teams are engaged in institutionalizing what they learned through TAMAM in their schools; going beyond introducing limited innovations toward planning and orchestrating school wide reform as “agents of change” with the goal of spreading the culture and skills of “inquiry” around their school. They are now in the process of planning on how to proceed next in using the skills they learned so far to trigger “transformative/cultural” change in their schools.

#### **Goals**

Activity 1 in phase II will focus on two main goals:

1. Sustain and develop the activities in which the existing TAMAM schools have participated and support the momentum that has been created at the school level.
2. Work with a select group of current TAMAM team members, including universities and Ministry of Education staff members, to plan, establish and manage country teams in their countries as a step toward and expanding TAMAM to include new schools from that country.

#### **Proposed Strategy**

##### ***1. To Sustain the Activities in Phase I TAMAM schools***

- 1.1.*** Continue the building capacity process to support the current school teams in their new role of school improvement agents at their respective schools.

##### ***2. To Establish Country Teams in the Phase I Countries***

- 2.1. Form a country team in each of the three countries in which TAMAM Phase I was implemented (Jordan, KSA, and Lebanon) to oversee and coordinate the activities of the TAMAM Project in their countries. Each team will be drawn from members of TAMAM schools and representatives of the MOE and university of that country.
- 2.2. Build capacity of those teams to prepare them to take responsibility of overseeing, coordinating and supporting all TAMAM project activities in their countries in the continuing schools as well as work on expanding TAMAM to new schools.
- 2.3. Establish a process to continuously monitor and coordinate the work of the country teams in each country with the *TAMAM AUB Team*.

### **ACTIVITY 2**

***Complete the building capacity process with the existing TAMAM Lebanese public schools***

Phase I of TAMAM work with public schools has completed its first year. These schools have completed a series of workshops and activities covering action research skills. The schools selected

a problematic area as the focus of their in depth inquiry cycle, collected data on the nature of the problem area and are currently in the process of designing a plan for action to address this problematic area. The AUB team is working closely with the school team members on developing this plan of action and developing a proposal for their action research project and will continue work with them until they implement their proposed action and evaluate it. The target date to complete this cycle is set for December 2011.

### **Goals**

Activity 2 in Phase II of TAMAM will focus on achieving the following goals:

1. Assist the public school teams to develop a plan for an intervention that address the problematic area they identified.
2. Assist and support those teams in implementing that intervention
3. Assist and support those teams in monitoring and evaluating the impact of their intervention.
4. Assist the public school teams in writing a report that documents their experience and the results they achieved.
5. Provide all needed training to the public school teams to achieve all the above.

### **Proposed Strategy**

*To continue the work with the public schools, it is proposed that the current process continue and that is a TAMAM AUB team member with a research assistant will work with the public school through:*

1. Periodic visits to the schools will be conducted to follow up on their progress and respond to their specific needs.
2. Workshop for all the school will be organized to cover the skills they need to complete their task and develop capacity as a school improvement team in their respective school.

## **ACTIVITY 3**

*Expand the TAMAM project to new countries by selecting new schools and expanding the TAMAM activities to those schools*

The AUB TAMAM team has sufficient experience gained from working with existing TAMAM schools to start the process of including schools from other countries in the Arab World. After deliberation with the ATF three countries were selected as potential sites for expanding TAMAM. The AUB team is beginning now the process of exploring the available human resources in those countries to select university hubs that can house the TAMAM project as well as potential schools that will be willing to participate in its activities. Presently, we are exploring the possibilities of including Egypt, Oman, and Bahrain.

### **Goals**

Activity 3 in phase II of TAMAM aims at achieving the following goals:

1. Build the capacity of the university faculty members selected for participating in TAMAM II to coordinate and actively contribute to the training and follow up support that will be needed for the participating schools as they work on their TAMAM school project. This will be done in coordination with the AUB TAMAM Team.
2. Build capacity of the country teams consisting of university faculty, ministry of education, and school team representatives from each of the selected countries to prepare them to work together on professional development and school-based research activities.

3. Promote the values of evidence-based decisions through a variety of means within their school and among other TAMAM schools with the country in conjunction with the university and ministry. Additionally, promote evidence based decisions in schools not involved in the project.
4. Promote a culture of collaborating and inquiring communities within and among the schools teams, with schools teams from other countries, and with the AUB TAMAM team.

### **Proposed Strategy**

The TAMAM AUB Team proposes to include nine schools from Egypt, Oman, and Bahrain. Selecting schools from Egypt is a logical step at this stage because Egypt is the largest Arab country with the oldest and largest educational system in the Arab world. Selecting schools from Oman and Bahrain will add to the mix of TAMAM schools. Those two countries were targeted as countries that have been active lately in many attempts at educational reform. Feasibility and ease of access were major consideration during the selection process of prospective countries due to the rigid bureaucratic structure of most Ministries of Education of education in the Arab Countries which makes access to schools and the ability to work with them on an innovative project very difficult. Moreover, the TAMAM regional team will be building on many lesson learned from the obstacles faced in Phase I as they finalize the country, university and school selection for this next phase. As in Phase I, three schools will be selected from each of these countries.

### **SELECTION OF SCHOOLS AND TEAMS FOR PHASE II OF TAMAM**

1. ***Procedures to identify schools to participate in phase 2 of TAMAM.*** The following procedures will be used to identify schools to participate in TAMAM 2:
  - 1.1. A number of university faculty members from Egypt, Oman, and Bahrain will be identified in collaboration between TAMAM and ATF. Those faculty members could be invited to a TAMAM Workshop during which they will be initiated into the culture of TAMAM, its processes and procedures and they can interact with schools teams from other countries.
2. ***Criteria for selecting schools to participate in Phase II of TAMAM.*** The TAMAM Project Regional Team will select schools to participate in TAMAM based on the following criteria:
  - 2.1. The school could be private or public
  - 2.2. The school has been an innovating school for at least three years, i.e.: it uses innovation teaching practices, has continuing improvement efforts with at least one project going on at the time of the study, and focuses efforts at improving student learning.
  - 2.3. The school is generally regarded as effective by members of the community and the Ministry of Education.
  - 2.4. The school follows the Country curriculum.
  - 2.5. The majority of its personnel are Arabs.
  - 2.6. The Ministry of Education and the school administration (if the school is private) are willing to provide time release for teachers and administrators and to attend training 2-3 times and conferences as needed.
  - 2.7. The Ministry of Education and the school administration (if the school is private) are willing to give the **TAMAM Researchers** permission to collect data related to the projects in the schools. The data may take different forms such as questionnaires, interviews, focus groups, participant observation in the classrooms, testing students by using a variety of instruments and tests provided by the project and submit the results for the use of the study.

3. **Criteria for selecting members of the school team.** Members selected in school teams should have the following characteristics:
  - 3.1. Are experienced teachers who has shown leadership potential and are highly regarded by their peers
  - 3.2. At least one of the team members should be a teacher who currently holds supervisory/administrative responsibility at the school [coordinator, head of department....]
  - 3.3. Are able to work cooperatively in teams of approximately 4 members in the school.
  - 3.4. Are Arabs.
  - 3.5. Have the potential, interest and willingness to be trained to do research.
  - 3.6. Are willing and able to travel to Beirut (or another country in which there is a TAMAM Country team) for training
  - 3.7. Can read and take training in either Arabic or English;
  
4. **Role and Criteria for selecting the ministry of education representatives.** The Ministry of Education representative is expected to act a liaison with the Ministry. In this capacity, he or she is expected to assist in obtaining necessary permissions from the Ministry, facilitate access of TAMAM regional and Country staff to Ministry decision makers, and help in addressing any arising problems. In addition, the representative is expected to participate in the activities organized by the country teams. The criteria for selecting the Ministry of education representative include the following:
  - 4.1. Has several years of service with the Ministry.
  - 4.2. Has enough weight in the Ministry;
  - 4.3. Has participated or is currently involved in school improvement/reform projects in the ministry
  - 4.4. Preferred to have had experience as a school practitioner
  - 4.5. Is bi-lingual in English-Arabic;
  - 4.6. Is able and willing to make presentations on the project;
  - 4.7. Can attend meetings or conferences outside his or her country.
  
5. **Role and Criteria for selecting cooperating universities.** Phase II of TAMAM will aim at identifying department of education in a local university in the selected country that will serve as a supportive hub for the TAMAM activities carried in that country. It should have the following characteristics:
  - 5.1. Supportive of and/or aligned with the goals and methodology of the TAMAM project;
  - 5.2. Flexible to the extent that would be supportive of the person's activities in relation to TAMAM and would allow those involved to invest the time needed to make their involvement effective;
  - 5.3. Prepared and authorized to permit those involved to attend the meetings in the same country and to go outside the country to attend international meetings; Supports the use of qualitative research methodologies
  
6. **Role and Criteria for selecting the local university faculty team members.** The local university faculty team members, who typically comes from the college of education of the university, can play the role of a researcher, a contributor to training, and a resource person for school teams as well as be a liaison between the project and the university for the purpose of introducing research based finding to other college of education faculty members. The university faculty member should have the following characteristics:
  - 6.1. Is prepared to commit to continue working with the project over a period of at least 4 years;

- 6.2. Has worked and trained teachers in order to introduce new ideas in schools and follow through to see their actual implementation;
- 6.3. Has confidence in the ability of teachers – not only experts – to be change agents;
- 6.4. Can free up the amount of time needed for the project (both to attend international meetings and training and to work actively with the schools in own area);
- 6.5. Is an activist, self starter, and initiator; Is a team worker/player and is ready to put group goals ahead of personal power position;
- 6.6. Has understanding of how to build an effective team and can identify and form a team of like minded educators to support the work of TAMAM
- 6.7. Is bi-lingual, able to use both English and Arabic to teach and learn;
- 6.8. Is able and ready to use multiple methods of research, including qualitative methodologies;
- 6.9. Can attend meetings and workshops, or conferences inside and outside his or her country.
- 6.10. Has at least an MA in some aspect of education, preferably a doctorate
- 6.11. Preferably, has some experience in working on internationally based projects.

#### **ACTIVITY 4**

##### **Expanding research on TAMAM's focal research question**

Phase I TAMAM research will be expanded in terms of developing a research framework to address TAMAM's focal research question, expanding the research infrastructure for promoting, supporting, documenting and disseminating TAMAM's research, and availing research opportunities for all members of TAMMAM community.

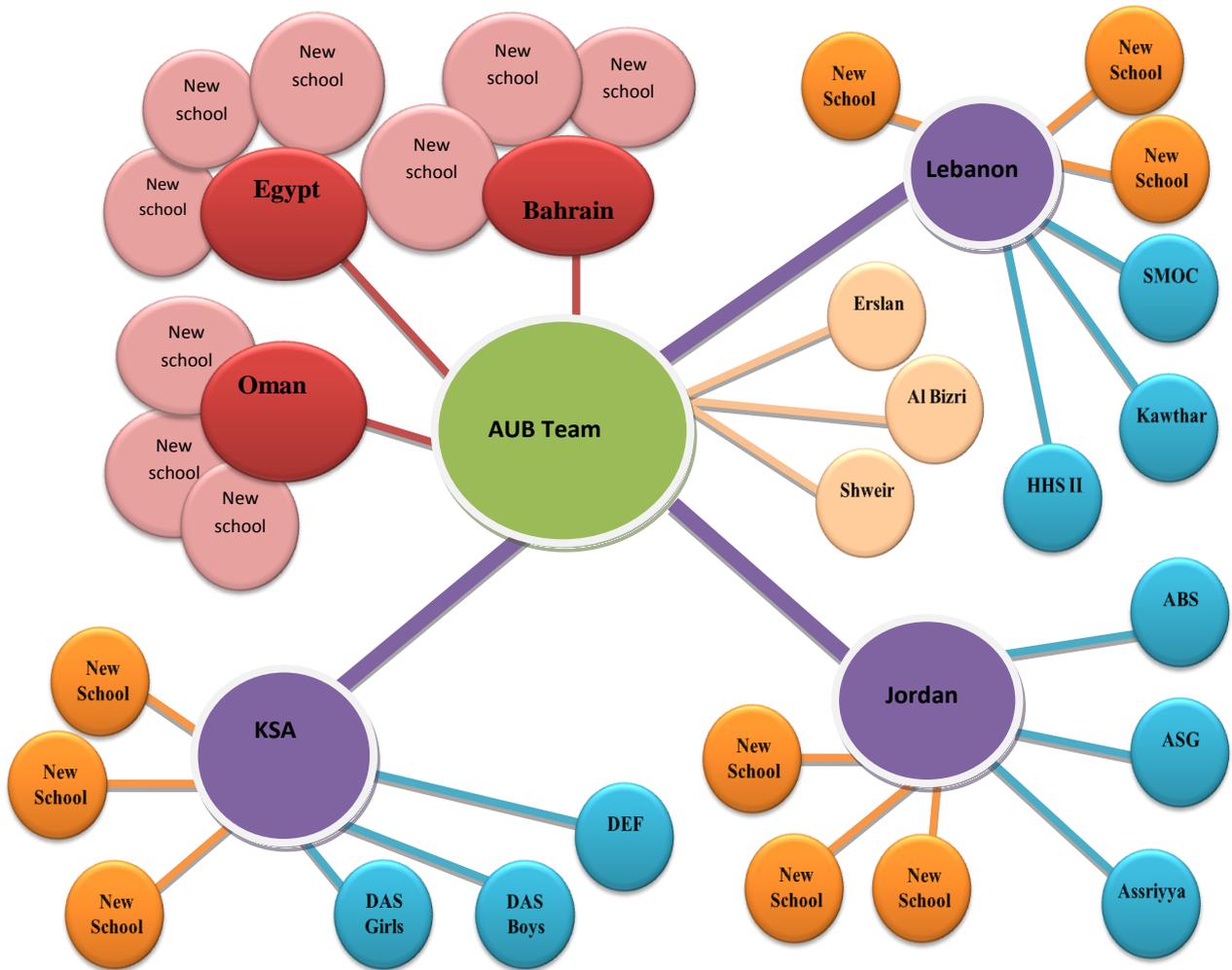
##### **Goals**

1. To develop a research framework to address TAMAM's focal research question
2. To help define an evolving research agenda for TAMAM
3. To promote and support research activities of the TAMAM community
4. To document TAMAM's research activities
5. To disseminate TAMAM's research
6. To develop a research quality control system

##### **Proposed Strategy**

A shared research framework will be developed to answer the focal TAMAM's research question. A system for preparing and submitting research proposals will be developed and communicated to all members of TAMAM community and accordingly a yearly research agenda will prepared and shared. TAMAM will support all accepted research proposals through research assistance and consultancy, supplies and instruments. A true database for storing and retrieving TAMAM data sources and instruments will be developed and made available on-line to TAMAM community. A system for dissemination of TAMAM's research reports will be developed and made available to all. A system for research quality control will be developed and applied.

## **STRUCTURE OF TAMAM II**



## ORGANIZATION OF TAMAM II

1. A Steering Committee consisting of the PI's will be formed at AUB to act as the regional coordinator of TAMAM activities. It will also act as the Country TAMAM II TEAM in Lebanon
2. A Project Director will be selected to be the business manager of all TAMAM activities as well as be the official representative of TAMAM, and the general overseer of the TAMAM project.
3. Three conveners will be in charge of the four activities as follows:
  - a. One convener for Activities 1 and 2
  - b. One convener for Activity 3
  - c. One convener for Activity 4
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  - a. One convener for Activities 1 and 2
  - b. One convener for Activity 3
  - c. One convener for Activity 4

**Notes**

1. The conveners of TAMAM project are AUB university faculty members and thus work on a time release or summer salary basis.
  2. Many of those who do specific tasks are hired as TAMAM consultants
  3. Only a few individuals will be hired on a full time basis.
6. Country TAMAM teams will be formed in each of the three countries in which TAMAM Phase I was implemented (Jordan, KSA, and Lebanon). Each Country Team will be drawn from TAMAM members of the country and representatives of the MOE and university. These teams will be responsible for continuing the work with the schools at the country level and to expand TAMAM in their school as well as in at least three new schools. These teams will be called the “**TAMAM Country Teams**”. The work of the TAMAM Project Country Teams will be implemented in cooperation with the TAMAM AUB Team located in Beirut.

## **FUNCTIONS OF TAMAM II TEAMS AND STAFF**

1. **Functions of the Steering Committee.** *TAMAM* Steering Committee will have the following functions:
  - 1.1. Act as the strategic planning and governing body for the project; lead the project keeping with the TAMAM vision, approaches and pillars. Decisions are reached by consensus.
  - 1.2. Oversee the planning and the implementation of all the activities of the AUB TAMAM team as well as those of the participating countries and schools
  - 1.3. Approve the yearly project budget
  - 1.4. Approve the yearly plan prepared by the conveners for the four project activities
  - 1.5. Approve the action plans submitted by the conveners
  - 1.6. Organize training for TAMAM Project schools and university teams when needed
  - 1.7. Organize regional meetings and conferences
  
2. **Functions of the conveners**
  - 2.1. Manage and be responsible for the activities under their mandates
  - 2.2. Plan, implement, and evaluate action plans approved by the Steering Committee
  - 2.3. Submit plans to the Steering Committee for consideration
  - 2.4. Coordinate with other conveners regarding all academic activities
- 2.5. Refer to and coordinate with the Project Director in all matters that relate to business or external relations
  
3. **Functions of the Project Director**
  - 1- Represent TAMAM, act as the project liaison with the ATF, and act as the TAMAM spokesperson.
  - 2- Manage the financial aspects of the project including the budget
  - 3- Oversees the project activities.
  
4. **Functions of TAMAM Country Teams.** The TAMAM Project Country Team will have the following functions:
  - 4.1. Coordinates the activities
  - 4.2. Encourage new schools to join TAMAM
  - 4.3. Provide initial and follow-up training for new schools
  - 4.4. Provide mentoring school staff
  - 4.5. Provide field support
  - 4.6. Act as a link between schools and AUB TAMAM Team
  - 4.7. Organize Country meetings/conferences
  - 4.8. Contribute to research conducted in the context of TAMAM.