Sustainable Development in the Education System in the Arab Region

Mariam Al-Khatib

Research Affiliate, Chemical Engineering, Al Quds University-Palestine

maryamhkhatib@gmail.com

Abstract

Focusing on nurturing human well-being is crucial for developing a sustainable future. Well-being in education and scientific research fosters engaged, motivated, and enthusiastic individuals in society. These sectors are key to human development; empowering individuals with the necessary tools that directly impact performance and productivity, leading to better learning outcomes and more advanced scientific contributions. This paper aims to investigate innovative solutions and policy tools for enhancing human well-being and research-based learning in the Educational System in the Arab Region. Its objectives are to raise awareness, identify challenges, and recommend policy tools to improve the well-being of students and researchers. Methods used included case studies, literature reviews, comparative analysis, and personal experiences. The paper focuses on the issue of a fixed mindset culture within the educational system and stakeholders in the Arab Region. The goal is to shift from an inherited fixed mindset to a growth mindset, requiring reprogramming, extensive research, and implementing alternative educational methodologies. Raising awareness and educating parents and students about the benefits of a growth mindset is crucial. A key recommendation is to replace final exams with research papers and capstone projects, which can accelerate sustainable development by promoting critical thinking, problem-solving, and research skills. This educational approach reduces test anxiety, improves performance, and allows students to address real-world issues beyond theoretical knowledge. By scanning the literature and case studies on this subject, the paper discusses how integrating social and emotional learning into educational curricula and research organizations provides essential pedagogy to equip learners with the skills necessary to strengthen their well-being and promote 21st-century learning. This holistic approach enhances individual development and contributes to the broader goal of sustainable development. Since human well-being is one of the SDG goals, our research focuses on promoting it as an attempt to help the whole education system achieve sustainability.

Keywords: Social and emotional learning; Fixed mindset; Growth mindset; Stakeholders

التنمية المستدامة في النظام التعليمي في المنطقة العربية

مريم الخطيب

باحث منتسب، الهندسة الكيميائية، جامعة القدس-فلسطين

maryamhkhatib@gmail.com

ملخص

إن التركيز على رعاية رفاهية الإنسان أمرٌ بالغ الأهمية لتطوير مستقبل مستدام. إن الرفاهية في التعليم والبحث العلمي تعزز الأفراد المنخرطين والمتحمسين في المجتمع. وهذه المسائل أساسية للتنمية البشرية؛ فمن خلال تمكين الأفراد بالأدوات اللازمة، يكون هناك تأثيرٌ مباشر على الأداء والإنتاجية، مما يؤدي إلى نتائج تعليمية أفضل وإسهامات علمية أكثر تقدمًا. يهدف البحث إلى إيجاد حلول وأدوات سياسية مبتكرة لتعزيز رفاهية الإنسان والتعلم القائم على البحث في النظام التعليمي في المنطقة العربية. وتتمثل أهدافه في رفع مستوى الوعي وتحديد التحديات والتوصية بأدوات السياسة لتحسين رفاهية الطلاب والباحثين. تستخدم هذه الدراسة جمع البيانات من خلال دراسات الحالة ومراجعات الأدبيات والتحليل المقارن والتجارب الشخصية. ويتناول البحث قضية ثقافة العقلية الثابتة داخل النظام التعليمي والأطراف المعنية في المنطقة العربية بهدف التحول من العقلية الثابتة الموروثة إلى عقلية النمو، الأمر الذي يتطلب إعادة البرمجة، والبحث المكثف، وتنفيذ منهجيات تعليمية بديلة. يعد رفع مستوى الوعي وتثقيف أولياء الأمور والطلاب حول فوائد عقلية النمو أمرًا بالغ الأهمية. وتتمثل إحدى التوصيات في الاستعاضة عن الامتحانات النهائية بالأوراق البحثية والمشاريع النهائية، التي يمكن أن تعمل على تسريع التنمية المستدامة من خلال تعزيز التفكير النقدي، وحل المشكلات، ومهارات البحث. يقلل هذا النهج من قلق الاختبار، ويحسن الأداء، ويسمح للطلاب بمعالجة قضايا العالم الحقيقي بما يتجاوز المعرفة النظرية. علاوة على ذلك، فإن دمج التعلم الاجتماعي والعاطفي في المناهج التعليمية والمنظمات البحثية يوفر طرق تدريس أساسية لتزويد المتعلمين بالمهارات اللازمة لتعزيز رفاهيتهم وتعزيز التعلم في القرن الحادي والعشرين. وهذا النهج الشامل لا يعزز التنمية الفردية فحسب، بل يسهم أيضًا في تحقيق الهدف الأوسع المتمثل في التنمية المستدامة. بما أن رفاهية الإنسان هي هدف من أهداف التنمية المستدامة، يركز هذا البحث على تعزيزه لتطوير النظام التعليمي بأكمله وتحقيق الاستدامة.

الكلمات المفتاحية: التعلم العاطفي، عقلية ثابتة، عقلية النمو، المشاركون

1. Introduction

With counseling, support systems, stress management workshops, and other wellbeing programs there will be an increase in emotional regulations, improvement in social relationships, and reduction in the symptoms of anxiety, depression, and stress which in return accelerates sustainable development (Smith & Jones, 2020). Educational institutions follow a standardized curriculum, the teacher is the primary, if not the only, source of knowledge, and memorization and examinations are the scale of the student's success. Instead, institutions should change standardized curricula to prioritize sustainable development and human well-being (UNESCO, 2018). Training teachers to integrate real-world case studies and challenges for students to research and initiate changes is key (Smith & Jones, 2020). Sustainability can be incorporated into school projects such as recycling, reusing, and other eco-friendly practices. Encouraging more field trips heavily enhances research through hands-on experiences, allowing students to collect their data and understand the complexity of studied subjects (Johnson, 2017). Exposure to new environments, ecosystems, and cultures will spark new areas of interest for the researcher. This exposes students to a variety of sources of knowledge, as well as, provides them with opportunities to interact with communities and experts that are relevant to the subject or research topic. With such diversity and exposure, students will also mentally prepare themselves for the world once they graduate which will reduce the stress, anxiety, and fear of holding big responsibilities as an adult. By providing experimental learning, connection with nature, and social interactions through field trips, students' well-being will be significantly impacted physically and mentally. The paper will provide two policy reforms, the Social Emotional Learning curriculum, and the Capacity Build Program, to help switch the education system, the stakeholder's mindset and curriculum to integrate social and emotional awareness, and more field and experiment-based learning. This will drastically improve well-being and attraction to education and research and expedite sustainable progress.

1.2 Literature Review

The purpose of this literature review is to explore the existing research on the impacts of sustainable development policies in education systems. This review will summarize key studies on educational reforms, analyze the effects of emotional well-being on student performance, and highlight gaps in the current literature that this policy aims to address.

Research consistently shows that students' emotional well-being plays a critical role in their academic success. Studies by Rattan, Good, and Dweck (2012) suggest that a growth mindset can reduce anxiety and foster resilience in students. Similarly, Blackwell, Trzesniewski, and Dweck (2007) found that students with fixed mindsets are more likely to experience stress and avoid challenges, leading to underperformance and disengagement in academic settings. Several studies have explored how sustainable development can be integrated into educational curriculums. For example, Wals and

Jickling (2002) argue that sustainability education fosters critical thinking and problem-solving skills in students. However, despite the growing awareness of the importance of sustainable development, many educational institutions still rely on traditional methods of teaching, which prioritize rote learning over real-world application (Smith, 2010).

While several studies highlight the importance of emotional well-being in improving academic outcomes, there is a lack of empirical research on the long-term effects of integrating well-being programs into standard curricula. Additionally, most studies focus on Western education systems, leaving a gap in the literature regarding how these findings apply to other cultural contexts. Another significant gap is noted in the research process: I was unable to conduct my findings and had to rely on the results provided by the Head of the Section for Well-being at Al Mawakeb School. This reliance on secondary data presents limitations in the research's depth and breadth, as it does not incorporate firsthand observations or analyses that could provide more nuanced insights into the well-being initiatives at the school. Consequently, this gap may affect the paper's conclusions and implications for policy and practice, as firsthand data collection is essential for a comprehensive understanding of the effectiveness of well-being strategies implemented within educational institutions.

In conclusion, the existing literature highlights the importance of addressing emotional well-being and sustainability within educational reforms. However, there remains a significant gap in the implementation of these programs in diverse educational contexts. This policy paper aims to address these gaps by proposing reforms that prioritize emotional well-being and sustainability in education.

2. Fixed Mindset vs. Growth Mindset

According to Carol Dweck, a Stanford University Psychologist, people with a fixed mindset believe that humans are born with a certain level of intelligence, talents, and abilities that are fixed and can't be changed (Dweck, 2006). With a fixed mindset, you believe that your intelligence is static and a deep-seated trait that's unchangeable. People with such mindsets avoid challenges because they are afraid of failure, they give up easily because they assume that they do not have the level of intelligence and can never reach it. People with such mindsets are constantly trying to prove themselves by evaluating if they are smart enough, intelligent enough, and successful enough. With a fixed mindset, you are allowing a very limited space for your creativity and skills to expand and grow. Throughout my personal experience and thorough research, it has been very clear that this mindset is highly spread in the Arab region, especially in schools.

One way the educational system is stuck in a fixed mindset is because of its focus on the results of test scores rather than the learning growth. The standardized testing culture is the measure of the student's achievements. It focuses on giving a score on the memorization of a narrow set of skills and procedures. These tests are the same for all students regardless of the individual's strength and

learning style. The format of these tests is multiple choice questions and short answer formats. This limits the students from capturing the full range of their abilities and potential. Despite all these factors affecting the individual's performance, you must get a good grade to be accepted in college admissions, and future career opportunities and to avoid any funding cuts or negative evaluations that are based on your grades. For that, students see that grades are a reflection of their fixed intelligence rather than a result of their efforts.

Another way the educational system is stuck in a fixed mindset is the environment that is created where failure is unacceptable and stigmatized. The traditional grading system which often categorizes students into fixed labels (A+, A, B, C, F) creates a belief that this is a student's potential and their level of intelligence and therefore fosters a fear of "F" failure. College admissions that accept applicants based on a score of a single examination adds extreme pressure on the student which amplifies the stigma around failure. Students fear the judgment of their peers, teachers, or parents if they make any mistakes. The key stakeholders (faculty, educators, and policymakers) of the educational system do not highlight the idea that making mistakes is a natural part of the learning process. The system encourages a competitive environment where students are constantly compared to one another to pick students for awards and scholarships based on their test scores. This comparison can intensify the fear of failure as students may feel the pressure to a certain standard that they need to measure up to. Many educational systems in the Arab region would expel students from school if they continuously do not do well in their tests because they are ruining the class's average. Instead, they should be providing extreme attention, excess support, and resources to recognize the challenge and address it. Fear of the consequences that may arise with failing creates a great impact on the fear of failing and how unacceptable it is. Stigmatization of failure can affect the students' mental health extremely. It causes anxiety, stress, and depression especially if the institution does not promote one's wellbeing.

Most curriculums used in education systems are fixed traditional curriculums that prioritize memorization and testing rather than research, creativity, and exploration. Students are not provided with enough resources and opportunities to express themselves through creativity, critical thinking, and problem-solving. Fixed curriculums in the Arab region are set topics that are predetermined from areas outside the region. They do not necessarily include the culture of the Arab world. It creates a limited mindset on topics that are taught in schools. These curriculums are mostly focused on the memorization of facts and repetition of information rather than encouraging alternative perspectives and promoting critical thinking. "In eleven out of fourteen Arab countries, two-thirds of students or more memorize formulas and procedures in mathematics as a main learning activity in class" (Faour, 2012). Education systems mostly follow the "spoon-feeding" concept. This concept is an instructional approach where a teacher provides the students with all the information that they need thus requiring little to no independent thought from a student. So, for example, a teacher walks into class, teaches her subject, explains the problem, gives the solution, and leaves. She does not encourage

any critical thinking or involve any other thoughts or perspectives. This approach doesn't give space for independent learning and a sense of interaction and collaboration throughout the learning process.

A fixed mindset in the educational systems can impact humans' well-being and overall development significantly. As mentioned before, students will often perceive failure as a direct reflection of their abilities and skills and therefore create complete fear of making any sort of mistakes, and that can cause anxiety, stress, and avoidance of any sorts of challenges. Research indicates that this avoidance limits personal growth, as stepping out of one's comfort zone and learning from mistakes is essential for development (Dweck, 2006). This avoidance also limits their exposure to new experiences and the development of adaptive, resilient, and strong personalities. This mindset contributes to diminishing an individual's self-worth and their trust and hopes of becoming leaders rather than followers. Moreover, students who perform poorly in standardized tests will automatically link it to their level of intelligence and that will lower their self-esteem and confidence and heighten their levels of depression (Blackwell et al., 2007). This constant pressure to prove intelligence through high scores and fear of failure contributes majorly to mental health issues such as the increase in anxiety and depression. Individuals who are in environments that support a fixed mindset will grow to think that their abilities are fixed and therefore limit their career opportunities and even their search for new hobbies or interests.

The Healthy Minds Study is an online survey of common psychiatric symptoms, such as anxiety and depression, designed for college campuses. This study was done at Qatar University in Doha, and the American University of Beirut in Lebanon. They randomly selected students, 6000 from Qatar University, 3000 from American University of Beirut, and 1500 from Education City in Qatar. "The rates of major depression, generalized anxiety, and eating disorder were very similar in EC, QU, and AUB. The results were the following: "The corresponding rate (SE) for major depression in EC was 40.5% (4.1), in QU it was 32.0% (2.7), and at AUB, 38.6% (4.1). The corresponding rate (SE) for generalized anxiety disorder in EC was 38.3%, (3.6), in QU it was 34.2%, (2.8), and at AUB 39.4% (4.2). Similar trends were also noted for eating disorders, with corresponding rates (SE) of 18.8% (4.2), 21.4% (2.4), and 18.6% (3.2) at EC, QU and AUB," (Kronfol et al., 2018). Even though Qatar and Lebanon have very different demographic characteristics, the results were very similar and high in both regions.

Teachers play an important role in the student's relationship with school, education, and learning. If the teacher has a traditional and unprofessional approach the student will right away feel unsafe and therefore feel distant and unlikely to want to continue or succeed in academics. The student will then just depend on memorization of information to receive a good score and move on to the next grade or some will drop out completely. The lack of proper and appropriate preparation from the teacher is the cause of many negative and sometimes traumatic experiences for students. The teacher must be trained and have general knowledge of human psychology, classroom dynamics, and social skills.

According to the United Nations Education, Scientific, and Cultural Organization (UNESCO), "half the Arab countries for which there are adequate data are experiencing a shortage of trained primary school teachers. Substantial proportions of teachers in most Arab countries at all school levels lack pre-service training and readiness for the challenges of a changing society," (Faour, 2012). We cannot be teaching in a traditional fixed way when our society is changing and we are facing far more challenges and obstacles than before. "In four of the countries; Algeria, Morocco, Palestine, and Syria, whose combined population totaled about 90 million – only 6.5 percent of eighth graders, on average were taught by teachers who had professional training on how to improve their teaching skills during the two years preceding 2007," (Faour, 2012).

"Unfortunately, in much of the Arab world school climates are generally negative. Many students do not feel safe physically, socially, and emotionally in schools," (Faour, 2012). Faour believes that one of the causes of this issue is due to the large number of teachers that have low academic preparation and proper appropriate professional training. Classrooms are overcrowded, and reliance on rote memorization, and limited resources to provide for the students are all contributors to this issue.

2.1 Growth Mindset and Praise Culture

It is important to change the traditional fixed mindset in the educational system to a growth mindset. "As opposed to a fixed mindset, a growth mindset is the belief that someone's ability and intelligence can be developed over time," (Gouëdard, P., & Valle, R., 2021). A person with a growth mindset will develop an understanding that effort is part of the learning process and that making mistakes is an important way to learn and grow. "People with a growth mindset are characterized by a greater passion for learning and a decreased anxiety about learning linked to their positive conception of failure," (Gouëdard, P., & Valle, R., 2021). It is the responsibility of the key stakeholders to establish an environment that is a safe space for students to not feel judged for making mistakes and therefore giving them the courage to always try and to receive constructive feedback. PISA data indicates that students with a growth mindset have higher levels of motivation to master tasks and lower levels of fear of failure. They also value school much more, set ambitious learning goals, and have higher levels of self-efficacy (Gouëdard, P., & Valle, R., 2021).

3. Policy Recommendation

3.1 Social-Emotional Learning (SEL): The Context

The origins of social-emotional learning can be traced back to before the 20th century by American psychologists and philosophers. However, SEL as a structured educational framework was introduced in the early 20th century. Organizations such as Collaborative for Academic, Social, and Emotional Learning (CASEL), founded in 1994, played a significant role in promoting SEL. CASEL has developed

many frameworks and offered many resources to support the implementation of SEL in schools across the United States. Over the past decades, SEL has gradually become a part of the educational landscape in the Arab region. As the research and evaluation on the importance and effectiveness of SEL in education increased, policymakers and stakeholders in the educational systems became more aware of it. Studies show that students who took part in SEL programs had an 11% increase in academic achievements and an improvement in behavior (Durlak et al., 2018). Organizations such as UNESCO (United Nations Educational, Scientific and Cultural Organization) and international NGOs were promoting SEL as part of their educational agendas. These organizations then provided resources, training, and support to integrate SEL into educational systems in the Arab region. The United Arab Emirates has been the lead in educational reforms in the Arab world (Tabari, 2014). The United Arab Emirates established many government bodies to be responsible for the growth, direction, and quality of private and public schools. KHDA is an example of these governmental bodies based in Dubai and caters to private schools. KHDA supervises educational institutions to ensure high-quality education as well as safe and comfortable learning environments. In the inspection framework, KHDA has placed students' and staff wellbeing as a priority.

3.2 Social- Emotional Learning (SEL): An Overview

Social-emotional Learning Curricula and Programs create a better learning environment by allowing students to understand, validate, and control their emotions. They encourage students to develop self-management skills and make responsible decisions. SEL programs implement a proven method for social-emotional learning that works in community centers, mental health centers, and detention centers.

Social Emotional Learning curriculum can be integrated within the school curriculum and lesson plans. Teachers and administration should work closely to ensure successful implementation and create an action plan. Key actions, lead person, resources, cost, timeline, and success criteria should all be discussed thoroughly written down, and practiced.

The first area that can be integrated within the curriculum should be promoting a "growth mindset" and "praise culture" to help reduce assessment anxiety in middle and high school. The leading people to these actions are the leadership team, a well-being team that can be led by a group of students with a faculty to assist them, and the student council. The following are suggested key actions to be implemented:

1. Introduce additional praise systems in all sections.

2. Conduct focus groups in classes on the negative impact on attainment levels.

3. Implement additional methods of data collection.

4. Conduct PD for teachers to develop strategies and routines that engage students in productive struggle.

5. Increase the opportunities provided for students to voice their feelings

6. Collaborate with Subject Coordinators to ensure that the workload allows for a balance between students' wellbeing and academic attainment.

7. Revise the assessment policy and procedures to decrease the load on students with a focus on quality vs quantity.

8. Involve parents in focus groups to discuss methods of collaboration to ensure stress relief.

9. Collaborate with external entities to conduct workshops to promote human well-being and development.

10. Initiate a mentorship program for teachers to share best practices.

The second area is to devise a plan for SEL integration and assess outcomes. It is extremely important that once the curriculum is taking place, programs, and resources are properly integrated and outcomes are visible. To do so we need to follow the below action plans:

1. Conduct surveys to determine specific social-emotional skills from the five competencies to be targeted in the school plan.

1. Select evidence-based SEL programs, materials, and resources that align with the identified goals.

2. Adapt lesson plans and activities that can be integrated into Moral Education lesson plans.

3. Provide training and support to teachers and staff on SEL concepts, strategies, and implementation   techniques.

4. Determine appropriate assessment tools and data collection methods to measure the outcomes of SEL integration

    a. Monthly Check-ins.

    b. Learning Check Reflection.

    c. Microsoft Reflect Platform.

    d. Well-being Walkthroughs.

    e. Parents Focus Group.

    f. Surveys.

The third area is to focus on creating extra-curricular opportunities for students to practice effective

SEL and promote wellbeing. This area can be led and planned by the students which allows them to feel a sense of responsibility and remove the fixed mindset of constantly receiving information and orders from their teachers. Below is a list of key actions that can cover this area:

1. Allow students to speak about personal developments and human well-being during the morning assemblies.

2. Assigning specific days for specific mental health issues to raise awareness and for those who suffer to feel a sense of belonging and acknowledgment.

3. Create wellbeing clubs, and develop the initiatives conducted by them.

4. Increase the number of Model Federal Council sessions that target the promotion of SEL.

5. Conduct class activities that promote the social and emotional competencies identified as a target from well-being walkthroughs.

The fourth area is to enhance the well-being of the school staff. It is extremely important for the school staff to feel safe, healthy, and acknowledged, as they play an important role in the school. If the staff is not satisfied that will reflect on the students and therefore create a toxic environment for everyone. The following are different key actions to promote the well-being of the staff:

1. Create a staff well-being calendar where all staff are engaged in well-being activities.

2. Create "A place for all" with barcodes that provide digital spaces for staff to speak about any of their concerns.

3. Use well-being surveys for staff created by well-being club heads to solicit data.

4. Continue to conduct staff mindfulness and stress-managing activities.

5. Conduct professional development on social and emotional learning for teachers to improve self-awareness and self-management.

6. Create opportunities for talented teachers to conduct internal professional development workshops.

3.3   Social-emotional Learning (SEL): A Case Study

In 2023, Al-Mawakeb Schools started the integration of the Social and Emotional Learning curriculum, aiming to enhance the students' and staff's well-being. Several data collection methods were deployed to assess the success of this integration and review purposes. One of the methods used was through surveys that were conducted to middle school students during class time, ensuring comprehensive participation. The success of SEL integration is evident in the results of the surveys, particularly in fostering students' emotional well-being and social skills. According to the survey, 307 out of

499 responded "Frequently" or "Often" to feeling positive about themselves, indicating a high level of self-esteem and self-awareness. Additionally, 379 students reported building friendships "Most of the time" or "Always," highlighting their social awareness and ability to cultivate relationships. Moreover, a significant proportion of students (424) agreed with the importance of planning and making educated decisions, reflecting their readiness for responsible decision-making. Furthermore, the survey revealed that 362 students feel capable of expressing their emotions appropriately, showing the importance of effective communication and self-awareness. Moreover, social awareness emerged as a prominent theme, with 450 students affirming their acceptance of diversity, highlighting the significance of understanding and respecting differences as students transition into adulthood. Overall, the survey findings provide compelling evidence of the positive impact of SEL integration at Al-Mawakeb Schools, nurturing students' emotional intelligence, interpersonal skills, and inclusive attitudes essential for their personal and academic growth.

Another data collection method that they used was Microsoft Reflect to ensure engagement with the curriculum and gain feedback. Microsoft Reflect is a platform designed to facilitate meaningful check-ins with educators and students. These check-ins aim to gather insights into the overall well-being to create a healthy and happy learning community. It is primarily used in classrooms and staff teams within the Microsoft Teams platform. The graphs below show the feedback of the middle school students on Microsoft Reflect. These results were able to point out the success of this platform. As shown in the graphs below, 87.96% of the students participate regularly in Reflect Check-in, which shows the ease and comfort of using this platform. Furthermore, 82.72% of the students feel safe to share their emotional status and the same percentage feels heard by the teacher when sharing concerning emotions. These results are important to keep track of because, through the use of such platforms, you can rate the success of the SEL implementation and gain insights from the students.

Capacity Building Program

The Capacity Building Program is the first research-based design that aims to enhance leadership skills within the lead teams of educators in schools. Simultaneously, it lays the groundwork for fostering extensive leadership capabilities, involving students, parents, and community partners on a broader scale. This program was generated by the TAMAM Steering Team which is an educational movement in the Arab region that was initiated by a collaboration between the Arab Thought Foundation and the American University of Beirut. This model embeds research directly into the process of school improvement. Unlike the case of traditional research, where research is sent for publication hoping that its results will tackle out to affect practice, use is made of the teacher-directed and school-based research results right away. The capacity-building program was designed under eleven pillars called the TAMAM Pillars. These pillars are a combination of theoretical knowledge, skills, and attitudes

that are required to improve the educator's performance and to commit to a leading and sustainable school-based improvement. During the last workshop on placing these pillars, a session was dedicated to experimenting with their translation to Arabic. These pillars, thereafter, became the foundation of the project design, ensuring a shared vision both of the reform approach and the school culture promoted by TAMAM. The capacity building program is designed under the following pillars:

a. Inquiry.

b. Evidence-based Decisions.

c. Decisions & Actions Driven by Needs.

d. Reflection Dialogue & Practice.

e. Evolving Design Planning.

f. Participative Leadership for Continuous Improvement.

g. Professional Collaboration.

h. De-privatization of Practice.

i. Mentoring Approach.

j. Job-embedded Experiential Learning.

k. Systematic Documented Practice.

This program has strategies to train and guide educators to initiate, plan, implement, monitor, and evaluate an innovative improvement project of their choice based on the collective that aligns with their school's vision and mission. It allows for organizational and cultural transformations that result in environments that are flexible in structure, adaptive to change, and innovative. TAMAM transforms the school into a professional learning community that leads reform and improvement effectively. Every participating school is asked to form a team that consists of decision-makers and educational practitioners. With the help of the TAMAM Steering team which consists of academic experts, the school team plans the innovative improvement project of their choice. They initiate, plan, implement, monitor, and evaluate a project that is based on an urgent need to improve student learning and what aligns with their school's vision and mission. The importance of the TAMAM project is that it builds a bridge between the three key stakeholders in the education system which ensures effective improvement. The three key stakeholders are policymakers in the minister of education and private educational institutions, faculty members in each country, and the schools and participating educators. TAMAM is a great team that provides scientific, academic, and moral support.

There is a successful project that was done with TAMAM in 2013 at Hariri Secondary High School in Lebanon. The project was focused on preparing well-rounded students by merging the concept of

integrated education with the theory of multiple intelligence. According to Katia Kazma, a preschool English Coordinator, she mentions that the project helped them identify each child's strengths and allowed them to improve the child's balanced growth in four development domains. Another successful project is from Al-Ezdihar School for Basic Education in Sultanate of Oman which was called "I read with my family." The project aims at improving and developing the students' reading skills and engaging the family in the process. One of the ideas implemented in the project was the idea of "the mobile cart." This idea was to make a mobile cart as a mini moving library that contains many interesting books and can visit classes where students choose a book to borrow. Badria Nasser Al-Arimi, Information Technology Teacher, evaluated that due to the repetitiveness of the cart entering classrooms, students' tendency to pick up a book to read increased with time. The term "well-being" emerged from social science studies on happiness and life satisfaction in the late 20th century (Diener & Chan, 1999). According to Al-Ezdihar's report that was submitted to TAMAM, after implementing the "mobile cart," there was a rise of 30% in students who started borrowing books to read.

4. Conclusion

It is extremely important to focus on the student's well-being and development at a young age to build confident, independent decision-makers and leaders. Being stuck in the traditional and fixed mindset will only build followers who are unmotivated and scared of challenges. Whereas, a person with a growth mindset will be more likely to embrace challenges and take risks. Standardized tests, stigmatization of failure, and spoon-feeding are all traditional ways of teaching that should be studied carefully and reformed. These approaches are not only affecting the overall intelligence and capabilities of a student but also causing high levels of mental health issues and slow development in the Arab region. Teachers and proper training play a critical role in providing an environment that is welcoming to the development of a growth mindset. Teachers, with parents and other faculty members, need to show their constant support, encourage challenges and appreciate learning processes. Social-emotional Learning and the TAMAM reform approach are two of many policy recommendations the educational stakeholders can implement or work with to promote human well-being and a growth mindset. Educational institutions, such as Al-Mawakeb School and Al-Ezdihar School, that integrated these reforms have shown evident success in the implementation. The Arab region faces many challenges and therefore the educational stakeholders, policymakers, and governments should work closely together consistently to implement policies that will improve the educational systems. Although there are enough resources that can support improvement, the Arab region still lacks where and how to allocate and use these resources properly. As long as key stakeholders, policymakers, and any entity that can improve a student's education in the Arab region, regardless of their location, invests their time and effort in providing each student the same opportunity and support to develop a growth mindset then we will start to see vivid improvements in the education system.

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